

**DEVELOPING LIFE SKILLS IN 8th–9th GRADE STUDENTS USING THE EXAMPLE OF THE “TARBIYA” SUBJECT**

<https://doi.org/10.5281/zenodo.19190757>

**Samiyeva Dilbar Shukrullayevna**

*PhD student at Navoi State University, tel: +99893-433-90-30*

*e-mail: dilbarshukrullayevna@gmail.com*

**Abstract**

*This article theoretically analyzes the importance of the "Tarbiya" subject in developing students' life skills and the role of group and team games in students' formation. The role of life competencies in effectively organizing students' life activities and shaping them into active individuals in society has been shown to be invaluable.*

**Key words:** *Education, upbringing, the science of Tarbiya, competence, skill, group games, team games.*

**Annotatsiya**

*Ushbu maqola o'quvchilarda hayotiy ko'nikmalarni shakllantirishda "Tarbiya" fanining ahamiyati, guruh va jamoaviy o'yinlardan foydalanishning o'quvchilar shakllanishidagi o'rni nazariy jihatdan tahlil qilinadi. O'quvchilarning hayotiy faoliyatini samarali tashkil etish va ularni jamiyatda faol shaxs sifatida shakllantirishda hayotiy kompetensiyalarning o'rni beqiyosligi ko'rsatib o'tilgan.*

**Kalit so'zlar:** *Ta'lim, tarbiya, "Tarbiya" fani, kompetensiya, ko'nikma, guruh o'yinlari, jamoaviy o'yinlar*

**Аннотация**

*В данной статье теоретически анализируется значение предмета «Образование» в формировании жизненных навыков у учащихся, а также роль использования групповых и командных игр в формировании этих навыков. В статье демонстрируется неоценимая роль жизненных компетенций в эффективной организации жизни учащихся и формировании из них активных членов общества.*

**Ключевые слова:** *Образование, воспитание, предмет "Образование", компетенции, навыки, групповые игры, командные игры.*

**INTRODUCTION**

In the context of the reforms and large-scale measures being implemented in our country today, human interests and the "human factor" take precedence. "Based on the initiatives of our President Sh. M. Mirziyoyev, implementing fundamental transformations in the life of society, continuing the scientific and spiritual heritage of our great ancestors, and, in cooperation with the younger generation, laying the foundation of the Third Renaissance are emerging as urgent and priority tasks."

In the process of designing the "Tarbiya" lessons introduced in the school education system, the subject content and its main ideas and objectives are effectively instilled in students' minds by taking into account the students' age characteristics and physiological condition, Organizing the educational process based on an individual approach tailored to each student's personality is of significant pedagogical importance.

**LITERATURE REVIEW AND METHODS**

Adolescence covers the period from approximately 10–11 years of age to 14–15 years of age. Today's adolescents are considered much more active physically, intellectually, and socio-politically compared to previous generations. They exhibit sexual maturation, social adjustment, and psychological development at a relatively early stage. In most students, however, the onset of adolescence typically begins in fifth grade. Adolescence is the stage of reaching puberty, during which new experiences, emotions, and complex questions related to sexual life begin to emerge. It is during this period that dramatic and significant changes occur in an adolescent's personal development.

Physical maturation typically occurs in boys between the ages of 14 and 16, and in girls between the ages of 13 and 15, corresponding to adolescence. Such variations also take into account the influence of urban and rural environments, individual countries, and even climatic conditions. The lower limit of puberty is set at 10–11 years, and the upper limit at 18 years.

The negative aspects of this period are manifested in the adolescent's irritability, moodiness, physical and mental fatigue, instability, quick temper, heightened sensitivity, and emotional susceptibility. Adolescents' dissatisfaction with themselves, over time, leads to dissatisfaction with those around them, aligns with unusual aspirations, and ultimately results in the formation of negative thoughts. That is, during adolescence, conditions such as "mild melancholy" and "aggressive defense" emerge.

One of the key psychological concepts characteristic of adolescence is the socio-historical theory developed in the early 20th century by L.S. Vygotsky (1930). In this theory, the defining characteristics of adolescence, the stable aspects of adolescent psychology, the historically changing traits, and the interpretation of scientific perspectives on the phenomena of this period are illuminated. L.S. Vygotsky conducted an in-depth analysis of the interrelationship between education and development and advanced a specific theoretical framework on the matter. The complex forms characteristic of a child's psychological life are shaped through the process of communication. Thus, communication ensures development in a relatively systematically organized educational process, gives rise to new mental structures, and contributes to the refinement of higher mental functions. Education plays a crucial role in the formation of the psyche, and its manifestations change over the course of development.

S. Bühler, who called adolescence the pubertal period, illuminated the biological essence of this phase in his research. The pubertal period is a stage of biological growth in which sexual maturation is completed, but physical development continues.

G.K. Selevko and his followers assess competence as a person's readiness for life activities. These competencies are formed on the basis of students' knowledge and life experiences. The knowledge acquired during the learning process helps students actively socialize and make independent decisions in real-life situations. This falls within the individual's general capabilities, and the acquired knowledge becomes competencies throughout their entire life. [1;140-b.].

According to V.V. Bashev, competence consists of transferring abilities in response to a situation, and it is formed during a person's early life activities. [2].

In his research, J. Delors grouped the core competencies into four pillars: learning to know, learning to do, learning to live together, and learning to live. [3].

For a teacher and educator, understanding the psychology of children during adolescence is important from both a psychological and a pedagogical perspective. Therefore, the subject of "Tarbiya" is currently the most suitable discipline for integrating social-emotional learning. In these

classes, developing life skills through emotional experience is more effective than merely providing theoretical explanations.

In Uzbekistan, the concept of the "Science of Tarbiya" has been developed, which is aimed at addressing the pressing issues in implementing the state's education and upbringing policy. The concept has defined priority tasks, main objectives, and directions aimed at taking the work of educating the younger generation to a new level. The Cabinet of Ministers of the Republic of Uzbekistan's Resolution No. 422 of July 7, 2020, "On measures for the phased implementation of the 'Tarbiya' subject in general secondary education institutions "On Measures for the Phased Implementation of the 'Tarbiya' Subject" No. 422[4], in accordance with the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan of July 7, 2020, "On Measures for the Phased Implementation of the 'Odobnoma' Subject in General Secondary Education Institutions, combining the subjects "Patriotism," "Ideas of National Independence and Foundations of Spirituality," and "History of World Religions" into a single "Education" subject in grades 1-9 starting in the 2020/2021 academic year, ...and in grades 10-11, starting in the 2021/2022 academic year. Currently, these established tasks have been fully implemented in practice, and textbooks for the "Tarbiya" subject have been introduced to students in schools and are being used in practice.

Analyzing the theoretical foundations of developing students' life skills in educational classes through group and team games, aimed at revealing the pedagogical functions of games and developing practical recommendations to increase the effectiveness of this process. The study is theoretical-analytical in nature, and general logical conclusions have been drawn based on a comparative analysis of existing scientific sources, pedagogical approaches, and methodological recommendations.

Among the game technologies suitable for educational lessons are group and team games such as the "Case Study" team game, the "Role-playing" method, "Let's Make a Decision Together," "Value Chain" team game, "Resolving Disagreements" games, and "Team Project" methods can be conducted. These games theoretically activate all components of life skills.

For example, the group game "Life Situation." Game objective: to develop in students problem-solving, communication, decision-making, responsibility, creativity, fluency of speech and communication culture, the ability to express thoughts briefly, clearly, and logically, and teaching teamwork. Students are divided into small groups. Each group is given a real-life moral or social situation. "A disagreement has arisen in the classroom. Two students are blaming each other. What will you do?".

- The group discusses the situation.
- Offers solution options
- Defends the most appropriate decision.

The "Real-Life Situation" group game is an effective pedagogical method for developing students' life skills in "Education" lessons. Through this game, students acquire skills in analyzing social and moral problems encountered in real life, making independent and group decisions, presenting their opinions with justification, and listening to others.

Additionally, during the game, students develop important life competencies such as communication skills, empathy, responsibility, and cooperation. The "Real-Life Situation" team game increases students' engagement, turns them into active participants in the lesson, and ensures the seamless connection of the acquired knowledge to real life.

As a result, this method plays an important role in preparing 8th and 9th grade students for life, enhancing their social adaptation, and shaping them into conscious, responsible individuals.

## **RESULTS**

In education classes, we need to specifically highlight the pedagogical advantages of games. This brings the lesson to life, turns students into active participants, strengthens the principles of mutual respect, improves student-to-student and teacher-to-student communication, and develops social competence. General secondary schools play a special role in familiarizing students with social and legal norms. The work of teachers in schools, specialists who have specifically acquired pedagogical-psychological as well as general social knowledge, enables students to correctly understand the essence of social-legal norms, their social, social, moral-ethical, and legal significance, as well as the consistent acquisition of skills for adhering to these norms in daily activities.

During the research, it was found that the interactive methods and group and team games used in the "Tarbiya" lessons were highly effective in developing students' life skills. In particular, methods based on problem-based situations, role-playing, discussion, and group activities increased students' engagement in class and developed their skills in independent thinking, communication, decision-making, and a sense of responsibility.

Additionally, game-based methods had a positive impact on students' social-emotional well-being, contributing to the development of competencies such as empathy, self-regulation, and understanding others.. As a result, "Tarbiya" lessons have emerged not only as theoretical knowledge-providing activities but also as an important pedagogical process that prepares students for real life and ensures their personal and social development.

Overall, the systematic and purposeful use of methods and games not only ensures significant pedagogical results in developing the life skills of 8th and 9th grade students but also serves to enhance the effectiveness of the educational process.

The study of upbringing helps to form an active civic position in students, supports their comprehensive socialization, effective cooperation, meaningful use of time, and national, respect for national, moral, and universal values, and the realization of their intellectual and creative potential.

The role of life competencies in effectively organizing students' life activities and shaping them into active individuals in society is invaluable. These competencies are the skills that enable students to carry out activities aimed at independent learning and self-development, the abilities to understand and fulfill social and civic responsibility, as well as the skills that ensure active participation in the work process and professional adaptability, it includes competencies for adapting to social living conditions and making sound decisions in daily life, as well as competencies related to active participation in cultural life and the appreciation of national and universal values.

## **SUMMARY**

Analyses conducted show that in the general secondary education system, the content of the "Tarbiya" subject does not take into account the age characteristics of students, psychophysiological state, and level of integrative development, with the aim of forming life competencies. In this subject, competence is manifested as the ability to apply acquired knowledge, Competence is manifested as the ability to apply acquired knowledge, skills, and competencies in everyday life situations, while competence is characterized by the capacity to apply this knowledge and these skills optimally and effectively in various social contexts. In this regard, the subject "Tarbiya" serves as an important pedagogical tool in developing students' life competencies—that is, the experience, social adaptability, and responsible behavior necessary for an individual's daily activities.

**REFERENCES:**

1. G. Selevko Competencies and their classification.//Public Education - 2004. - No. 4, pp. 138-143.
2. V.V. Bashev, I.D. Frumin How can standards be read? Seven questions on the substance // School Director. 1999. No. 5.
3. J. Delors Education: The Necessary Utopia//Pedagogy.-1998. - No. 5. - P. 32
4. 4.Decision No. 422 of the Cabinet of Ministers of the Republic of Uzbekistan of July 7, 2020, "On Measures for the Phased Implementation of the 'Tarbiya' Subject in General Secondary Education Institutions" //
5. Sapayev V. Some current issues of teaching education// Oriental Renaissance: Innovative, educational, natural and social sciences (E)ISSN:2181-1784 www.oriens.uz SJIF 2023 = 6.131 / ASI Factor = 1.7 3(8), August, 2023