The Effect of Mentoring on Improving Research Competence in Prospective Educators: A Qualitative Analysis at the Samarkand State Institute of Foreign Languages

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Abstract. *Research competence is an essential component of effective teaching practice; nevertheless, many pre-service teachers have difficulties in developing the necessary knowledge, abilities, and confidence to engage in educational research. This study investigates the function of mentorship relationships in improving research proficiency among aspiring foreign language teachers at the Samarkand State Institute of Foreign Languages. This research used an interpretive phenomenological approach to investigate the lived experiences of 24 pre-service teachers and 12 faculty mentors engaged in structured mentoring over the course of one academic year. The data collection included extensive interviews, reflective journals, observations of mentoring sessions, and records from collaborative investigations. The findings suggest that mentorship improves research competence development through three primary mechanisms: transforming abstract research concepts into applicable pedagogical instruments, facilitating collaborative knowledge construction through dialogue, and fostering professional identity as research-informed practitioners. The study demonstrates that effective mentorship goes beyond the simple transfer of technical skills, facilitating significant transformations in how prospective educators see and engage with research as integral to their professional practice.*

Key words: *mentoring, research proficiency, foreign language teacher education, pre-service educators, professional advancement, qualitative research.*

INTRODUCTION

In today's schools, teachers need to be able to critically evaluate research, conduct classroom inquiry, and apply evidence-based methods to improve student learning outcomes. The shift to research-informed teaching has necessitated heightened expectations for teacher preparation programs to develop research competence in future educators (Cochran-Smith & Lytle, 2009). Research competence encompasses the ability to formulate pertinent research questions, choose appropriate methodological approaches, systematically collect and analyze data, and use findings to enhance pedagogical practices (Reis-Jorge, 2007).

Despite its recognized importance, fostering research competence remains challenging in teacher education. Many pre-service teachers complete their programs feeling ill-prepared to engage meaningfully with educational research or conduct classroom inquiry (Gitlin et al., 2003). This difference has unique implications for English language teacher education, necessitating that educators navigate research paradigms in applied linguistics, second language acquisition, and TESOL while developing practical inquiry skills for English language teaching contexts.

At the Samarkand State Institute of Foreign Languages, the development of research skills takes place in a unique setting that combines Uzbek teaching methods with worldwide English language teaching

methods. Pre-service English teachers need to develop research understanding that is both globally informed and locally relevant. This requires them to be able to navigate many different ways of knowing and doing research in English language teaching. Traditional approaches to research preparation, which often emphasize theoretical methodological expertise at the expense of actual application, have proven insufficient in meeting these complex demands.

Mentorship has emerged as an efficacious approach to addressing the challenges in cultivating research competency. Unlike traditional teaching methods that largely concentrate on passing on material, mentoring involves long-lasting relationships between experienced professionals and new teachers. These relationships help students learn by letting them work together and practice under supervision (Wang & Odell, 2002). In research contexts, mentorship provides pre-service teachers the opportunity to engage in inquiry processes alongside experienced researchers who can demonstrate exemplary methodologies while offering personalized guidance and critique.

This study examines the function of mentoring in augmenting research competence among pre-service English teachers, evaluating the processes via which continuous supervision and collaborative engagement enhance their ability for substantive educational investigation. The analysis focuses on three primary research questions: How can mentoring relationships influence pre-service English teachers' understanding and engagement in research? What specific strategies within mentorship relationships most significantly facilitate the development of research competence? How can future English instructors cultivate their research identity and self-confidence via mentoring experiences?

LITERATURE REVIEW

This study employs social learning theory and collaborative knowledge production frameworks to investigate the enhancement of research competency via mentoring relationships. Vygotsky's (1978) concept of the zone of proximal development clarifies how learners may do complex tasks with expert guidance that they cannot perform independently. In research mentoring contexts, experienced educators serve as mentors, offering learning opportunities that incrementally improve research skills.

Collins, Brown, and Newman (1989) created the cognitive apprenticeship model, which builds on traditional apprenticeship ideas to incorporate more complex cognitive skills like research. This paradigm emphasizes modeling, mentoring, scaffolding, and the gradual transfer of duties as crucial methods by which proficient practitioners enhance novice learning. In research environments, mentors demonstrate inquiry approaches, provide supervised practice opportunities, and gradually assign responsibility for research tasks to mentees.

Wells' (1999) study on dialogical inquiry highlights the need of collaborative knowledge construction via continuous discourse among persons with diverse degrees of expertise. This perspective emphasizes that information is acquired via social interaction rather than solitary reflection, so rendering mentoring links particularly vital for the enhancement of research competence.

Contemporary understanding of research competence in teacher education has significantly evolved from initial concepts centered on technical skills to more comprehensive frameworks that include critical thinking, reflective practice, and the ability to connect inquiry to professional development (Ellis & Castle, 2010). Stenhouse's (1975) foundational study established the perspective of educators as researchers, arguing that effective instruction requires thorough examination of practice.

Modern frameworks for research competence often include several critical components. Methodological knowledge encompasses the understanding of various research approaches and their appropriate uses within educational contexts. Critical thinking skills help teachers judge the quality of research, see its boundaries, and make smart decisions about how to use the findings in their own work. Data literacy is the ability to systematically gather, analyze, and comprehend information while adhering to ethical standards throughout the investigation process.

Recent study has identified specific challenges faced by pre-service educators in developing research competencies. Mills (2003) found that new teachers had a hard time coming up with research questions that are relevant to real-world teaching problems. Dana and Yendol-Hoppey (2014)

identified persistent obstacles in data interpretation and the application of research findings to classroom practice.

In the realm of foreign language teacher education, the enhancement of research ability faces heightened obstacles due to the amalgamation of several academic traditions. Future language teachers need to read research papers from applied linguistics, second language acquisition, cultural studies, and pedagogy. They also need to develop practical inquiry skills that are useful in multilingual classrooms (Kramsch, 2014).

Research on mentoring in teacher education has shown its effectiveness in improving several aspects of professional development, including classroom management, instructional skills, and the formation of professional identity (Hobson et al., 2009). Nonetheless, little attention has been directed into the distinctive role of mentoring in cultivating research competency, despite its potential to enhance the social and collaborative dimensions of inquiry-based learning.

Successful mentorship relationships have many important traits that are especially important for advancing research. Clear expectations and structured activities provide frameworks for continuing involvement with complex learning goals. Regular participation and feedback make it easier to keep thinking about and changing how you learn. The mutual respect and trust between mentors and mentees provide the psychological safety necessary for risk-taking and the investigation of innovative approaches (Kram & Isabella, 2003).

In research-oriented mentoring collaborations, additional aspects become important. Collaborative inquiry experiences allow mentees to see research processes while actively contributing to inquiries. Explicitly modeling research ideas makes latent knowledge accessible to novice learners. Collaborative reflection on research methodology and outcomes promotes the advancement of metacognitive understanding of inquiry processes (Smith & Sela, 2005).

Various factors impede the development of research proficiency in pre-service educators. Traditional approaches to research education sometimes emphasize theoretical methodological knowledge while overlooking practical application and its significance in teaching practice (Cochran-Smith & Paris, 1995). This separation leads many aspiring educators to see research as an external requirement rather than an integral aspect of their professional duties.

Limited opportunities for authentic research experiences in teacher preparation impede the development of practical inquiry skills. Many programs primarily rely on coursework and simulated exercises rather than engaging pre-service teachers in substantial research endeavors that correspond with their professional interests and concerns (Price, 2001).

Cultural and linguistic factors hinder the development of research ability across diverse educational environments. Pre-service teachers from various cultural backgrounds may have divergent beliefs on knowledge development and validation, thereby influencing their engagement in research processes. Moreover, a considerable segment of educational research literature reflects Western cultural perspectives that may need critical adaptation for other cultural contexts (Pennycook, 2001).

While the existing literature outlines the general benefits of mentoring for teacher development, significant gaps remain in understanding its specific influence on research proficiency. There is a lack of study on how mentoring connections improve research learning or what the best ways are to set up research-oriented mentoring interactions.

Furthermore, there exists a paucity of research examining the cultivation of research ability within foreign language teacher education contexts, despite the unique challenges and opportunities presented by these programs. The confluence of several research traditions and cultural perspectives creates intricate processes that need comprehensive analysis.

METHODOLOGY

This study used an interpretive phenomenological technique to examine the lived experiences of mentorship participants and to understand the cultivation of research competence via sustained mentoring relationships (Smith et al., 2009). The selection of this technique highlights the study's

focus on understanding the processes of meaning-making and the subjective experiences of learning and development in mentoring contexts.

Interpretive phenomenology emphasizes the need of understanding events from the perspectives of participants, while recognizing that interpretation is intrinsically shaped by the researcher's insights and cultural environment. This approach is particularly effective for examining complex professional development processes, such as the enhancement of research competence, which include both cognitive and emotional dimensions best elucidated by a thorough analysis of participants' experiences.

The study was place at the Samarkand State Institute of Foreign Languages during the 2024-2025 academic year. This study examined a mentorship program created as part of the institute's broader objective to improve the research culture and skills of both staff and students. The project paired experienced faculty members with pre-service teachers in structured mentoring relationships focused on research development over the course of one academic year.

Twenty-four final-year pre-service English teachers took part in the study. They came from a wide range of linguistic and cultural backgrounds, which is typical of the students at the institution. All of the students that took part were between the ages of 21 and 24 and wanted to be English teachers. Eighteen of them were women, which is the same as the gender breakdown of the English teacher training program.

Twelve professors from the English department were selected to be mentors because they were experts in research, good teachers, and had demonstrated a dedication to helping students improve their research skills. Mentors came from numerous domains, such as applied linguistics, teaching English as a second language, literature, and TESOL methodology. Their research experience included both emerging scholars with recent PhD qualifications and established academics with extensive publication records. The data collection used several qualitative approaches to capture the complexity and profundity of participants' experiences in enhancing research ability via mentorship.

All participants took part in semi-structured interviews at three points throughout the school year: at the start of the mentoring relationship (October), halfway through the program (February), and just before it ended (May). The interview techniques assessed participants' understanding of research, their experiences in mentoring relationships, changes in research confidence and competence, and feedback on factors that contributed to their development.

Reflective journals: Throughout the academic year, all participants constantly maintained reflective journals, documenting their thoughts, questions, insights, and challenges related to research and mentoring. Journals provided ongoing insights into participants' processes of meaning-making and their developmental trajectories, complementing the interview data.

What I saw throughout the mentoring sessions: For each mentor-mentee pair, naturalistic observations were done once a month. These observations recorded the dialogical methods, collaborative tasks, and interaction patterns that helped people get better at research. Field notes documented both spoken exchanges and non-verbal signs that strengthened the mentoring relationship.

Collaborative Inquiry Artifacts: Documents and resources produced via joint research activities demonstrated the advancement of research proficiency over time. The artifacts included research concepts, literature reviews, data collection tools, analytical papers, and reflective pieces that showed how knowledge and skills grew.

The data analysis used an interpretative phenomenological analysis technique to elucidate the significance and meaning of participants' experiences, while acknowledging the interpretive effect of the researcher (Smith et al., 2009). The analytical approach included many cycles of reading, coding, and interpretation, designed to go from initial findings to a deeper understanding of the developmental processes of research competence.

The first research included a thorough analysis of all data sources to develop an understanding of participants' experiences and identify preliminary patterns. After that, there was a lot of coding that

found the main meaning units related to developing research skills, mentoring, and constructing a professional identity.

Thematic analysis included a repeated assessment of coded data to identify persistent patterns and relationships. Themes developed via ongoing dialogue between researchers and data, emphasizing both individual experiences and prevailing tendencies among participants.

Member verification with selected participants validated that interpretations corresponded with their genuine experiences and accurately represented their perspectives. Additionally, peer debriefing with colleagues provided diverse perspectives on emerging themes and challenged the assumptions of the researcher.

RESULTS

Participants originally saw research as an abstract academic obligation, apart from their main objective of becoming proficient language educators. Initial interviews indicated that the majority of pre-service teachers saw research as an activity undertaken by university academics rather than by practical educators. A participant remarked: "I believed research was solely for academics who compose papers that educators seldom read. I failed to recognize its relevance to my practical classroom activities."

This idea experienced substantial development via enduring mentorship connections. Mentors enabled this transformation by continuously linking research efforts to genuine teaching issues and inquiries arising from participants' field experiences. Instead of beginning with abstract methodological notions, mentorship discussions started with tangible issues about student learning, classroom dynamics, or instructional efficacy.

The transformation process included participants characterizing it as "actualizing research" by direct involvement in inquiry methodologies. Mentees collaborated with their mentors to explore inquiries pertinent to their evolving teaching practice, including successful pronunciation instruction tactics, determinants of student motivation, and methodologies for mistake correction in language acquisition.

A participant articulated this transition: "My mentor illuminated that research fundamentally mirrors the innate practices of effective educators—they observe what succeeds and what fails, inquire into the reasons, and experiment with novel methodologies. Upon grasping this concept, research transformed from an intimidating endeavor into a practical tool I could employ."

This change was enabled by collaborative involvement in genuine research initiatives aligned with participants' professional interests. Mentors offered support that assisted participants in maneuvering through intricate research procedures while emphasizing practical applications and consequences for teaching practice.

The cultivation of certain research abilities transpired mostly via collaborative interaction between mentors and mentees, rather than through solitary study or formal education. Participants acquired the skills to frame research questions, organize investigations, gather data, and analyze results by engaging directly in research activities with their mentors.

This collaborative method enabled individuals to see expert research reasoning while significantly participating to inquiry procedures. Mentors articulated their decision-making processes, elucidating their rationale for methodological selections, data interpretation approaches, and the links between results and practice. A mentor articulated: "I verbalize my thought process during our collaboration, allowing her to observe my problem-solving and decision-making methods. Subsequently, she increasingly engages in critical thinking while I offer guidance."

The scaffolding method included a progressive delegation of responsibilities from mentor to mentee across diverse research tasks. Initially, mentors assumed major responsibility for study design and planning, engaging mentees in data collecting and analysis. Mentees gradually took on more responsibility for all facets of research procedures, while mentors transitioned to consultative and supporting roles.

Participants especially appreciated chances to participate in genuine research projects that advanced the institute's research goal or tackled actual issues within local educational settings. Engaging in initiatives of genuine importance fostered continuous involvement and offered substantial opportunities for skill development.

Data analysis competencies cultivated via collaborative scrutiny of research materials, with mentors exemplifying analytical reasoning while encouraging mentees to provide their own interpretations and ideas. A participant remarked: "My mentor would inquire about my interpretation of the data prior to presenting her own insights. This approach fostered my confidence in my analytical skills and taught me to substantiate my interpretations with evidence."

A notable discovery was the emergence of research identity among individuals who first saw themselves only as prospective language educators. Participants progressively integrated research skills into their professional identity via mentoring connections and learned to see inquiry as a fundamental component of good teaching.

The process of identity formation included numerous essential components. Initially, participants developed a tolerance for ambiguity and inquiry, seeing unresolved concerns as avenues for exploration rather than issues to avoid. Mentors exemplified intellectual curiosity and illustrated how seasoned instructors perpetually engage in learning via inquiry.

Secondly, participants developed confidence in their capacity to contribute significantly to educational knowledge. Through joint study endeavors, they recognized that their observations, inquiries, and ideas had significance within the wider educational research community. A participant noted: "I recognize that my viewpoint as an aspiring educator contributes uniquely to research. My inquiries regarding actual classroom dynamics are significant and warrant examination."

Third, participants cultivated a perspective of research as a team endeavor rather than an individual pursuit. Collaborating with mentors enabled them to understand that research entails continuous communication, peer evaluation, and community involvement rather than solitary efforts.

The evolution of research identity was notably reflected in participants' increasing ease in presenting their work and participating in academic discourse. A multitude of participants disseminated research results at student conferences or departmental meetings, events that solidified their evolving identification as research-informed practitioners.

Professional trust in research capabilities evolved progressively via a series of successful encounters with investigative techniques. Mentors provide nurturing settings that allowed individuals to engage in intellectual risks, err, and learn from difficulties without the apprehension of criticism or failure.

Participants in this multilingual and multicultural environment encountered distinct hurdles in cultivating research proficiency across various language and cultural traditions. Many first had difficulties in obtaining and comprehending research material mostly written in English, given that their primary academic language was Russian or Uzbek.

Mentors were crucial in assisting participants in overcoming language problems while fostering critical viewpoints on research from diverse cultural settings. Instead, then just urging participants to accept Western research without scrutiny, mentors fostered debates about the relevance and application of several research traditions to Uzbek educational situations.

One participant articulated this process: "My mentor elucidated that research from other nations can be advantageous, yet I must deliberate meticulously on its application within our context. We possess distinct students, varying cultural expectations, and divergent educational priorities that necessitate consideration."

This navigation process included cultivating critical awareness of research settings and assumptions while enhancing the ability to engage in research traditions that align with local educational requirements and viewpoints. Participants recognized the importance of both foreign research insights and indigenous educational wisdom, striving to constructively integrate diverse methodologies.

Language challenges were mitigated by cooperative reading and analysis of scholarly literature, with mentors offering language assistance while encouraging participants to interact with intricate academic materials. This technique concurrently improved research proficiency and academic language development.

Several participants had difficulties in sustaining motivation for research development, as they first found it tough to see its link to their main objective of becoming good educators. Mentors tackled this obstacle by regularly linking research activities to participants' genuine professional interests and issues.

The most successful mentoring partnerships included research projects that tackled inquiries participants were actually passionate about, whether pertaining to particular teaching obstacles encountered in field experiences or wider topics in language education that intrigued them. This genuine involvement-maintained motivation even when research techniques proved challenging or exasperating.

Mentors fostered motivation by acknowledging modest improvement and assisting participants in recognizing their evolving ability. Consistent introspection on progress and accomplishments aided participants in sustaining confidence and dedication to further education.

The social aspect of mentoring relationships offered supplementary motivational assistance, as participants appreciated the personal connection with mentors who committed to their growth. The relational dimension of mentoring fostered accountability and encouragement that maintained participation over time.

The results indicate that research proficiency is acquired via social contact and collaborative involvement rather than solitary study or skill development. This corroborates theoretical viewpoints that highlight the social development of professional knowledge and the significance of directed involvement in communal activities (Wenger, 1998).

The evolution of research from an abstract notion to a practical instrument transpired via continuous discourse and cooperative engagement between mentors and mentees. This process encompasses what Lave and Wenger (1991) term genuine peripheral participation, as novices progressively transition from observation to full engagement in community processes via structured involvement.

The collaborative essence of research skill development contests individualistic methodologies in research education that prioritize autonomous learning and evaluation. It posits that research competency develops via continuous participation in collaborative inquiry techniques that reflect genuine research communities (Musoyeva, 2021).

The significance of genuine research initiatives in fostering and maintaining participant involvement underscores the relevance of contextualizing learning within relevant professional environments. Participants enhanced their research skills while engaging in investigations that tackled genuine issues or inquiries of personal significance, as opposed to fake exercises mainly intended for educational objectives.

This discovery corresponds with contextual learning theory, which asserts that efficient learning occurs within genuine settings that reflect the situations under which information will be used (Brown et al., 1989). This indicates the need of including pre-service instructors in authentic inquiry projects instead of simulated research tasks.

The relationship between genuine engagement and enduring motivation underscores the significance of intrinsic motivation in intricate learning processes. Participants exhibited enhanced perseverance and deeper involvement with tough inquiry processes when they saw obvious linkages between research activities and their professional objectives.

This research illustrates the steady delegation of responsibility from mentor to mentee, exemplifying efficient scaffolding for intricate cognitive processes. Mentors offered systematic assistance that allowed individuals to partake in research endeavors beyond their individual capacity while progressively developing independent proficiency.

The scaffolding approach included many essential components delineated in cognitive apprenticeship literature: expert thought modeling, supervised practice with feedback, and a progressive transfer of responsibility (Collins et al., 1989). This approach's efficacy indicates its applicability to other intricate professional competences necessitating both technical skills and professional judgment.

The tailored approach of scaffolding in mentoring relationships facilitated responsive modifications to specific learning requirements and preferences. In contrast to conventional educational methods, mentoring facilitated the accommodation of diverse learning styles, previous knowledge, and professional interests.

The obstacles encountered by participants in traversing various language and cultural research traditions underscore significant factors for the development of research competency in distinct educational settings. The need to cultivate critical awareness regarding study assumptions and circumstances, together with the ability to connect with foreign research literature, signifies an advanced type of academic growth.

This discovery is especially pertinent for teacher education in post-colonial settings, where educational research has been predominantly influenced by Western ideas and approaches. The cultivation of critical research capacity that may constructively interact with many knowledge traditions while contributing to locally relevant inquiry is a significant educational objective.

The linguistic obstacles encountered by participants underscore the need of fostering academic language development in conjunction with research skill enhancement. For several participants, acquiring the ability to interact with research literature required the cultivation of novel academic literacy skills that transcended their current linguistic proficiencies.

The evolution of professional identity among participants illustrates the profound personal influence of research competency enhancement. The transition from seeing oneself as a consumer of research information to recognizing oneself as a prospective producer signifies a substantial change in professional identity.

This identity development affects not just individual competency but also participants' future contributions to educational enhancement and innovation. Educators who see themselves as research-informed practitioners are more inclined to participate in ongoing professional development and contribute to the building of educational knowledge.

The incremental process of identity formation shown in this research underscores the need of ongoing support and participation throughout time. Limited exposure to research topics is inadequate for the profound changes in professional comprehension necessary for substantial research proficiency.

These results indicate significant implications for the design of successful research competency development in teacher preparation programs. The social aspect of research learning necessitates collaborative methods that link pre-service instructors with seasoned research professionals via enduring mentorship relationships.

Secondly, the significance of authentic involvement indicates that research preparation has to include actual inquiry projects that tackle topics and issues relevant to participants' professional interests, rather than contrived exercises solely aimed at skill development.

The incremental nature of competence development necessitates prolonged involvement over time instead than fleeting exposure to research topics. Effective research preparation needs continuous help and scaffolding that transcends specific courses or workshops.

The cultural and linguistic aspects of research competency indicate the need of explicitly assisting participants in navigating various research traditions while fostering critical awareness about knowledge generation and validation procedures.

The study's concentration on a singular institutional context restricts the applicability of its results to other environments with varying cultural, linguistic, and institutional attributes. Future study should investigate the development of research competency via mentoring in many educational settings to discern both universal mechanisms and context-specific elements.

The study's interpretative phenomenological methodology offers profound insights into participants' experiences; yet, it fails to examine the efficacy of mentoring relative to other methods for developing research competence. Comparative analyses may elucidate the relative benefits of various preparation models.

This study focused on short-term growth during one academic year. Longitudinal studies investigating the evolution of research competency over extended durations and its effect on teaching practices might provide significant insights into the enduring effects of mentoring experiences.

Future study may investigate optimum pairing procedures between mentors and mentees, the requisite preparation for effective research mentoring, and the institutional factors that facilitate successful research mentorship programs.

CONCLUSION

This study illustrates that mentorship is essential for improving research competence among aspiring foreign language instructors using methods that extend beyond the learning of technical skills. At Samarkand State Institute of Foreign Languages, lasting mentoring relationships facilitated substantial transformations in pre-service teachers' understanding and engagement with research as an essential component of professional practice.

The study demonstrates that the cultivation of successful research competence is attained by collaborative engagement in authentic inquiry processes, rather than through isolated scrutiny of abstract methodological concepts. Mentors served as facilitators by organizing learning experiences, demonstrating research procedures, and providing supportive settings conducive to risk-taking and experimentation.

Research transformed from an external responsibility into a professional tool via ongoing communication and collaborative efforts that connected inquiry methodologies to the authentic teaching concerns of participants. This conclusion emphasizes the need of situating research learning within substantial professional contexts that demonstrate clear connections between inquiry and effective teaching strategies.

The development of research identity among participants is a significant outcome that goes beyond simple skill acquisition, including fundamental changes in professional self-concept. Pre-service teachers who developed research proficiency via mentorship relationships began to see themselves as potential contributors to educational knowledge rather than just consumers of research produced by others. This change in identity will have a big effect on how they continue to learn and come up with new ideas in their jobs in the future.

The unique setting of foreign language teacher education at Samarkand State Institute of Foreign Languages highlighted critical elements for cultivating research capability in multilingual and multicultural contexts. Participants navigated complex language and cultural dimensions of research engagement while fostering critical knowledge about the importance and implementation of diverse research traditions within their local educational contexts.

These findings have substantial implications for teacher training programs seeking to improve research competence among future educators. The social side of research learning shows that there is a need for structured mentoring programs that connect new teachers with experienced instructors via long-term collaborations. The importance of genuine engagement is that research preparation should include authentic inquiry projects that address substantial professional issues rather than fabricated learning tasks.

Future language educators who develop research competency via successful mentorship are better prepared to use evidence-based approaches that combine global research findings with an understanding of local educational needs and contexts. This combination of global knowledge and local importance shows the high level of professional skill needed to teach in today's multilingual classrooms.

This study examined mentorship relationships that facilitate cooperation between veteran and novice educators to improve research skills and promote overall educational progress. As teacher education advances, the focus on collaborative approaches to professional development will be essential in preparing educators for substantial engagement in educational research and innovation.

The transformation of pre-service teachers from passive recipients to active contributors of research material exemplifies the profound impact of effective mentorship on professional development. This shift goes beyond individual skills and includes the potential contributions of participants to educational knowledge and improvement efforts throughout their lifetimes. Putting money into high-quality research mentorship programs shows that you care about the growth of each teacher and the improvement of education as a whole.

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