

METHODOLOGY FOR FORMING KEY LIFE COMPETENCIES IN
STUDENTS DURING PEDAGOGICAL PRACTICE**Shamuratova Nilufar Shokir kizi**Independent researcher at Urgench State University
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Abstract: This article provides a scientific and pedagogical analysis of the practical methodology for forming key life competencies in pupils during pedagogical practice. Five methods — situational-problem, role-play-simulation, project, practical training, and reflective-conversation methods — are examined. The content, stage of application, and life competency developed by each method are substantiated from a scientific and practical perspective.

Keywords: key life competencies, pedagogical practicum, methodology of formation, role-play, project method, reflective conversation, life skills, prospective teacher, pedagogy, general education.

Introduction. Pedagogical practice is the most important stage for a future teacher, providing an opportunity to test theoretical knowledge in a practical way in a real classroom setting, and it is also a convenient platform for the purposeful formation of key life competencies in students [1]. However, to perform this task effectively, the future teacher must possess a system of methods that can be applied in practice.

In practice, the formation of vital competencies is often carried out only at random, in isolated cases, which prevents it from yielding a systematic and stable result [2]. From this perspective, a scientifically systematic analysis of specific methods for forming key life competencies in students during pedagogical practice determines the relevance of this article [3].

The level of study of the problem. The fundamental basis of the theory of life skills education was developed in the World Health Organization (WHO) document "Life Skills Education" [1], which systematizes interactive methods that form life skills. The methodology of problem-based learning was developed by I.Ya. Lerner's research, and the methodology of project-based learning is based on the classical works of W. Kilpatrick.

In domestic pedagogical science, the works of N. Ishmukhamedov [4] provide a general description of interactive methods, while the works of F. Yuldashev [5] highlight the general principles of applying practical methods within the framework of the competency-based approach.

Nevertheless, an analysis of the conducted scientific research shows that domestic science does not yet have sufficient specialized research that

systematically analyzes a system of methods specific to the formation of basic life competencies that can be applied specifically in the context of pedagogical practice. Filling this gap determines the scientific and practical significance of this research.

Discussion. The situational-problematic method is considered one of the most effective methods for forming life competencies [1] - in this method, students are presented with a real-life situation or problem (for example, a family budget deficit, a disagreement with friends), which they analyze together. This method develops the student's ability to see the problem and critically analyze it, as it requires independent thinking rather than a ready-made answer.

The role-playing and simulation method allows students to directly experience practical situations by playing various life roles (buyer, employer, citizen) [2]. This method is especially effective in developing communication and empathy skills, as the student learns to see the situation from someone else's perspective. The project method, on the other hand, involves students in independently completing a small research project on a real social or domestic problem,[3] which develops skills in planning, teamwork, and a sense of responsibility.

The practical training method involves organizing specific exercises and tasks for financial literacy, communication, and decision-making [4] - for example, students are given a conditional budget, and they perform an exercise on its rational allocation. This method reinforces specific, practical skills through direct practice. Finally, the reflective-conversational method involves discussing the activities performed with students and learning from them [5] - through this method, the student consciously understands their experience and draws conclusions from it for future situations. When these five methods are used consistently and complementarily, they form life competencies most effectively.

Results. In the process of analyzing five methods that serve to form basic life competencies in students during pedagogical practice, their content, application stage, and formed competence were systematized. Methods form a consistent pedagogical chain from problem-solving to reflective generalization. Each method serves to develop a specific type of life competence, and together they form a holistic system of life competencies in the student.

Furthermore, the results of the analysis showed that when applying these methods, the future teacher themselves must possess appropriate methodological training; otherwise, the methods may be applied only in a formal, ineffective manner. Overall, the analysis confirmed that the developed five

methods can serve as a practical basis for the effective formation of students' life competencies within the context of pedagogical practice.

Conclusion

The formation of basic life competencies in students during pedagogical practice requires the consistent and comprehensive application of situational-problem, role-playing, simulation, project-based, practical training, and reflexive-conversational methods. The research results showed that each of these methods serves to develop a specific life competence, while their combined application yields the highest pedagogical efficiency.

The developed system of methods can serve as a clear guide for future teachers that can be practically applied during pedagogical practice. In future research, it is advisable to study the specifics of applying these methods to students of different age groups (primary, middle, and senior grades).

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