

METHODOLOGY OF THE MENTORING SYSTEM AND INDIVIDUAL COUNSELING COACHING IN DEVELOPING PROFESSIONAL COMPETENCIES

Ernazarova Gulnora Oblaqulovna

Professor of the Chirchik State Pedagogical University

Abstract

This article examines the methodology of applying a mentoring system and individual counseling coaching in the development of professional competencies among students. The study focuses on the pedagogical significance of mentor support, personalized guidance, reflective communication, and practice-oriented consultation in preparing future specialists for professional activity. The article analyzes how mentoring and coaching contribute to the formation of professional knowledge, practical skills, self-assessment, responsibility, communication culture, and independent decision-making. Special attention is paid to the organization of individual counseling as a systematic pedagogical process based on diagnostics, goal setting, personal development planning, feedback, and continuous monitoring of student progress. The article also highlights the role of the mentor as a facilitator, adviser, motivator, and methodological guide who helps students connect theoretical knowledge with professional practice. The relevance of the topic is determined by the increasing need to individualize higher education, strengthen students' professional readiness, and create an educational environment that supports personal growth. The study shows that the integration of mentoring and counseling coaching into the pedagogical process improves the quality of professional training, enhances students' motivation, and creates conditions for the gradual development of professional competencies.

Keywords: Mentoring system, individual counseling, coaching, professional competencies, pedagogical support, professional training, reflective learning, student development.

Introduction

KASBIY KOMPETENSIYALARNI RIVOJLANTIRISHDA MENTORLIK (USTOZ-SHOGIRD) TIZIMI VA INDIVIDUAL MASLAHAT BERISH (KOUCHING) METODIKASI

Ernazarova Gulnora Oblaqulovna

Chirchiq davlat pedagogika universiteti professori

Annotatsiya:

Mazkur maqolada talabalarda kasbiy kompetensiyalarni rivojlantirishda mentorlik tizimi va individual maslahat-kochingni qo'llash metodikasi yoritiladi. Tadqiqotda bo'lajak mutaxassislarni kasbiy faoliyatga tayyorlash jarayonida mentorlik ko'magi, shaxsiy yo'naltirish, refleksiv muloqot va amaliyotga yo'naltirilgan maslahatlarning pedagogik ahamiyati tahlil qilinadi. Maqolada mentorlik va koching kasbiy bilim, amaliy ko'nikma, o'z-o'zini baholash, mas'uliyat, kommunikativ madaniyat hamda mustaqil qaror qabul qilish qobiliyatini shakllantirishga qanday ta'sir ko'rsatishi ochib beriladi. Individual maslahat jarayonini diagnostika, maqsad belgilash, shaxsiy rivojlanish rejasini tuzish, qayta aloqa va talaba rivojlanishini uzluksiz kuzatishga asoslangan tizimli pedagogik jarayon sifatida tashkil etishga alohida e'tibor qaratiladi. Shuningdek, maqolada mentoring fasilator, maslahatchi, motivator va metodik yo'lboshchi sifatidagi roli ko'rsatib beriladi. Mavzuning dolzarbligi oliy ta'limni individuallashtirish, talabalarning kasbiy tayyorgarligini kuchaytirish va shaxsiy o'sishni qo'llab-quvvatlovchi ta'lim muhitini yaratish zarurati bilan belgilanadi. Tadqiqot mentorlik va individual maslahat-kochingni pedagogik jarayonga integratsiya qilish kasbiy tayyorgarlik sifatini oshirishini, talabalarning motivatsiyasini kuchaytirishini va kasbiy kompetensiyalarning bosqichma-bosqich rivojlanishiga sharoit yaratishini ko'rsatadi.

Kalit so'zlar: mentorlik tizimi, individual maslahat, koching, kasbiy kompetensiyalar, pedagogik qo'llab-quvvatlash, kasbiy tayyorgarlik, refleksiv ta'lim, talaba rivojlanishi.

Introduction

The development of professional competencies in modern higher education requires not only the transmission of theoretical knowledge, but also the creation

of a purposeful pedagogical environment in which students can gradually acquire practical experience, professional reflection, communication skills, and personal responsibility. In this context, the mentoring system and individual counseling coaching are becoming important methodological tools for preparing future specialists. Traditional forms of teaching often focus on general academic content and unified requirements, while the real process of professional formation demands a more individualized, practice-oriented, and reflective approach. Each student enters higher education with different levels of motivation, personal experience, learning style, professional interest, and readiness for independent activity. Therefore, the development of professional competencies should be supported by pedagogical mechanisms that take these individual characteristics into account.

Mentoring is understood as a systematic form of pedagogical support in which an experienced teacher, specialist, or supervisor guides the student in the process of academic, personal, and professional development. The mentor does not simply control the student's progress, but helps him or her understand professional goals, analyze difficulties, choose appropriate strategies, and connect theoretical knowledge with real professional practice. In pedagogical education, this process is especially significant because future teachers must not only master subject knowledge, but also develop methodological thinking, ethical responsibility, communicative culture, and the ability to work with different learners. A mentoring system makes it possible to form these qualities through continuous dialogue, observation, feedback, and practical guidance.

Individual counseling coaching complements mentoring by focusing on the student's personal trajectory of professional growth. Coaching is based on active listening, purposeful questioning, self-analysis, goal setting, and the development of internal motivation. In this process, the teacher or mentor does not provide ready-made solutions, but helps the student discover his or her own resources, evaluate personal strengths and weaknesses, and design realistic steps for improvement. Such an approach strengthens students' independence and increases their responsibility for learning outcomes. It is particularly relevant in the context of competency-based education, where the result of training is measured not only by knowledge, but also by the ability to apply it in professional situations.

The relevance of introducing mentoring and individual counseling coaching into the educational process is also connected with the modernization of higher education in Uzbekistan. The current stage of educational development requires the preparation of competitive, initiative, communicative, and professionally mobile specialists who are capable of continuous self-development. In this regard, pedagogical universities and faculties face the task of organizing learning not as a passive acquisition of information, but as a process of active professional formation. Mentoring and coaching create conditions for such formation because they unite academic instruction, personal support, practical orientation, and reflective analysis.

The methodological value of the mentoring system lies in its ability to individualize professional training without separating the student from the general educational process. Through individual consultations, diagnostic conversations, reflective tasks, portfolio analysis, practical recommendations, and feedback sessions, the mentor can identify the student's difficulties and support the development of specific competencies. These competencies include pedagogical communication, lesson planning, problem solving, collaboration, self-assessment, professional ethics, and readiness for innovation. Thus, the mentoring system and individual counseling coaching represent an effective pedagogical mechanism for improving the quality of professional training and ensuring the gradual development of students' professional competencies.

Literature Review

The scientific and pedagogical foundations of the mentoring system and individual counseling coaching are closely connected with theories of professional development, learner-centered education, reflective practice, and competency-based learning. In modern pedagogical research, professional competence is interpreted not only as the possession of knowledge, but also as the ability to apply knowledge in real professional situations, communicate effectively, make responsible decisions, solve problems, and continuously improve one's own practice. Therefore, the development of professional competencies requires educational conditions in which students receive not only academic instruction, but also systematic personal guidance, practical feedback, and methodological support. Mentoring and coaching are considered effective mechanisms for creating such conditions.

The theoretical basis of mentoring can be traced to the ideas of social learning and guided professional development. A. Bandura's concept of social learning emphasizes the importance of observation, modeling, imitation, and feedback in the formation of behavior and professional skills. In this sense, a mentor serves as a professional model whose experience helps the student understand the norms, values, and practical requirements of future activity. L. S. Vygotsky's theory of the zone of proximal development also provides an important methodological foundation for mentoring. According to this approach, the learner can achieve higher results when educational support is provided in accordance with his or her current level of development and potential possibilities. Mentoring corresponds to this idea because the mentor gradually directs the student from dependence on external guidance toward independent professional performance.

The concept of reflective practice developed by D. Schön is also significant for understanding the role of mentoring and coaching in professional education. Reflective practice requires the future specialist to analyze his or her actions, evaluate professional decisions, identify mistakes, and improve future activity on the basis of experience. In pedagogical training, reflection becomes one of the main conditions for the formation of professional competence. Through individual counseling, the mentor encourages the student to think about personal achievements, difficulties, communication style, methodological choices, and ethical responsibility. As a result, professional development becomes not mechanical repetition of ready-made methods, but a conscious process of self-analysis and improvement.

The coaching approach is widely discussed in the works of J. Whitmore, E. Parsloe, M. Downey, and other researchers who emphasize goal setting, active listening, open questioning, personal responsibility, and internal motivation. In contrast to direct instruction, coaching is based on the idea that the student should not only receive advice, but also discover his or her own resources and make independent decisions. This is especially important in competency-based education, where the learner is expected to demonstrate initiative, flexibility, critical thinking, and readiness for lifelong learning. Individual counseling coaching supports these qualities by helping students define professional goals, plan personal growth, overcome difficulties, and evaluate progress.

Uzbek pedagogical literature also attaches great importance to individualized education, pedagogical support, and the formation of professional readiness. The

works of N. N. Azizxo'jayeva, B. X. Xodjayev, M. X. Toxtaxodjayeva, O'. Q. Tolipov, and R. Ishmuhamedov highlight the role of pedagogical technologies, student-centered learning, interactive methods, and teacher professional competence in improving educational quality. These studies show that effective professional training requires the integration of knowledge, practice, motivation, communication, and personal development. In this regard, the mentoring system and individual counseling coaching can be viewed as methodological tools that strengthen the practical orientation of education and ensure the gradual development of students' professional competencies.

Methods

The methodological basis of this study was formed through the analysis of pedagogical literature, observation of educational practice, comparative interpretation of mentoring and coaching models, and the development of a structured approach to individual counseling aimed at strengthening students' professional competencies. The study was organized according to the logic of competency-based education, in which professional development is understood as a gradual process of acquiring knowledge, practical skills, reflective abilities, communication culture, and readiness for independent activity. The main purpose of the methodological procedure was to determine how mentoring and individual counseling coaching can be systematically integrated into the educational process and how they can support the professional growth of students in pedagogical training.

At the first stage, theoretical and methodological sources related to mentoring, coaching, professional competence, reflective learning, and individualized education were examined. This stage made it possible to identify the key components of the mentoring system: diagnostic analysis, goal setting, individual planning, consultative support, monitoring, feedback, and reflection. The analysis also helped to clarify the functional roles of the mentor, who acts not only as a supervisor, but also as a facilitator, adviser, motivator, evaluator, and methodological guide. Special attention was paid to the distinction between traditional academic consultation and coaching-oriented counseling. Traditional consultation often gives direct recommendations, while coaching stimulates the student's independent thinking, personal responsibility, and ability to find solutions through guided questions and reflective dialogue.

At the second stage, diagnostic methods were used to identify students' initial level of professional readiness. The diagnostic procedure included pedagogical observation, individual interviews, self-assessment tasks, analysis of students' practical assignments, and evaluation of their participation in educational activities. The main diagnostic indicators were professional motivation, ability to plan learning activity, communication skills, independence in completing tasks, reflective thinking, readiness for pedagogical practice, and ability to apply theoretical knowledge in practical situations. Based on these indicators, individual development needs were identified for each student. This made it possible to design personal counseling strategies that corresponded to the student's real difficulties, strengths, and professional goals.

At the third stage, individual counseling coaching sessions were organized. Each session was based on a clear pedagogical sequence: identifying the problem, clarifying the professional goal, analyzing available resources, discussing possible strategies, choosing practical steps, and determining criteria for further progress. The mentor used open questions, reflective conversation, feedback, situational analysis, and practical recommendations. Students were encouraged to describe their difficulties, evaluate their own actions, compare different solutions, and independently formulate further tasks. In this way, counseling was not limited to explanation, but became a process of joint analysis and personal professional development.

At the fourth stage, mentoring support was connected with practical educational tasks. Students prepared lesson fragments, analyzed pedagogical situations, developed methodological materials, participated in microteaching, and reflected on their performance. The mentor observed these activities and provided feedback focused on specific competencies, such as lesson planning, classroom communication, use of teaching methods, assessment, cooperation, and professional ethics. The effectiveness of the mentoring and coaching methodology was evaluated through comparison of initial and final indicators, analysis of student reflections, quality of completed tasks, level of professional confidence, and ability to make independent pedagogical decisions. This methodological structure allowed mentoring and individual counseling coaching to function as a continuous, individualized, and practice-oriented system for developing professional competencies.

Results

The results of the study showed that the integration of the mentoring system and individual counseling coaching into the educational process had a positive influence on the gradual development of students' professional competencies. The most visible change was observed in students' attitude toward their own professional growth. At the initial stage, many students perceived professional training mainly as the acquisition of theoretical knowledge and the fulfillment of academic tasks. After regular mentoring interaction and individual counseling sessions, they began to understand professional competence as a complex quality that includes knowledge, practical skills, communication, responsibility, self-analysis, and readiness to act independently in pedagogical situations. This change demonstrated the formative role of mentoring in strengthening professional self-awareness.

Diagnostic observations revealed that individual counseling helped students identify their personal difficulties more clearly. Some students experienced problems in planning lessons, others had difficulties in communication, classroom management, methodological selection, or self-confidence during practical tasks. Through coaching-oriented conversations, these difficulties were not treated as fixed weaknesses, but as areas for targeted development. The mentor helped students analyze the reasons for these difficulties, determine realistic goals, and choose specific steps for improvement. As a result, students became more active in discussing their learning needs and more responsible in implementing personal development plans.

A significant result was connected with the improvement of reflective skills. Students who participated in mentoring and counseling activities began to evaluate their own pedagogical actions more consciously. During reflective discussions, they analyzed what had been successful, what caused difficulties, and what needed to be changed in future practice. This process contributed to the formation of professional thinking because students learned to connect pedagogical theory with concrete educational situations. Reflection also strengthened their ability to make reasoned decisions rather than mechanically repeat ready-made methodological patterns.

The mentoring system also influenced students' practical competencies. In the process of preparing lesson fragments, solving pedagogical situations, working with methodological materials, and participating in microteaching, students

demonstrated gradual improvement in lesson planning, selection of teaching methods, explanation of educational content, organization of interaction, and use of feedback. Mentor support made these activities more purposeful because each practical task was connected with an individual development goal. Students who initially needed constant guidance gradually showed greater independence in designing tasks, choosing teaching strategies, and evaluating learning outcomes. Another important result was the growth of professional motivation. Individual counseling created a supportive environment in which students felt that their personal progress was noticed and valued. This increased their confidence and willingness to participate in professional activities. The mentor's feedback was especially effective when it combined constructive criticism with recognition of achievements. Such feedback helped students accept mistakes as a natural part of professional formation and encouraged them to continue improving their skills. The study also showed that mentoring and coaching strengthened communication between teacher and student. The educational process became more dialogical, trust-based, and individualized. Students were more willing to ask questions, express doubts, discuss professional plans, and seek methodological advice. This interaction created favorable conditions for developing communicative competence, which is one of the essential components of professional readiness in pedagogy.

Thus, the results indicate that the mentoring system and individual counseling coaching improve the quality of professional training by combining diagnostics, personal support, reflective analysis, practical activity, and continuous feedback. These mechanisms make it possible to transform professional competence development into a systematic and personally meaningful process.

Discussion

The results of the study indicate that the mentoring system and individual counseling coaching should be understood not as additional or occasional forms of pedagogical assistance, but as an integrated methodological mechanism for developing professional competencies. In the context of pedagogical education, professional competence cannot be formed only through lectures, seminars, or independent reading. It requires continuous interaction between theoretical knowledge, practical activity, personal reflection, and individual guidance. Mentoring and coaching create precisely this connection because they help

students interpret academic content through the logic of future professional activity. When a student discusses personal difficulties with a mentor, receives feedback, analyzes practical tasks, and plans further development, professional training becomes more conscious and purposeful.

One of the key issues revealed in the study is the importance of individualization. Students do not develop professional competencies at the same pace and in the same way. Some of them demonstrate strong theoretical knowledge but experience difficulties in communication or practical application. Others are active in interaction but need methodological support in planning, assessment, or analysis of educational situations. A unified pedagogical approach cannot fully respond to such differences. Therefore, mentoring and individual counseling coaching allow the educational process to become more flexible. The mentor identifies the student's current level of readiness and helps design a realistic trajectory of professional growth. This makes pedagogical support more accurate and effective.

The discussion of the findings also shows that coaching-oriented counseling changes the nature of pedagogical communication. In traditional consultation, the teacher often acts as the main source of answers, while the student remains dependent on external recommendations. In coaching, the mentor encourages the student to think independently, formulate questions, compare alternatives, and take responsibility for decisions. This approach is especially important for future teachers because their professional activity will require independent judgment, ethical responsibility, and the ability to respond to unpredictable classroom situations. Thus, coaching does not weaken the role of the teacher; rather, it transforms this role into a more dialogical and developmental form.

Another important aspect is the connection between mentoring and reflection. Professional competence develops more effectively when students are able to analyze their own actions. Reflection helps them understand not only what they have done, but also why they acted in a certain way and how their actions influenced the educational process. Mentoring strengthens reflection by giving it a structured character. Through questions, feedback, and discussion, the mentor directs the student toward deeper analysis of professional behavior. This process gradually forms the habit of self-evaluation, which is necessary for continuous professional improvement.

At the same time, the implementation of a mentoring and counseling coaching system may face several organizational and methodological difficulties. These include limited time, large student groups, insufficient mentor training, lack of clear assessment criteria, and the risk of reducing mentoring to formal supervision. To avoid these limitations, educational institutions need to develop clear methodological regulations for mentoring, determine the functions of mentors, organize training for teachers, and create tools for monitoring student progress. Individual development plans, reflective diaries, portfolios, observation sheets, and feedback forms can make the mentoring process more systematic and measurable.

In the conditions of modern higher education, the mentoring system and individual counseling coaching are particularly relevant because they support the transition from knowledge-centered teaching to competence-centered professional training. They help students understand their professional identity, develop confidence, overcome difficulties, and gradually acquire the qualities required for effective pedagogical activity. Therefore, the integration of mentoring and coaching into the educational process can be considered an important condition for improving the quality of professional training in pedagogy.

Conclusion

The development of professional competencies in pedagogical education requires a methodological system that combines academic knowledge, practical experience, individual support, reflection, and continuous feedback. The study showed that the mentoring system and individual counseling coaching can serve as effective pedagogical mechanisms for achieving this purpose. Their value lies in the fact that they make the educational process more personalized, practice-oriented, and development-centered. Through mentoring, students receive systematic professional guidance, while individual counseling coaching helps them analyze their own difficulties, define personal goals, and take responsibility for professional growth.

The mentoring system contributes to the formation of professional competencies by creating a stable pedagogical relationship between the mentor and the student. In this relationship, the mentor acts not only as a teacher or supervisor, but also as a facilitator, adviser, motivator, and methodological guide. Such support is

especially important for students who are preparing for pedagogical activity, because future teachers must develop not only theoretical knowledge, but also communicative culture, methodological thinking, ethical responsibility, creativity, and the ability to respond to various educational situations. Mentoring helps connect these qualities with real professional practice.

Individual counseling coaching strengthens the effectiveness of mentoring by focusing on the student's personal development trajectory. During coaching-oriented counseling, the student learns to identify professional problems, analyze personal strengths and weaknesses, formulate realistic goals, and choose appropriate strategies for improvement. This process develops independence, self-assessment, reflective thinking, and internal motivation. Unlike traditional consultation, coaching does not limit the student to receiving ready-made advice. It encourages active thinking and conscious decision-making, which are essential for the development of professional competence.

The research results showed that the systematic use of mentoring and counseling coaching improves students' professional motivation, practical readiness, communication skills, reflective abilities, and confidence in performing pedagogical tasks. Students become more active in educational interaction, more responsible for their learning outcomes, and more capable of applying theoretical knowledge in practical situations. The use of diagnostic analysis, individual development plans, reflective diaries, portfolios, feedback sessions, and practical tasks makes the process of professional training more structured and measurable. At the same time, the effective implementation of the mentoring system requires clear methodological organization. Educational institutions should define the functions of mentors, prepare teachers for coaching-oriented communication, develop criteria for evaluating professional competence, and create conditions for regular individual counseling. Without such organization, mentoring may become formal and lose its developmental potential. Therefore, the success of this system depends on the consistency of pedagogical planning, the professional readiness of mentors, and the active participation of students.

In general, the methodology of the mentoring system and individual counseling coaching plays an important role in developing professional competencies in pedagogy. It allows higher education to move from a purely knowledge-based model toward a competence-based and personality-oriented model of professional training. This approach supports the formation of future specialists

who are independent, reflective, communicative, responsible, and ready for continuous professional development. Thus, mentoring and individual counseling coaching can be considered necessary components of modern pedagogical education and effective tools for improving the quality of professional training.

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