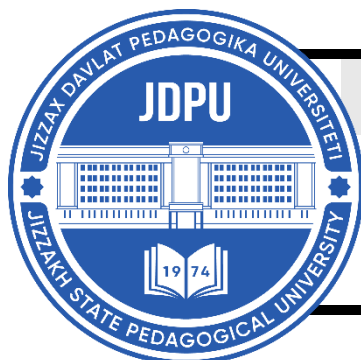


# MENTAL ENLIGHTENMENT SCIENTIFIC – METHODOLOGICAL JOURNAL



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### DEVELOPING THE FACILITATION COMPETENCE OF FUTURE EDUCATORS THROUGH DIGITAL TECHNOLOGIES AS A PRESSING ISSUE

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#### ABOUT ARTICLE

**Key words:** facilitation, pedagogy, modern education, upbringing, digital technology, students, development, integration, technological tool.

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**Abstract:** this article analyzes the methods of using digital technologies, their advantages, practical applications and pedagogical effectiveness in the development of the methodological competence of future educators. At the same time, proposals are put forward on what pedagogical approaches and digital resources can be effective in the formation of this competence on the basis of existing experiences. In recent years, the concept of facilitation has been frequently used in education. The term is derived from the English word facility, meaning "to relieve", "to assist", "to guide". Facilitation in a pedagogical context refers to the activity of the teacher, which encourages students to acquire knowledge, in which they develop independent thinking and self — awareness.

The modern educational process is closely related to digital transformations in society, which creates new requirements for pedagogical approaches and the teaching profession. In particular, the effectiveness of pedagogical activity is now determined not only by the transfer of knowledge, but also by the development of students' personal activity, critical thinking and independent problem-solving skills. This requires educators to master a facilitative approach, that is, the competence to guide, support and encourage independent thinking in students. Facilitative competence is the ability of a teacher to work with students in interactive,

collaborative and personal development-supporting ways. One of the effective tools for the formation and development of this competence in the 21st century is digital technologies. With the help of digital tools, in particular online platforms, artificial intelligence-based learning systems, simulation, gamification, virtual reality (VR) and augmented reality (AR) technologies, the educational process becomes interactive and person-centered. Facilitative competence is the ability of a teacher to effectively use the following skills in his/her educational process:

- actively involve students;
- create an environment for teamwork;
- support critical and creative thinking;
- organize education in a person-centered manner;
- use of communicative and reflective approaches.

Many scientists indicate facilitative competence as an integral part of a modern teacher. For example, according to A. V. Khutorskoy, a modern teacher should act not only as a provider of knowledge, but also as a consultant, assistant, and partner who encourages students to learn. This requires the teacher to abandon the traditional authoritarian model and choose a democratic and open dialogue.

Also, T. A. Ilyina in her research divides facilitative competence into the following main blocks:

- Motivational: encouraging students to learn;
- Communicative: creating an environment for effective communication and exchange of ideas;
- Reflective: the ability to analyze one's own and students' activities;
- Technological: the ability to use modern pedagogical and digital technologies.

Facilitative competence is especially important at the stage of training future teachers. Today, students studying at universities and pedagogical institutes must learn not only theoretical knowledge, but also practical interactive methods. The use of digital technologies as a tool to support this can be the basis for the effective organization of this process. After all, the digital environment calls for new roles for both the teacher and the student - which is precisely what the facilitative approach is suitable for.

The modern education system has reached a level that is unimaginable without digital technologies. Informatization, artificial intelligence, cloud technologies, AR/VR (augmented and virtual reality), gamification, online learning platforms - all this is radically changing the content, form and means of the pedagogical process.

Advantages of digital technologies

- The use of digital technologies in pedagogical activities provides the following main advantages:

- Interactivity of the learning process: students become active participants, not passive listeners.

- Strengthening an individual approach: creates conditions for each student to learn at their own pace.

- Elimination of time and space boundaries: online educational tools allow for distance learning.

- Multi-format presentation: enriching the material through text, images, video, audio and interactive tools.

- Ease of analysis and monitoring: the ability to automatically track and analyze student activity.

The main types of digital technologies. Digital technologies widely used in pedagogical activities include:

Online platforms: Google Classroom, Moodle, Edmodo, Microsoft Teams and other tools help organize and manage the educational process.

Multimedia tools: video lessons, interactive presentations, visual animations serve to visually consolidate knowledge.

Gamification elements: increase student motivation by integrating game elements into education.

Simulations and VR technologies: allow for the simulation of real-life situations, especially in vocational and engineering fields.

Artificial intelligence-based assistants: with the help of ChatGPT, Khan Academy, exercises, explanations and assessments are automated.

Importance for future educators. Future educators should learn to use digital technologies not only as users, but also as methodological tools.

This:

- increases their pedagogical flexibility,
- develops innovative approaches,
- and, most importantly, serves as an important factor in the formation of facilitative competence.

The modern teacher is no longer just a source of knowledge, but also plays the role of a guide, assistant and facilitator in a digital environment. This requires him to constantly update, work on himself and the ability to critically analyze technologies. Digital technologies create

broad opportunities for the formation and development of facilitative competence of future teachers. The main emphasis is on the teacher's ability to use them not only for methodological purposes, but also for the role of a guide in an interactive and collaborative environment.

The following are the main methods that serve to form this competence:

#### 1. Using virtual collaborative environments

Future teachers can use collaborative platforms (e.g. Google Workspace, Microsoft Teams, Padlet, Jamboard) in their educational activities to guide students to exchange ideas, solve problems collectively, and make decisions.

In these processes, the teacher plays the role of a facilitator rather than a “controller”:

- sets the direction of the discussion,
- prompts thinking through questions,
- ensures equality between participants.

2. Working with interactive presentations and visual tools. Facilitative competence also includes the effective use of visual and interactive tools. Through tools such as Canva, Prezi, Genially: the topic of the lesson is conveyed effectively and clearly, discussions are easier to manage, and students learn to express their thoughts in graphic form.

This approach strengthens learner-centered learning and encourages independent analysis.

#### 3. Gamification-based activities

Gamification — the integration of game elements into learning — is an important component of the facilitation approach. Through platforms such as Kahoot, Quizizz, Wordwall, Blooket:

student participation is activated,  
competition and cooperation are combined,  
the teacher becomes a facilitator rather than a controller of the classroom environment.

In a game-based environment, students think freely, which develops independent learning and discussion skills.

#### 4. Digital reflection methods

Facilitative competence supports reflection — students’ understanding of their own activities and experiences. The following methods are effective for implementing this digitally:

Exit tickets (via Google Forms, Mentimeter) — writing a short summary at the end of the lesson;

Reflective blogs are online diaries where students express their thoughts in written form;

Video reflection – sharing thoughts via Flip (formerly Flipgrid).

These methods make the student the subject of their own learning process, while the teacher acts as a guide and motivator.

#### 5. Use of simulation and virtual reality (VR) technologies

The opportunity to practice, model situations, and “learn even if you do it wrong” is extremely important for future teachers. Programs based on VR and simulations fill this need: creating and evaluating teaching scenarios, making decisions in complex pedagogical situations, “feeling” how to work with an audience.

With the help of these technologies, students have the opportunity to develop facilitation skills in a safe, but close to real-life environment.

#### 6. Facilitation in a distance and hybrid learning environment

Distance and hybrid formats are widely used in education after the pandemic. In such an environment, the teacher must be able to:

- select tools that encourage self-management,
- activate student participation,
- provide a personalized approach.

This requires strategic planning, technological literacy, and strong communication skills from the teacher to form facilitation competence. Digital technologies are not only a tool in developing the facilitation competence of future teachers, but also a factor shaping new pedagogical thinking. The ability to select technologies in accordance with the pedagogical goal, integrate them into the learning process, and organize active dialogue is an integral aspect of a modern teacher.

In the training of future teachers, it is important to form practical competencies along with theoretical knowledge. Facilitative competence is one such practical skill, which represents the teacher's ability to organize the educational process in an interactive, open, and collaborative manner. Digital technologies open up wide opportunities in this direction and serve to form this competence through various approaches.

Below are some practical approaches used in higher pedagogical education institutions:

#### 1. Working with digital portfolios

Creating a personal digital portfolio for future teachers is an effective tool for monitoring their own work, identifying achievements and shortcomings, and self-assessment. In the case of local universities, the following is observed:

Students maintain their portfolio pages on platforms such as Google Sites, Notion, or Mahara.

The portfolio includes video lessons, lesson plans, analytical materials, and reflection notes.

Teachers participate in this process as observers and guides, which develops facilitation competence in a real practical environment.

## 2. Preparing mini-lessons and video lessons

Creating mini-lessons based on digital technologies for future teachers develops not only a technical, but also a methodological approach:

Students create 5-10 minute lesson videos using tools such as Canva, PowerPoint, OBS Studio or Loom.

Each video lesson contains questions, reflective tasks, and assessment criteria that activate their audience. Teachers not only evaluate these lessons, but also provide feedback by analyzing the level of the facilitation approach. This experience develops the future teacher's skills in correctly conveying his or her thoughts, using digital tools in accordance with the pedagogical purpose, and ensuring student activity.

## 3. Working with digital problem tasks (case studies)

Tasks based on problem situations form skills in students such as analytical thinking, decision-making, and discussion. In this process:

An interactive collective analysis is organized using digital tools (Jamboard, Miro, Mural). Students are divided into groups to find a solution to a given real pedagogical problem, analyze the situation and develop proposals. The teacher (facilitator) here deepens ideas through questions, leads the discussion, but does not provide ready-made solutions. These activities prepare students to make independent and responsible decisions, communicate and manage the classroom environment. Online discussion forums and blogs play an important role in developing facilitation competence for future teachers. For example: After each lesson or practical exercise, students express their opinions via padlet, Moodle forum, Telegram bot or Google Form. Opinions can be anonymous, which encourages students to express themselves more freely. The teacher guides them to think, generalize, analyze. This experience serves to develop reflective thinking - which is one of the main elements of facilitation competence.

## 5. Cross-curricular cooperation projects (interfaculty approach)

Integrated projects between different disciplines and areas also form a multifaceted approach to pedagogical activity. For example: students of the Faculty of Pedagogy, together with students of the Information Technology Department, create digital methodological guides,

interactive applications. Each stage of the project (planning, analysis, presentation) is carried out in a student-activity-based manner. Facilitative competencies are formed directly in the work process.

For future teachers, the integration of digital technologies into practical activities:

- activates thinking,
- strengthens communication,
- develops mutual trust and cooperation,
- naturalizes the role of the teacher as a facilitator.

These exercises, conducted using digital approaches, not only enrich methodological knowledge, but also practically introduce them to the modern requirements of the teaching profession. Based on the theoretical approaches presented in the above sections, the impact of digital technologies, and practical experiences with future educators, it can be said that the development of facilitative competence is of strategic importance in modern education. In particular, digital technologies allow this process to be significantly accelerated, deepened, and individualized.

#### 1. Facilitative competence is a modern pedagogical need

Analysis shows that in an environment of interactive, reflective, and collaborative learning, based on interaction with students, encouraging active participation, the role of the teacher is radically changing. The traditional “informant” is replaced by roles such as:

- motivator,
- observer,
- guide,
- and motivator of reflection.

This distinguishes facilitative competence not only as a useful, but also as a necessary competence.

#### 2. The impact of digital technologies on competence

According to the analysis of observations and practical experiences, the following main points have been identified.

Communication: Open communication is formed through forums, online chats, video conferences

Reflection: Self-assessment is developed through formative assessment, blogs, video lectures

Creative approach: Creative thinking is enhanced through interactive lessons, gamification, multimedia developments

Teamwork: Team discussion and collaboration are enhanced through tools such as Miro, Padlet, Google Docs

Flexibility: It becomes possible to differentiate education with resources suitable for different learning styles

With the help of these technologies, the learning process becomes a client-oriented model, which requires both a flexible and multifunctional approach from the teacher.

### 3. Methodological approaches for the teacher

The following methodological approaches, which are being implemented by pedagogical institutes and universities, have been found to be particularly effective in developing facilitatory competence:

Problem-based teaching: develops pedagogical thinking in real-life situations;

Portfolios of presentations: collects students' achievements and experiences and shows change;

Project-based learning: strengthens teamwork and develops initiative;

Technological exercises: increases technological literacy by creating problem-based lessons on digital platforms.

Through these approaches, teachers not only use technologies, but also learn to integrate them as effective methodological tools.

However, in some cases, some limitations have also been identified:

Limited access to technological tools (internet speed, lack of technical equipment);

Low digital literacy - some students or teachers have difficulty using technologies;

Seeing digital tools only as "strangely designed presentations", not fully understanding their methodological potential;

Lack of deep understanding of the essence of facilitation by the teacher.

A systematic approach, continuous professional development, study of best practices and an approach based on reflection are necessary to solve these problems.

### **Conclusion and discussion**

In general, the development of facilitation competence in future educators is a broader issue than the correct choice of digital tools. This includes the following:

- Correctly defining pedagogical intentions and goals,
- Creating an interactive and person-centered environment,
- Using digital tools on a methodological basis,
- Seeing students as active participants and motivating them.



Facilitative competence is becoming the basis for being a successful and effective educator in the digital age. Based on the above analysis and practical experience, the following main conclusions can be drawn:

Facilitative competence is one of the important and necessary competencies for a modern teacher, which serves to turn the student into an active participant in the educational process. This competence is characterized by the teacher's openness to communication, the role of a guide rather than a teacher, and the stimulation of critical and creative thinking. Digital technologies serve as an effective tool for developing facilitative competence. They allow for interactivity, a person-centered approach, support for reflection, collaboration, and creativity.

Facilitative competence is gradually being formed through practical exercises with future teachers, digital portfolios, mini-lessons, gamification, virtual collaboration, and reflection forums. When the facilitative approach and digital technologies are combined, the educational process becomes student-centered, active, and encourages independent thinking. This fully corresponds to the goals of modern education. However, there are some problems and limitations in developing this competence: low digital literacy, lack of technical means, limited experience in methodological approaches.

#### Suggestions.

The following suggestions can help future teachers develop facilitation competence more effectively using digital technologies:

- Introduce special modules (courses) in pedagogical universities:
- “Fundamentals of digital facilitation”, “Interactive methods and digital environment”, “Digital approaches to reflection and assessment”.
- Organize advanced training courses for teachers: practical training on integrating new technologies and a facilitation approach.
- Provide future teachers with the opportunity to participate as facilitators in real situations - launch “interactive classroom” projects in collaboration with schools.
- Create a digital resource base: collect methodological developments, examples of exercises and share them through open platforms.

Formation of reflection and analysis as an integral part of teaching activities - using digital blogs, webinars, mentoring platforms.

Developing digital assessment criteria for assessing facilitation competence will help systematize the teacher's work on himself. As a general conclusion, the development of facilitation competence of future teachers through digital technologies is not only a

technological innovation, but also a transformation of pedagogical culture. Strategic organization of this process serves as an important factor in improving the quality of education.

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