



**TEACHING EVERYDAY LIFE AND TRANSVERSAL SKILLS
TO STUDENTS**

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ABSTRACT	KEYWORDS
<p>Self-care and practical life skills as they are taught in basic education are covered in this article. Examples and instructions on how to teach daily living skills and self-care are also provided. Transversal talents are more generic than subject-based competencies. It is preferable for everyday life skills and self-care to be taught as part of the curriculum if the development of these abilities is crucial for children and young people’s future and is a requirement for leading healthy and productive lives.</p>	<p><i>Self-care, transversal talents, generic, emotional intelligence, practical decisions, qualities, abilities, and potential.</i></p>

Self-care and daily living abilities are talents that are constructed from several social, emotional, and behavioral facets. Self-awareness, emotional maturity, and the ability to identify one’s abilities are all practical life skills that support and benefit people all their lives. One of the so-called transversal talents in the core curriculum is these lifelong skills. Transversal talents are more generic than subject-based competencies. For instance, self-care and everyday living skills are intimately related to health and physical education throughout the primary grades.

When compared to softer skills, such as emotional intelligence or the knowledge and abilities to make sustainable, practical decisions, teachers are frequently more experienced with the assessment of subject-specific skills. It could also be challenging to determine, for instance, whether or not one’s time management skills have improved from the previous year or have changed from grade eight to nine. However, it is preferable for everyday life skills and self-care to be taught as part of the curriculum if the development of these abilities is crucial for children and young people’s future and is a requirement for leading healthy and productive lives. These crucial life skills can be learned through basic schooling, especially for kids who don’t receive enough help at home.

Self-care and daily living skills are part of the transversal skills in the core curriculum for basic education, which aims to help students value and understand their own qualities, abilities, and potential. These cross-curricular abilities cover topics including technology, safety, and sustainable living. Additionally, students are encouraged to develop their own consumer skills. The goal is to show students how to take care of themselves and others while guiding them toward having faith in the

future. Although general skills help people at every stage of their lives, the requirement for self-care and specific life skills is varied and changes as students progress through their educational careers.

A child's freedom and responsibility increase when they start school. The ability to express and define emotions, as well as a wide range of new and very basic life skills like common sense and good manners, are all necessary at this time. Teamwork is also emphasized in the upper grades. Learning how to respect one's boundaries and privacy is also emphasized. In order to create a more sustainable future, students are often urged to think deeply about their decisions. Students will continue to make sustainable decisions and adopt sustainable behaviors throughout secondary school. For instance, students will be helped to recognize various factors that support well-being and will learn how to control their emotions. Additionally, they are urged to drive cautiously and exercise good judgment when making purchases. People must grow in self-awareness, identify their own strengths, be aware of their thought patterns, and be able to change them in order to learn self-care and everyday life skills. The improvement of children's and young people's own time-management abilities is one example that supports their well-being. Time management is a strategy that improves learning and well-being while assisting people in reaching important objectives. It is primarily about self-awareness, time management, and developing routines. Planning, goal-setting, dedication, prioritization, and stress management are all necessary. For instance, students can be taught how and why to limit their use of technology so that they have enough time for vital work, as well as for leisure and rest. One can be innovative and proactive about their own goals when they are in control of their time, whether they be goals for study or enjoyment. While not immediately quantifiable, everyday life skills like time management are closely related to many other abilities and transversal competencies like learning to learn and abilities needed later in life in the workforce.

Another illustration of how to teach students practical life skills is to encourage them to consider what comes naturally to them. For instance, the student might be encouraged to consider their own daily routine when working on time management skills. All throughout the day, moods and levels of alertness fluctuate. Some people feel most alert in the early afternoon, while others feel most alert in the late afternoon, and most people fall somewhere in the middle (Roenneberg et al., 2003).

Therefore, promoting and increasing awareness of one's individual circadian preference and rhythm could receive more focus. Early adolescence sees a delay in bedtime, and from early to late adolescence, sleep duration gradually diminishes (Randler, 2011). According to earlier research, an adolescent's predilection for nighttime time is linked to decreased daytime performance and an increase in psychological difficulties, such as anxiety (Quach et al., 2018). Sleep and recovery are essential for learning and alertness. You can encourage students to improve their learning and recuperation by having them study during the day, go over important material shortly before bed, and most importantly, get a decent night's rest.

In the first few hours of the school day, a lot of young people struggle to focus. Schools could better accommodate various circadian preferences in order to take this into account. This would entail later school starts because circadian rhythms and sleep patterns evolve during adolescence. In several Helsinki schools, later start times have been implemented. Giving students the option of attending lessons early in the morning or late in the afternoon is another strategy to encourage various rhythms. According to research data, this might improve academic achievement. Families can improve their children's sleep hygiene by encouraging exercise and outdoor activities throughout the day (but not too late at night), using different blue light filters on screens in the evening, and maintaining a

consistent bedtime and wake-up time. The circadian rhythm is kept under check by these factors. It might be difficult to come up with a sleep and screen time routine that works for the entire family. It is important to keep in mind that every young person has different sleeping demands.

In conclusion, time management and rehabilitation are two examples of practical life skills and self-care that I have covered in this article. Basic education promotes the well-being and sustainable future of children and adolescents, along with families and the entire society, by taking into account self-care and everyday life skills. This can be used as a model for creating a more resilient educational system that improves students' well-being both today and in the future.

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