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DEVELOPMENT OF STUDENTS' LIFE COMPETENCIES IN LANGUAGE TEACHING. MODERN METHODS AND TOOLS

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Abstract

This article discusses the relevance of teaching languages through 21st century skills, several effective methods, techniques, and approaches that can be used with students and other language learners, and how we can inspire them to learn a language, interest them, and prepare them for life.

Keywords: 21st skills, methods, problem solving, creativity, debate, how to think, globalization, teachers, challenges, students.

Introduction

In the current globalization environment, the importance of learning and studying foreign languages is increasing not only in Uzbekistan, but also in all developed and developing countries, and this process is an important tool for cultural exchange and understanding, serving as a bridge that brings peoples closer and develops cooperation. The demand for language learning and teaching is increasing in our country, which is leading to the emergence of new innovative pedagogies, teachers and resources aimed at improving language knowledge and using advanced technologies. By adopting methodologies and practices from foreign educational systems, we can make language learning more convenient and effective, and as a result, facilitate the acquisition of new languages.

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In a world integrating life skills are evolving faster than ever with new technologies, global challenges, and shifting social dynamics - our education system must also evolve. While traditional academics lay the foundation for intellectual development, they are no longer sufficient on their own to prepare children for real life. Today's students need more than good grades, they need to know how to communicate effectively, manage stress, solve problems, make decisions, work in teams, and adapt to change. These are the life skills that shape not just good students, but confident, capable human beings.

Life skills are no longer optional; they are essential. Whether it's handling peer pressure, navigating emotions, resolving conflicts, or simply learning to express oneself, these everyday challenges can't be solved through textbook knowledge alone. As educators, we are in a powerful position to nurture these skills early on. The good news? Integrating life skills into the classroom does not require an entirely new curriculum. Instead, with thoughtful planning and intentional strategies, life skills can be seamlessly woven into the subjects and lessons we already teach.

The main principles of methodology are approach, technique, and the main principle. When it comes to teaching methodology, the main focus is on the educational strategies and methods used. The term "methodology" comes from the Greek and Latin words "methodos" and "methodus", and refers to the paths or strategies that lead us to a specific goal.

In Germany, since the 1960s, they have focused on how to teach things and how to teach them. They teach students what to learn and how to teach. Learning a foreign language isn't just about learning new things, it's about learning about different cultures and applying them to your own life. In Europe, learning a foreign language is only for some in higher education, and public schools are seen as something only for privileged students. The application of methods in the teaching of foreign languages has been around for a long time, while the principles are relatively new methodological terms.

Historically, the methods were grouped into four groups, and their names were called "translation", "correct", "comparative", "mixed". The study of foreign language teaching methods has a rich history of two centuries. During this time,

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various views on the best approach to foreign language teaching have been advanced. According to one of the notable opinions of scientist **L.V. Shcherba**, the methodology of teaching any subject is a practical matter, but it is not only theoretical. He stated that the methodology of teaching foreign languages is based on a combination of general and specific psychological evidence and linguistic research. Here we should mention that the study of foreign languages is currently progressing at a high pace, and the main reasons for this are pedagogues. Skilled pedagogues determine the level of interest of students in the language based on new modern technologies, that is, through new methods and increases. Let's look at new methods here.

Nowadays, it is important to carry out 21st century real life competencies processes along with effective foreign language acquisition.

In a world that is evolving faster than ever with new technologies, global challenges, and shifting social dynamics - our education system must also evolve. While traditional academics lay the foundation for intellectual development, they are no longer sufficient on their own to prepare children for real life. Today's students need more than good grades, they need to know how to communicate effectively, manage stress, solve problems, make decisions, work in teams, and adapt to change. These are the life skills that shape not just good students, but confident, capable human beings.

Life skills are no longer optional; they are essential. Whether it's handling peer pressure, navigating emotions, resolving conflicts, or simply learning to express oneself, these everyday challenges can't be solved through textbook knowledge alone. As educators, we are in a powerful position to nurture these skills early on. The good news? Integrating life skills into the classroom does not require an entirely new curriculum. Instead, with thoughtful planning and intentional strategies, life skills can be seamlessly woven into the subjects and lessons we already teach.

This is a practical guide for teachers looking to bridge the gap between academics and life preparedness. From language classes to science labs, from art corners to class discussions every moment holds the potential for life skill development. Let's explore how.

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1. Understand What Life Skills Are

Life skills are the abilities that help individuals deal effectively with the demands and challenges of everyday life. According to the WHO, these include:

- Problem-solving and decision-making
- Creative and critical thinking
- Communication and interpersonal skills
- Self-awareness and empathy
- Coping with stress and emotions

The goal is to nurture emotionally intelligent, socially aware, and resilient individuals.

2. It is essential to embed life skills into our everyday lesson procedures

In language and literature classes

Activity: Group discussions or debates on current topics.

- **Skills Built:** Communication, empathy, critical thinking.
- **Tip for Teachers:** Let students take turns as moderators to build leadership and decision-making skills.

In math and science

- **Activity:** Problem-solving in pairs or small teams.
- **Skills Built:** Collaboration, analytical thinking, patience.
- **Tip for Teachers:** Use real-life scenarios (e.g., budgeting, environmental issues) to make it practical.

In social studies

- **Activity:** Role-playing historical events or mock UN debates.
- **Skills Built:** Conflict resolution, decision-making, empathy.
- **Tip for Teachers:** Encourage reflection after each activity.

3. Introduce Dedicated Life Skills Periods

Set aside a short weekly session for activities purely focused on life skills:

- Journaling for self-awareness.
- “Emotion of the week” discussions.

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- Team challenges or trust-building games.
- Mindfulness or breathing exercises for stress management.

4. Use Project-Based Learning

Projects require planning, cooperation, research, and execution all of which naturally build life skills.

- Assign students to plan a mock event, create a community awareness campaign, or design a sustainable product.
- Encourage mixed-ability groups so students learn patience, delegation, and negotiation.

5. Model Life Skills as a Teacher

Children learn best through example. Show active listening, stay calm during conflicts, demonstrate time management, and be open about mistakes and learning.

- Create a class culture where it's okay to fail and try again.
- Celebrate effort, not just results.

6. Use Stories and Media

Children relate well to stories. Use books, short films, or case studies to trigger conversations.

- Example: Show a short animation about teamwork or bullying, and ask, "What could the character have done differently?"
- Let children create skits or posters on the message.

7. Encourage Reflection

After any activity, guide students to think:

- What did you learn about yourself?
- What would you do differently next time?
- How did you feel working with others?

This habit of reflection builds emotional intelligence and self-awareness.

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8. Create a Safe, Inclusive Environment

To truly teach life skills, classrooms need to be psychologically safe:

- Encourage respectful listening.
- Avoid ridicule or public criticism.
- Give space to quiet or introverted children to express in different ways - writing, art, or one-on-one sharing.

9. Involve Parents

Send regular updates or conduct workshops with parents about the life skills focus in class.

- Share simple activities families can do together (e.g., cooking to build teamwork or time management).
- This consistency between school and home strengthens the learning.

10. Assess Through Observation, Not Just Tests

Life skills are not always quantifiable. Teachers can:

- Maintain anecdotal records of growth in behavior, attitude, and interactions.
- Use peer reviews, self-assessments, or reflective journals.

When it comes to learning foreign languages, there are two main approaches: Natural and Artificial.

The natural method involves learning a language as a second language by immersing oneself in the language and culture of native speakers. For example, it is quite easy to learn Russian by interacting with native speakers in everyday life, especially in Russian-speaking places like Uzbekistan, and in cities like Tashkent, where the majority of the population speaks Russian well. The artificial method begins with mastering grammatical rules and is reinforced by constructing sentences. In this method, students are introduced to the language only through speaking and listening in the classroom. On the contrary, we would not be mistaken if we assume that natural learning is relatively more expedient. The Resolution of the President of the Republic of Uzbekistan No. PK-1875, adopted on December 10, 2012, is aimed at improving the system of learning

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foreign languages, and since then, significant progress has been made in teaching foreign languages to students in primary grades1.

Conclusion

Educating the mind without educating the heart is no education at all. As teachers, our mission is not just to deliver content - it's to shape character, cultivate empathy, and inspire lifelong learning. When we teach children how to think, we give them knowledge; when we teach them how to live, we give them wisdom. Integrating life skills into the curriculum doesn't require a dramatic shift in how we teach. It requires intention. A group activity that fosters teamwork, a reflective journal that encourages self-awareness, a discussion that invites empathy - these are simple yet powerful tools that prepare students for the complexities of life. Life skills help students manage emotions, build resilience, form healthy relationships, and make responsible choices. These are the very skills they will lean on when facing challenges, pursuing careers, or building meaningful lives. By embedding life skills into our classrooms, we create learning environments that don't just aim for academic excellence but for human excellence. It is a collective investment in a future generation that is not only well-educated but also emotionally intelligent, socially responsible, and truly prepared for the real world. The classroom is the training ground for life. Let's ensure that every lesson taught also plants the seeds of life skills that last a lifetime.

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