

TEACHING LIFE SKILLS TO THE SCHOOL KIDS!

Mirxodjayeva Roza Sagidovna

Olmazor Region school 249

1st category English teacher

ANNOTATION

This article informs about the most beneficial life skills and how to develop them from the early age, especially in school kids. Moreover, this article points out that some abilities are learned through daily experiences as they are not grow on their own. Life skills are insufficient to adequately prepare people for the active role that they are expected to play in today's dynamic and diverse society.

Key words: Adequate, empower, self-esteem, sufficient, prejudice, overlook.

Skills which are called life skills are a collection of general skills learned through learning and direct life experience that allow individuals and pupils to effectively manage issues and problems experienced in everyday life. Creativity, strategic thinking, problem-solving, decision-making, the ability to connect and cooperate, as well as personal and social responsibility are all necessary skills required for success in the 21st century, both for healthy communities and for ambitious generation. Depending on your life circumstances, community, values, age, geographic place and other factors, these skills can be more or less important to you. Following list of life skills were established by The World Health Organization in 1999. They are:

1. Communication skills: it describes the abilities required to get along with and work with others, especially the ability to send and receive written and verbal messages.
2. Problem-solving and decision-making: current term refers to the abilities needed to analyze issues, finding solutions personally or with peers, and then acting out on them.
3. Critical and creative thinking: this defines the ability to think about issues in new and unusual ways in order to find new solutions or creative new ideas, as well as the ability to carefully analyze knowledge and consider its importance.
4. Self-awareness: It's important to know yourself and be able to empathize with others as if their experiences were your own.
5. Self-control, assertiveness: they are needed to defend yourself and others while remaining calm in the face of provocation.
6. Resilience: this ability refer to bounce back from losses and see it as learning opportunities or simply experiences.

These skills which are taught at school prepares them for challenges and opportunities of adult and working life by providing them with the knowledge and experience they need to claim their rights and recognize their responsibilities. Teachers should include activities that enable learners to collaborate and solve-problems together. Asking them to make a mood poster is a good place to start . They can create a poster or Venn diagram in which they map various emotions in small groups, such as happy, excited , or worried, angry , and so on. Posters can be hung on the wall. In a class, every now and then ask students to work in pairs and use the mood posters they created to indicate how they are feeling. They can discuss why they are feeling this way, and their partner can empathize or provide advice to help them feel better.

Making good decisions is a skill that people must learn. This skill is not something with which people are innately born. Decision making skill is a step-by-step process that one can ascertain from different life experiences. In a simple sense, it is about selecting one course of action from several alternatives. It is one of the skills that are essential both in and out of the workplace. Encourage pupils to identify and talk about their feelings . This has the added advantage of improving language skills. This can be accomplished by simple games. Miming emotions is a well-known cultural practice in which students mime how they are feeling , and the other pupils guess the adjective. Alternatively , school kids can use correct adjectives to mark emotions projected on the board or on a worksheet. Then, using the emotions , ask kids to share stories. You might also give them a story to work on before asking them to write their own. Moreover , teachers should intentionally teach a growth mentality at school. A way this can be done is by holding goal0setting sessions and discussing what to do if the results are not as anticipated . Individual discussions should go as follows: Fantastic outcome. What are you going to do now to build on this and continue to grow?

It improves pupils relationship, and kids increase their progress. It takes time, but it teaches young people to set achievable goals and continue to build upon them. When kids are given a straightforward direction to follow , they are more likely to excel. progress monitoring , customizable templates, and step-by 0step assignment breakdowns are all included in our planner , making it simple to keep organized and plan out schoolwork. Study enables teachers to form the variables under your authority in order to prepare the user for academic and lifetime success. pupils who spend 15-30 minutes with their planners are more likely to build healthy study habits, focus on learning , and ultimately gain confidence when taking on large projects.

References:

Asadi, F. (2015). The effect of audio-visual materials on Iranian second grade high school students' language achievement. *International Journal of Language and Linguistics*, 3(2), 69-75.

Ashaver, D. M. (2013). The use of audio-visual materials in the teaching and learning processes in colleges of education in Benue State-Nigeria. *IOSR Journal of Research & Method in Education*, 1(6), 44-55.

Bahrani, T., & Soltani, R. (2012). How to Teach Speaking Skill. *Journal of Education and Practice*, 3(2), 25-29. 349 Volumen 6 | Número S1 | Marzo-2023.

Bao, Y., & Liu, S. (2021). The Influence of Affective Factors in Second Language Acquisition on Foreign Language Teaching. *Open Journal of Social Sciences*, 9(3), 463– 470.

Buckingham, L., & Alpaslan, R. S. (2017). Promoting speaking proficiency and willingness to communicate in Turkish young learners of English through asynchronous computer-mediated practice. *System*, 65, 25-37.

Cambridge English. (2022, August 17). A1 Movers test format. <https://www.cambridgeenglish.org/examsand-tests/movers/test-format/>

Carreira,

J. M. (2006).

Motivation for Learning English as a Foreign Language in Japanese Elementary Schools. *JALT Journal*, (28.5), 135-157.