METHODOLOGY FOR DEVELOPING FACILITATION COMPETENCE IN FUTURE PRIMARY SCHOOL TEACHERS

Shokhsanam Saydulloyeva
Samarkand State Pedagogical Institute
Lecturer, Department of Primary Education
shoxsanamsaydulloyeva94@gmail.com

Abstract. This article outlines the theoretical and practical foundations of a methodology for developing facilitation competence in future primary school teachers. It analyzes the essence and structural components of facilitation competence, the pedagogical conditions that foster its development, and effective educational methods. Furthermore, a methodology is proposed for developing the skills of future teachers in establishing effective communication with students, organizing collaborative learning, supporting students' independent thinking and creative activity, and coordinating the educational process. The motivational, content-based, practical-activity, and reflective stages of developing facilitation competence are substantiated.

Keywords: future primary school teacher, facilitation, facilitation competence, professional competence, pedagogical communication, collaborative learning, interactive methods, reflection, independent thinking, pedagogical skill.

Introduction

The reforms currently being implemented within the modern education system necessitate a new approach to a teacher's professional practice. Today, educators are expected to possess not only deep subject-matter knowledge and methodological expertise but also the ability to foster students' independent thinking, creative inquiry, collaboration, and active participation in the learning process. At the primary education stage, in particular, a teacher's pedagogical practice significantly influences a child's attitude toward learning, self-confidence, communication skills, and personal development. In this context, developing facilitation competencies among prospective primary school teachers is a key pedagogical objective. Facilitation entails that a teacher does not merely transmit pre-existing knowledge to learners; rather, it involves creating a supportive pedagogical environment that enables students to acquire knowledge independently, solve problems, express their own ideas, and engage in collaborative learning. Methodological materials on education developed by UNESCO also define the teacher's role as a facilitator—one who supports students as they engage in inquiry, ask questions, and solve problems independently [1]. The significance of a facilitative approach in primary education lies in the fact that young primary-school-aged students are given the opportunity to acquire knowledge through activities, communication, observation, experimentation, and mutual cooperation. In this context, the teacher must take into account the students' age-related and individual characteristics, listen to their ideas, stimulate their thinking through questioning, and support them in drawing independent conclusions. However, the competence to act as a facilitator does not develop spontaneously in a prospective teacher. To foster this, it is essential to enhance the content of pedagogical education, organize practical sessions based on interactive methods, and systematically utilize tools such as the modeling of pedagogical situations, micro-teaching, reflective analysis, and supervised pedagogical practice. These approaches are aimed at shaping the prospective teacher into an active subject of professional practice, developing their individual potential, and refining their ability to make independent decisions within pedagogical contexts.

© 2026 London International Monthly Conference on Multidisciplinary Research and Innovation. All Rights Reserved.

The theoretical exploration of this topic involved the use of methods such as the analysis of scientific-pedagogical literature, comparative analysis, generalization, systematization, and pedagogical modeling. The proposed methodology is a conceptual framework based on the results of theoretical analysis; its effectiveness must be specifically verified through the results of a specially designed pedagogical experiment.

The Essence and Structural Composition of Facilitation Competence

The concept of facilitation in the educational process relates to creating a favorable environment for participants to engage effectively, organizing communication, fostering collaboration, and supporting the pursuit of specific goals. A facilitator does not think on behalf of the learners, nor do they make all decisions for them. Instead, through the use of questions, tasks, dialogue, and collaboration, they help learners demonstrate their own potential. In pedagogical practice, facilitation does not negate the teacher's traditional role as a source of knowledge; rather, it enriches this role by supporting student engagement, managing the educational process, and developing independent learning skills. While the teacher provides explanations, models behaviors, and offers guidance when necessary, they also create opportunities for students to think independently and participate actively. The facilitation competence of a prospective primary school teacher can be defined as an integrative professional quality that enables them—within their professional practice—to support students' learning processes, establish effective communication, foster an environment of collaboration, manage challenging situations, and engage in reflective analysis of their own pedagogical activity. This competence consists of the following interrelated components:

Motivational-value component. This component reflects the prospective teacher's interest in facilitation, their respectful attitude toward children, their belief in the potential of each student, and their appreciation for the student as an individual. In this context, empathy, responsibility, patience, and a readiness for collaboration play a significant role in pedagogical practice.

Cognitive component. This component encompasses knowledge regarding the theoretical foundations of facilitation, the age-related and individual characteristics of primary school students, pedagogical communication, group dynamics, conflict resolution, and interactive teaching methods.

Communicative component. This component includes skills such as active listening, asking open-ended questions, clarifying ideas, providing feedback, encouraging students, and organizing constructive dialogue. Organizational-operational component. This component encompasses the ability to organize students' work in groups and pairs, distribute tasks, coordinate collaborative activities, resolve problematic situations, and effectively manage the educational process.

Reflective-evaluative component. This component entails the future teacher's ability to analyze their own practice, evaluate achieved results, identify pedagogical shortcomings, and determine ways to improve future professional activity.

These components are intrinsically linked; their harmonious development ensures the comprehensive formation of facilitation competence.

Content of the methodology for developing facilitation competence in future primary school teachers

The methodology for developing facilitation competence must be based on the mutual alignment of goals, content, methods, organizational forms, pedagogical tools, and assessment mechanisms. Its primary objective is to prepare future teachers as professionals capable of supporting student engagement, organizing collaborative learning, and effectively coordinating the educational process.

© 2026 London International Monthly Conference on Multidisciplinary Research and Innovation. All Rights Reserved.

The following pedagogical conditions are of significant importance in implementing the methodology:

a) integrating knowledge and practical tasks related to facilitation into the content of pedagogical disciplines;

b) creating an educational environment that encourages independent thinking and mutual collaboration among students;

c) linking theoretical instruction with pedagogical scenarios, role-playing games, micro-teaching, and project-based activities;

d) systematically developing students' communicative and reflective skills;

e) providing opportunities to test and analyze facilitation skills during pedagogical practicum;

f) establishing a system for assessment based on clear criteria, accompanied by individual feedback.

The methodology can be structured into the following four sequential stages:

1. Motivational-orientational stage

At this stage, students develop an understanding of the nature and significance of facilitation, as well as its necessity for their future pedagogical practice. To achieve this, it is appropriate to utilize inquiry-based questions, pedagogical scenarios, examples of professional success, and reflective discussions. For instance, students might be asked: “How should a teacher respond if a student provides an incorrect answer to a question?” ...or situational questions are posed, such as: "How can all children in a class be engaged to participate actively in a discussion?" Students justify their viewpoints, compare various solutions, and draw conclusions regarding the teacher’s role as a facilitator. The primary outcome of this stage is the development—within the students—of a need to acquire facilitation competencies, as well as the cultivation of professional interest and personal development goals.

2. Theoretical-Content Stage

At this stage, students study the theoretical foundations of facilitation, including pedagogical communication, active listening, the use of open-ended questions, the organization of group activities, constructive feedback, and conflict management techniques. Theoretical knowledge should not be limited to lectures alone; rather, it must be reinforced through problem-based discussions, concept mapping, case studies, and collaborative assignments. For instance, students might be presented with a case study describing a disagreement that arises among primary school pupils while they are working on a group task. The students identify the underlying causes of the situation, analyze the needs of the participants, and propose facilitation techniques that the teacher could employ. As a result of this stage, students are expected to understand the content and principles of facilitation, and to develop the ability to select appropriate methods and apply them to pedagogical situations.

3. Practical-Activity Stage

This stage constitutes the core component of the methodology for developing facilitation competence. During this phase, theoretical knowledge is reinforced through practical assignments; students practice skills such as engaging in pedagogical communication, organizing group activities, asking questions, and guiding learners toward independent thinking.

The following methods can be employed during the practical stage:

Micro-teaching. Students design short lessons based on primary school subjects and conduct them in front of their peers. During these sessions, they encourage "students" (their peers) to ask questions, justify their opinions, and reach conclusions collectively. Following the session, they analyze their own performance based on observations and feedback.

© 2026 London International Monthly Conference on Multidisciplinary Research and Innovation. All Rights Reserved.

Role-playing. Students take on various roles – such as the teacher, an active student, a shy student, or a group representative. Through this, they learn strategies for interacting with children who have diverse needs and behavioral traits.

Case studies. Pedagogical problem situations are analyzed, and alternative approaches for resolving them are developed. For example, the group discusses situations such as the lack of active participation by some students, clashes of opinion, or difficulties encountered while completing an assignment.

Project-based learning. Students prepare projects on topics such as "Creating a collaborative learning environment in primary grades" or "Methods for engaging every student in class discussions." The project outlines the objectives, stages of activity, student participation, and criteria for evaluating the results.

Collaborative learning. Students develop facilitation skills by working on tasks in small groups, distributing responsibilities, providing mutual support, and striving toward a common outcome.

At this stage, the teacher does not act as someone who provides ready-made solutions, but rather as a mentor who guides the students' activities, offers support through targeted questioning, and fosters their development.

4. Reflective-evaluative stage

During this stage, the knowledge and skills acquired by the students are analyzed, achievements and challenges in their development are identified, and measures are determined to improve future activities. The following tools can be used to organize reflective practice:

1. maintaining a reflective journal;
2. completing self-assessment forms;
3. observing the work of peers and providing constructive feedback;
4. analyzing micro-teaching sessions;
5. developing an individual professional development plan;
6. compiling a pedagogical portfolio.

After a session, students analyze their own performance by answering questions such as: "How did I encourage the students to think independently?", "Which questions proved effective?", "Whose participation was insufficient?", and "What should I change for the next session?" The outcome of this reflective-evaluative stage is the development of the student's ability to approach their professional practice critically and constructively, to recognize their own developmental needs, and to devise a strategy for independent professional growth.

Using Interactive Methods to Develop Facilitation Competence

Interactive methods serve as an essential didactic tool for developing the facilitation competence of prospective primary school teachers. This is because these methods create an environment that fosters active student participation, mutual interaction, independent thinking, and collaborative decision-making.

The effectiveness of the methodology used to develop facilitation competence depends on the content and organization of the educational process, as well as the characteristics of the pedagogical environment. First and foremost, prospective teachers must not only acquire theoretical knowledge about facilitation but also have the opportunity to apply it in practice. Secondly, a system of regular feedback and reflective analysis must be established for the professional development of students [trainee teachers]. Thirdly, the methodology should be adapted to the age-related characteristics and actual educational needs of primary school pupils. UNESCO materials on learner-centered education also emphasize the importance of teachers shifting from the role of mere knowledge providers to that of facilitators—

© 2026 London International Monthly Conference on Multidisciplinary Research and Innovation. All Rights Reserved.

partners who support the learning process and provide guidance—while fostering greater independence and responsibility among pupils [1; 2]. These concepts substantiate the theoretical significance of developing facilitation competencies in the training of future primary school teachers. At the same time, it would be incorrect to interpret facilitation as a complete abandonment of the teacher's managerial role in the classroom. In primary education, pupils require clear instructions, examples, structure, and necessary pedagogical support. Therefore, effective facilitation must strike a balance between fostering pupil independence and providing pedagogical guidance.

Developing facilitation competencies in future primary school teachers is a key objective of modern pedagogical education. This is because a primary school teacher, in addition to organizing the students' learning process, must also foster their independent thinking, communication skills, collaborative work, and the ability to demonstrate their full potential.

Based on the theoretical analysis conducted in the article, the following conclusions have been drawn:

1. Facilitation competence is rooted in the harmonious integration of a prospective teacher's motivational-value, cognitive, communicative, organizational-operational, and reflective-evaluative components.
2. The methodology for developing this competence requires the systematic implementation of stages focused on motivation and orientation, theoretical content, practical application, and reflection and evaluation.
3. Methods such as case studies, role-playing, micro-teaching, project-based learning, small-group work, and reflective analysis offer significant didactic opportunities for prospective teachers to practice and strengthen their facilitation skills.
4. Developing facilitation competence necessitates integrating theoretical knowledge with pedagogical practice, providing individualized feedback, fostering a collaborative environment, and supporting students' independent professional development. 5. In assessing the level of competence development, in addition to theoretical knowledge, one must also take into account practical skills—demonstrated in real or simulated pedagogical situations—as well as communicative behaviors and reflective activity.

In general, developing facilitation competence in prospective primary school teachers—through a purposeful, step-by-step, and practice-oriented methodology—serves to prepare them as competitive educators capable of effectively organizing learner-centered instruction, fostering an environment of collaboration, and supporting students' independent learning.

References:

1. UNESCO. A Guide for Trainers: Global Citizenship Education. Seoul, 2018. https://openlearning.unesco.org/assets/courseware/v1/f5d23f9fde237eb830de67f7eeffc642/asset-v1%3AUNESCO%2BUNESCO-04%2B2021_01%2Btype%40asset%2Bblock/APCIEU__GCED_A_Guide_for_Trainers__Seoul__2018..pdf
2. UNESCO. Information and Communication Technology (ICT) and Teacher Education: A Global Context and Framework. UNESCO. https://unesdoc.unesco.org/
3. Rogers, C. R. Freedom to Learn. Columbus, Ohio: Charles E. Merrill Publishing Company, 1969.
4. Vygotsky, L. S. Mind in Society: The Development of Higher Psychological Processes. Cambridge, MA: Harvard University Press, 1978.

© 2026 London International Monthly Conference on Multidisciplinary Research and Innovation. All Rights Reserved.

5. Johnson, D. W., Johnson, R. T., Smith, K. A. Cooperative Learning Returns to College: What Evidence Is There That It Works? Change: The Magazine of Higher Learning, 1998.
6. Hmelo-Silver, C. E. Problem-Based Learning: What and How Do Students Learn? Educational Psychology Review, 2004.
7. Zhoraeva, S. B. Professional Teaching Competence in Preservice Primary School Teachers: Structure, Criteria and Levels. World Journal on Educational Technology: Current Issues. https://un-pub.eu/ojs/index.php/wjet/article/view/5699

© 2026 London International Monthly Conference on Multidisciplinary Research and Innovation. All Rights Reserved.