



Social-Pedagogical Need of Forming Life Skills in Students

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Abstract: Continuing education should be directed to the formation of universal competencies in students in accordance with state educational standards. There are several approaches to the interpretation of these competencies in modern literature. In particular, the concepts of "vitality" and "adaptability" of skills are used. The purpose of the article is to determine the possibilities of using these concepts in continuous education. The analysis of scientific works on this topic helps to draw a conclusion about subtle differences in the content of concepts, important areas of application of these concepts in continuous education, and possibilities of use.

Keywords: continuous education, universal competencies, components of life and adaptability skills, types of education.

INTRODUCTION

In May 2022, an international scientific-practical conference was held in Tashkent on the topic "Development of life skills in students: content and methodology". According to the Information Service of the Republican Education Center, starting from 2020, the Ministry of Public Education is implementing the National Curriculum Project, which includes modern educational standards, curricula, teaching methodology and evaluation system, based on advanced international experience. Within the framework of the project of the national curriculum, the skills that should be developed in the student in each grade section were defined for the subjects. Within the framework of the national curriculum, in 2021, 252 new modern textbooks, student exercise books and teaching guides for pedagogues were prepared and introduced in the 1st and 2nd grades of schools. A total of 246 national experts, including 119 school teachers, 105 professors from higher education, 22 science methodologists, as well as UNICEF, YuSAID and other international donor organizations, were involved in the process of preparing the national curriculum and new generation textbooks and study guides. 16 foreign experts are participating.

It is important that 50 percent of the topics in the updated training programs based on the national curriculum, that is, half of them are practical topics. Orientation of subjects to practice allows the student to develop skills necessary for life, to be able to apply the acquired knowledge in life. In particular, the 20 most important life skills have been selected as core competencies for the National Curriculum. In particular, the content of subjects and new teaching methods instill in students patriotism and devotion to national values, active citizenship and initiative, creativity and critical thinking, communication skills, IT and media literacy, teamwork and life safety, tolerance and benevolence, entrepreneurship and financial literacy, hard work. and serves the development of leadership, ecological culture skills [1].

The policy of the state of Uzbekistan in the field of education is closely related to the implementation of the concept of development of the higher education system until 2030[2] in all types of continuous education. The relevance of this concept is explained by the fact that with the rapid growth of the digital economy, the need for personnel to constantly work on themselves and the need for not only

personnel with a narrow set of specialized skills, but also specialists with a wide range of universal competencies. Universal competencies are now defined as the acquisition of vital and adaptive skills. When life and adaptability skills are considered as important and foundational knowledge and skills, it can be clearly seen that they enable a person to succeed in his chosen career.

MATERIALS AND METHODS

Also, the scientific works devoted to the formation of these skills will further enrich the local scientific and popular scientific publications. As a result of a random search of scientific articles of 2009-2019 on this topic, more than 46 scientific works of authors dealing with the formation of life skills were identified. The idea of these articles is united within the framework of the principle of continuous education.

RESULTS AND DISCUSSION

Continuing education as the main component of the national model of personnel training is the basis of qualified competitive personnel training and includes all types of education, state educational standards, the structure of the personnel training system and its operating environment. In turn, the goal of the "National Personnel Training Program" is to fundamentally reform the field of education, to free it from the ideological views and prejudices of the past, to create a national system of highly qualified personnel training that meets high moral and ethical requirements at the level of developed democratic countries[3]. This proves that the above-mentioned Concept is a logical continuation of this program in its modern interpretation. For example, among the tasks of the program, the restructuring of the system and content of personnel training based on the prospects of the country's social and economic development, the needs of society, modern achievements of science, culture, technology and technology, determines the success of the educational process. However, there is a gap between the existing traditional educational system, i.e., the educational programs used in the continuing education system, educational processes, and the requirements claimed by "future competencies" [4]. This makes it even more important to apply life skills to the continuing education system.

A degree in life skills cannot be certified by any degree. This is a person's resourcefulness, restraint, creativity, ability to adapt to the situation, not to lose oneself in tense situations, and to adequately control one's actions. When mastering these skills, the right hemisphere of the brain (creative) works, it is preferable to have a high level of EQ (emotional intelligence).

Ҳаётий кўникмалар касбий билимлардан кўра, ҳаётий билимлар каби ифодаланади. Бу тушунча замирида эса номутахассис фаолият шакли билан боғлиқ кўникмалар мажмуи билан бирга касбга оид сифатлар тушунилади.

Ҳаётий кўникмалар инсоннинг тўғридан-тўғри иш ҳаракатлари билан боғлиқ эмас, лекин ушбу кўникмалар унга ўз касбида юқори маҳсулдорликка эришишга имкон беради ва ўз олдига қўйган вазифаларни нисбатан муваффақиятлироқ бажаришига ёрдам беради. Бунда иш берувчилар бундай мослашувчан кўникмаларга эга бўлган кадрларни жон дили билан ишга қабул қиладилар. Бироқ, ҳозирги даврга қадар ҳар қайси бир олий таълим муассасасида (хусусан, бизнинг мамлакатимизда) ушбу кўникмалар онгли равишда талабаларга онгига сингдирилмайди.

Шу кунга келиб, мослашувчан ёки ҳаётий кўникмаларни умумий таснифи мавжуд эмас, чунки ушбу кўникмалар таърифи доирасида мос келувчи сифат ва кўникмаларнинг аниқ миқдори қайд қилинмаган. Шунингдек, ушбу кўникмалар тафаккурнинг ўзига хос хусусиятлари – тезлик, креативлик, мослашувчанлик, тизимлилик – билан тўлдирилади[5].

Тараққиётни ўзи нима тезлаштиради?

Инсон ўз устида ишлаш йўналишини аниқлаган пайтида танлов йўналиши бўйича тараққиётга олиб борувчи ҳаракатларни билишга интилади.

What prevents a person from developing:

1. Unclear goals, confused plans, lack of understanding in which direction to take actions and why it should be done;
2. Unwillingness to radically change something in one's work and personal life;
3. Fear of starting a new job that no one has done yet. Preferring to follow the "beaten path".
4. Reluctance to take time to reflect on one's actions and results;
5. *Non-interest of the second party. Ҳаётӣ кўникмаларга хос компетенциялар.*

As mentioned above, life skills do not have a clear classification, but experts study them by dividing them into four leading areas:

1. Basic communication skills. They allow the development of mutual relations, form the ability to conduct a conversation, and help to act adequately in tense situations.
2. Self-management skills. They help a person to be able to control his behavior and situation, to use time rationally.
3. Productive thinking. It is represented by the ability to control one's thoughts, to be able to adapt properly, to be able to direct.
4. Management skills. It is necessary for everyone who takes on a leadership position at some point.

There are life skills that match each major. Communicative skills include the ability to listen, persuade and argue, build and maintain relationships, negotiate, and make social presentations.

Self-management means the ability to manage oneself, control stress, monitor personal improvement, know time management, show initiative, be persistent, and approach work with enthusiasm.

Recommendations on how to develop life skills will help everyone to actively move forward. It is necessary to take into account the following general rules:

1. Development should be made a continuous process. In turn, it is necessary to have experience, to be able to solve complex tasks, to act better than in a simple way. The main thing is not to stop.
2. Learning to plan the stages of development competently;
3. Use of different forms;
4. To show curiosity, to study the happenings around.
5. It is very important to choose areas of work that will be of real importance.
6. Forming the habit of reading more is an excellent solution.

Therefore, the planned start of each work will help to eliminate the negative consequences of this work in time, and most importantly, the successful completion of the work. In turn, an individual plan for the formation of life skills can be developed at any convenient time. It is important that a person consciously takes responsibility for his personal development. It is not appropriate to assign a task to someone or make someone the cause.

During planning, it is necessary to distinguish three important bases:

1. It is necessary to determine the development and goal setting in which area. For this, it is necessary to analyze the obstacles that may be encountered on the way, to get the support of qualified people in this field.
2. What exactly needs to be developed. (skills/competencies)
3. How development takes place (choosing appropriate tools)

If there are no other questions about the main part of the plan, it is possible to proceed to the step-by-step design of its implementation.

1. It is necessary to find an expert who can give a constructive critical assessment from the sidelines.
2. It is necessary to clearly define the criteria for evaluating the results of the activity.

How to develop life skills?

At work, it is not intended to achieve results that will have a quick effect. It takes time to master this or that skill. It is necessary to take into account the following.

- Establish feedback
- Work on yourself
- Learning and mentoring with the help of others
- Performing special tasks.

In the science of pedagogy, in this case, the elementary and "survival" skills of self-service are considered as compensation for individual social skills lost due to derailment of cognitive or other processes in society. In psychological sciences, the concept of "life skills" is used according to the standards of psychological age of a person [6].

However, limitations in this line cause conflicts, which make it difficult to formulate pedagogical tasks within the framework of organized educational processes. This implies the improvement of "life" skills or the development of flexible skills and abilities of learners based on such skills as the formed behavior, valuable attitudes towards oneself and the environment.

The theoretical analysis of solving the problems shows that there is a unified complex of concepts defined in the process of gradual development of the regulatory and legal framework of educational activities of the Republic of Uzbekistan. In this case, the national program of personnel training represents the consistency of the formation of universal competencies from preschool education to further higher education, that is, from universal educational activity in a higher education institution.

Thus, according to the ontogenetic logical development of a person, the concept of "life" skills can be used to define psycho-pedagogical tasks for children of preschool and junior school age. At this stage, intensive development of individual aspects of a person, his prosocial and communicative skills, and self-management skills are inculcated.

The future formation of a person will be related to the transition of his socialization to a new level and the formation of possibilities for flexibility.

It also develops psychosocial (ability to help people in a friendly manner), social-emotional skills and cognitive abilities in relation to the social environment close to him, while being independent, giving him the opportunity not to need someone. This corresponds to the period when he is forming general secondary education. Therefore, defining the concepts of "vital" and "adaptive" skills at the stage of general secondary education can be done on the basis of Bloom's taxonomy (Table 1) [7].

"Life" and "adaptive" skills in general secondary school pedagogy (Table 1)

Bloom's taxonomy skills	"Life" skills	"Adaptive" skills
knowledge	Knowledge of existing information, improving memory (awareness, recall)	It is optimal to know, remember and memorize mnemonics for memory development choose methods
	logical formation of the content of educational material based on interpretation, explanation through	Conceptualization of existing information (generalization into a holistic system, for example, understanding the world),

Understanding	examples, classification of events and their generalization, expression of conclusions Apply meaningful models.	communicative skills (explaining, exemplifying a private view of the world, its importance to others comparison with etc.)
Application	To process skills	Process metacognitive
	to have (algorithm of action of analogical situations)	skills: behavior algorithm, behavioral methods at each stage of algorithm implementation and ways, time management
Analysis	Cognitive skills for differentiating events, organizing work with them, combining previously learned events with new ones coordination	Organizational-management skills: strategic planning of activities, ability to distinguish goals and tasks in planning
Synthesis	Cognitive skills that create ideas based on the generalization of the analysis	Development of creative abilities. Metacognitive process skills: generalization principles, decision making and decision making. Skills of being able to express yourself and present new ideas: communication skills, teamwork skills
Evaluation	Reasoning and reasoning skills. Have the principles of hypothesis testing, reasoned criticism, and self-criticism	Intercultural, interpersonal communication skills. Verbal and non-verbal communication skills. Psychosocial self-correction and personal learning system proofreading skills

Accordingly, in general secondary educational institutions, "life" skills are the basis for the formation of "adaptive" skills as a complex system of self-development of students. B. Bloom's taxonomy can be easily coordinated by understanding enough "life" skills as a result of improvement. (Table 2) This ensures the success of the next stage of continuous education.

Formation of "life" skills in higher education institutions (Table 2)

Bloom's taxonomy skills included	"Life" skills	"Adaptive" skills
Knowledge	Critical thinking and negotiation skills	The learner's ability to think rationally, his objective attitude towards the family and the world
Understanding		
Analysis		
Synthesis		
Evaluation		
Application	Organizational skills	Realization of self and personal activity and readiness for activities formation
Knowing	Functional skills. Mobility. Ability to organize work time	Willingness to work in a new situation (changing/uncertain), workability and important professional qualities of a person formation
Understanding		
Application		
Understanding	Listen to the questions and skills to give them	The situation, communication a conscious approach to understanding one's partners
Evaluation	Empathy and compassion be able to express	Reliable and friendly being able to build relationships

Table 2, through its content, points to the convergence of "life" skills that need to be formed and developed in students in higher education with respect to "adaptive" competencies. In turn, one of the

important areas of development in the conditions of higher education is the "adaptive" skills of students. In this, he defines his position as a subject of future professional activity based on the foundation of existing knowledge. Also, process and metacognitive skills try to develop their "adaptive" skills as a manifestation of the learner's psychological readiness for independent life[8].

CONCLUSION

Thus, flexible skills in the practice of higher education can be understood as a set of skills, competencies and abilities of students that are formed using "life" skills. Based on this complex, a system of professional competencies is created that allows the student to manifest himself at the next stages of continuous education (post-higher education, professional development, etc.) along with professional activity. "Adaptive" skills ensure a person's high adaptive potential, that is, the ability to enter all areas of his life, where he is busy and successful. They have a positive effect on the quality of life and satisfaction of a person. The level of manifestation of "adaptive" skills in professional activity as a result of continuous education is clearly reflected in the following structural structure:

1. Social-communicative skills: ability to work in a team, competence, ability to perform direct tasks, ability to establish oral and written communication, ability to speak publicly, ability to use non-verbal behavior opportunities, ability to observe ethics and etiquette rules, with colleagues able to establish and maintain trusting relationships, able to easily participate in intercultural and interpersonal communication.
2. Organizational skills: ability to form a team, plan personal activities, choose priorities, set achievable tasks, determine ongoing costs in the implementation of the plan.
3. Functional skills: the ability to use global networks, search, evaluate, process, store and apply information in matters aimed at solving personal and professional tasks.
4. Socio-emotional skills: the ability to take responsibility, demonstrate leadership skills and initiative, control one's emotions, understand the emotional state of one's communication partner, and choose the appropriate methods of communicating with him.

Therefore, the competencies of modern people living in the 21st century must meet the requirements of the transforming society and state economy. It is thanks to them that people create flexible communities that can quickly meet the needs that arise in complex socio-political and economic spheres. At the same time, if the "competencies of the future" are widely used by people, the transformation of society and economy will be built on a faster and more reliable basis.

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