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Forming Life Skills in Primary Students' Mother Language Lessons

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A B S T R A C T
The article highlights important aspects of developing life skills in students through mother tongue lessons in primary grades. Based on practical observations, lesson analyses and curricula, the problems of developing skills such as communication, critical thinking, and teamwork in mother tongue lessons are revealed. The current achievements and prospects for their development are also analyzed.

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Introduction. Today, in the Republic of Uzbekistan, the main issue is the preparation of school graduates for independent life, improving the quality of education, and their worthy place in international assessment systems. Concepts for the development of all stages of education until 2030 and measures for their implementation are being considered. Today, education is not only a process of providing students with knowledge, but also equipping them with the necessary competencies that will help them move confidently and confidently in an increasingly complex and changing world. In order to improve the quality and efficiency of education, it is of great importance to study foreign best practices, introduce international standards, conduct a comparative analysis of the existing system, and improve the national assessment system that meets the requirements of the time. Primary education is aimed at forming the foundations of literacy, knowledge, skills and abilities necessary for students to continue general secondary education, and in this, the role of native language lessons is invaluable. Taking into account the age characteristics of primary school students, a large part of the necessary volume of knowledge, skills and qualifications is imparted through this subject, taking into account the age characteristics of modern educational approaches, and is based on the formation of life skills in them, the development of the ability to think independently and analyze.

Main part. The content of teaching the mother tongue in primary school is adapted to a number of tasks that our state has set for schools at the current stage of social development. These tasks are multifaceted, and as a result of their implementation, they lead to the growth of students' consciousness, to the provision of ideological and political, moral, aesthetic and labor education. By teaching the mother tongue in primary school, students develop the skills to express their thoughts grammatically correct, stylistically clear, with a clear meaning, in tone, and to write them correctly. These goals are a specific feature of the mother tongue as a subject in the primary school curriculum and are implemented in connection with general education tasks aimed at the formation of the student as a person.

Tasks that serve as the basis for teaching the mother tongue in primary school students through mother tongue lessons, expanding their scientific outlook, and solving life problems are of particular value. The ideological orientation and artistic expressiveness of topics and tasks affect the thinking and emotions of

students, expand their knowledge of the environment, cultivate interest in the language and the people speaking this language, increase the level of general development of students and influence the formation of their personal qualities and worldview. In recent years, the requirements for the content of school mother tongue textbooks and manuals published for teachers have increased significantly. The main criteria for the assignments are the educational value of the text and individual sentences, lexical and stylistic accuracy, thematic diversity, connection with various aspects of life, modernity, ideological and thematic orientation of the texts, and suitability for younger students. Life skills are understood as the following skills necessary for a person to successfully function in everyday life: oral and written communication; critical thinking; problem solving; teamwork; and a set of formed skills such as managing emotions.

The current native language programs for primary grades do not have a separate section on the development of life skills. In most cases, theoretical materials prevail. The "Introduction" section of the State Educational Standard for Primary Education specifically emphasizes that "The primary education process teaches the child to form the child's ability to think logically, intellectually, worldview, communicative literacy and self-awareness, to be physically healthy, to feel the beauties of material existence, to enjoy beauty and elegance, to assimilate and respect national traditions, and to observe them." The implementation of such requirements for primary education requires a clear definition of the content of education and a new approach to teaching. As stated in the State Educational Standard, the requirements set by the state and society at the stage of primary education should ensure mutual compliance, proportionality, and harmony across educational areas. In this regard, the establishment of a primary educational standard allows for the modernization of the structure of the educational process and the content of the components of the same structure, the introduction of new, modern pedagogical technologies in the process of primary education. The content of mother tongue education in primary grades is determined based on the requirements set for this stage of education. The Law on Education states that "Primary education is aimed at forming the foundations of literacy, knowledge and skills necessary for general higher education." Based on this, the following are defined as the goals and objectives of mother tongue education in primary grades in the DTS:

1. To develop the child's skills and abilities to expand his thinking activities, to think freely, to understand the opinions of others, to express his thoughts orally and in writing, to communicate freely with members of society.

2. To teach him to express his thoughts competently, observing logical consistency.

3. To form the skills of expressing written speech signs in pronunciation, to read the text expressively

4. To acquire the following skills established for expressing thoughts in writing.

a) the expression of thoughts in logical consistency;

b) the relevance and perfection of the description to the topic;

d) the level of use of language expressive means in the description;

e) achieving mastery of grammatical literacy.

Many teachers limit the native language lesson to teaching grammar only. The level of use of active methods is very low. In the lessons, students are often passive, waiting for a ready-made answer. As a result, independent thinking skills are not developed. However, today, some progressive, creative, leading, mentor teachers, through personalized assignments, life texts, role-playing games, give good results in helping students to correctly handle problem situations and develop life skills.

Native language is not a subject of writing in education. The indicators of the native language education standard determine the child's ability to demonstrate life skills in a logical manner. For example: Grade 1, Part 2, page 15, the text "Dastyor kiz" through which the girl child's role in the family, duties, and etiquette are discussed. In exercise 4 on page 38 of the same book, students develop the skills of correctly and clearly stating and writing their addresses. This teaches them to work with documents, regardless of who they are in the future. In the exercise on page 9 of Part 2, Grade 2, the role of the concepts of "family" and "happy family" in human life is developed, which leads to well-being. It is through the texts

"The Punishment of the Scolder" and "The Property of Others" given on pages 27-28 of this book that students develop legal awareness and cultural skills, one of the problems they will face throughout their lives.

Conclusions. For primary school students, mother tongue lessons are not only a means of learning the language, but also an important factor in the formation of life skills through them. Through mother tongue lessons, students acquire skills such as communication, expressing their thoughts clearly and concisely, listening and understanding others, problem solving, and independent thinking. These skills are the basis not only for their educational success, but also for their correct behavior in everyday life.

Thus, organizing mother tongue lessons in primary school as a means of developing life skills, not only for imparting theoretical knowledge, is a modern requirement, and methodological research in this regard shows that one of the main criteria is that students read more fiction.

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