Abbasova Ya.

SUBJECT OF "LIFE SKILLS" IN PRIMARY SCHOOLS AND USING THE NEW TRAINING TECHNOLOGIES IN ITS TRAINING

Yagut Abbasova, teacher, doctorate, Azerbaijan, Ganja State University

Abstract

The article deals with the characteristics of the subject of "Life skills" in elementary schools. These issues are clarified on the basis of the requirements for subject curricula. It is reported that the subject called "Life skills" is based on standards established on content lines. These standards are implemented in topics covered by the manuals. Each line of content has its own tasks. Content lines include: nature and us, individuals and community, morality, health and safety. Successful training technologies are used to realize sub-standards on content lines. The application of these technologies is based on a number of principles of modern education. Tendency to personality plays an important role among them. In addition, when determining the new training technologies, the characteristics of the "Life Skills" subject, the age of the pupils, and other factors should be considered. All this process should be carried out under the cognition activity of the pupils.

Keywords: curriculum, textbook complex, subject specifications, content line, teaching unit, new technology, creative methods.

Introduction: In addition to genetics and environment, education also plays an important role in the personality development in the information society in which globalization takes on. Education is constantly improving. From this point of view, education reforms have been started in Azerbaijan's education system since the beginning of the 21st century. As a result of these reforms, fundamental changes have taken place in the structure of education first. For the first time in the history of the independent Azerbaijan Republic, a document entitled "The concept of general education in the Republic of Azerbaijan (National Curriculum)" was prepared in 2006 and the subject curricula revised as a result of proposals and comments was approved in 2007.

An approved conception, which contains the essential issues related to the content and organization of elementary education, has already been introduced. At present, the main purpose of the curriculum applied is to train individuals with skills and habits, and for this purpose, subject is simply means to reach the goal. In the curriculum, the achievements obtained later of pupils will be reflected in the form of learning outcomes in advance, and the entire strategy will be set up to achieve this learning outcome.

In line with the content of the national curriculum, there are general requirements for the teaching of the subject of life skills in elementary schools as in all other disciplines. These requirements are clearly identified in curriculum materials. The document highlights the importance, goals and objectives of the subject, first of all. It is shown that "Life skills" is an integrative subject that shapes and improves the knowledge, skills and values needed to perceive and realize the individual as a whole, with its biological, psychological, social and moral aspects. Life skills do not teach the basics of a specific science. This subject covers certain elements related to the nature and social subject areas taught at general education schools. This broad range of subjects encourages students to carry out the most necessary practical work to gain vital knowledge, skills and abilities, and acquire national and universal values, identity (http://www.kurikulum.az).

The document also notes that Life Skills has an important role in shaping skills in communication and collaboration with pupils, judging them, freely expressing their own views, saving their rights and protecting others' rights. With the help of defined content lines, the united, common and indivisible image of the living and lifeless world created in the minds of the students is created. They perceive themselves as part of this world, acquire the ability to investigate, analyze, summarize, and predict the changes, events they observe in nature and in society, relations between them, have the ability to express their thoughts and desires sensibly.

The significance of this subject is also highly valued in terms of assisting in choice of profession in the sources. It expresses the basis of natural and exact sciences and it gives the opportunity to pupils to define own positions, interests and aspirations in teaching the Life Skills subject. Preparing for conscious occupation choice should start in the I-IV grades yet. The choice of profession in the practice of primary school teachers is usually episodic. These methodological resources are intended to assist in the organization and implementation of occupation choice in the classes as well as study groups in elementary classes"(blogspot.com).

One of the other important features of the subject is to be accustomed to the rules of setting up of interactions with the environment, to be socialized. This enables the pupils to become aware of the ways of self-clarification in activating their minds (muallim.edu.az).

- to gain knowledge about objects and events in nature, the interaction of the living and the inanimate world, the change of natural environment through human activity;

- conducting observations, measurements and experiments, obtaining skills to describe their outcomes, and the desire to learn about themselves and nature;

- feeling of love and care for nature, the culture of acting in conformity with the ecological norms when communicating with it;

- getting the necessary knowledge and skills on the social qualities of a person, the social, economic, political aspects of society's life, as well as the legal regulation of social relations to adapt to his / her society;

- to respect civilian responsibility, respect for laws, social norms and democratic values;

- to create a basis for self-realization in social roles as a citizen, family member, employee, entrepreneur, consumer;

- to promote himself or herself morally through possessing national and universal values, acquiring communication skills, regardless of nation, race, religion or gender;

- to acquire skills to follow healthy lifestyle, safety, and first aid rules;

- to achieve the ability to solve problems in life based on knowledge, skills and moral values gained.

Within the framework of the National Curriculum, the following general training outcomes have been determined for the level of primary and general secondary education on the subject of "Life Skills". The pupil in the primary education (I-IV grades) should know:

- demonstrating his / her rights, respect the rights and freedoms of others, his / her sensitivity to the people surrounding him/her, stating personal views on those issues;

- explaining the most essential safety rules for protecting human life and health;

- representing of honesty, justice, humanism, compassion, interpreting views on the essence of moral qualities;

- using of economical knowledge in everyday life;

- approaching sensitive and caring attitude to nature, ecology, and observing nature phenomena and showing attitude towards them;

- interpreting the events in society in accordance with their age levels:

The content of the "Life Skills" subject is based on its content lines. Based on the overall learning outcomes of the "Life Skills" subject in the primary and secondary education levels, the following content lines that provide access to both education levels are identified:

1. Nature and us.

2. Person and society.
3. Morality.
4. Health and safety.

• Nature and us. On this content line, students acquire knowledge and skills about interacting with the environment. They observe events and processes occurring in nature, feel their effects on themselves, and influence the nature through their activities. They learn the "human-nature" relationships, understand themselves as part of nature, and perceive that they have to treat towards nature with care and love. As the pupil gains knowledge about natural phenomena, possess his / her initial research skills, uses his / her knowledge and abilities to solve practical issues, a student develops.

• Person and Society. On this line of content, students learn that people, on the one hand, affect the environment they live in, transform it, on the other hand they change and develop together with societies. The realization of a person as a social being, on the one hand, depends on his / her personal qualities, knowledge, skills and values, on the other hand, depending on his / her family environment, family, community and society. Through this line, pupils study the human-human, human-family, human-society and human-state relationships, the economic, social, political and legal processes in society, and acquire the ability to use them properly. The content and skills on this content line help pupils to shape themselves as a democratic thinker who loves homeland, determines what they can do for the development and well-being of their country.

• Morality**.** The main purpose of introducing this content line into the subject is to make the subject instill more completely, more systematically and productively. Therefore, the focus here is on pupils discovering themselves spiritually, recognizing their qualities and values, and developing new behaviors and communication skills based on the high moral values that our people and humanity are developing. As a result, students are aware of their moral rights and responsibilities they instill ways to realize them, grow up as tolerant, free-thinking, useful individuals for the family, the people, and the state they belong to.

• Health and safety. Starting in the twentieth century, and increasingly accelerated scientific and technical development, besides bringing prosperity and comfort to people, is also a source of danger. Already, technogenic accidents are a violation of the ecological balance not only in the region, but also on the global scale. This is accompanied by an increase in infectious diseases and natural disaster intensification. Therefore, starting with the elementary school level of students, the systematic acquisition of knowledge and skills related to their health and safety appears to be a vital need.. This content line serves to build knowledge and skills on the health and life-threatening factors. Thus, health should be understood as not just the absence of

diseases and physical defects, but also the basis of physical, spiritual and social welfare. Students should be able to behave properly and to protect themselves and their relatives during an emergency. This is why one of the key points in the content line is that students understand the role of security issues in their life and activity, and when it comes to personal and community interests, they must be able to solve the problem.

All this is realized through the teaching strategies set by teachers in the teaching of Life Skills. Training strategies also include the content of new learning technologies. Therefore, training strategies and learning technology concepts are used as concepts close to each other in the pedagogical process. We will learn how to set learning technology below and the content of technologies that are relevant now. The main issue here is to be aware of ways of setting the right technologies to form the life skills of students on the standards of Life Skills subject.

The current educational curriculum in Azerbaijan is based on the "National Curriculum" methodology. It is consistent with the second and third model for its content. Its fundamental principles are developmentalism, identity-orientedness, cultural diversity, and so on. These principles consider the mobilization of pupils' capabilities in order to develop and improve the most demanding requirements in each age, based on the evolving peculiarities of the training. Here, the student's self-discipline, self-awareness and self-reliance are as important as the stimulating of activity, establishment of the supportive environment [1].

At the primary, main and general levels of this model, general outcomes of education on general subjects and learning outcomes for each subject are being developed. It is found out that, as a result of the systematic and effective functioning of the specialists in the center of the curriculum, these activities incorporate the greatest possible possibilities of existing education, teachers' vocational training, and the high level of understanding and recognition of the pupils. These outcomes are not just theorist, ideologist of education, and these results are achieved with the methods of dialogue, research, analysis, discussion between leading subject teachers and theorists that worked in the field of practice. Therefore, the acquired skills enhances capabilities for promotion of educational opportunities.

Apparently, training technologies that enhance the pupil's mind are different. Based on these analyses, we can divide them into several categories:

- firstly, technologies affect directly the students establishing cognitive activity of them;

- secondly, technologies that create cognitive activity with the effects of situations by creating a learning environment;

- thirdly, technologies that create activity with a personal example of teachers.

The psychological contents of the training technologies are the ones that are related to the process of adoption. Here are just two of the most important thesis: the teacher's highest professionalism in the world is the ability to inform continuously the children about the news in the world with effective methods, the capability of making them adopt, and in this process, to be able the children to identify and propose the methods of instilling themselves, and to determine refinement paths in their own cognition (cognitive style). Here the main problem is establishment of training motivation in the pupils and representation of the ways of self-realization to them. For this, researchers recommend that teachers have a system in which social-public, moral-pedagogical, and regional specialties should be taken into account in the learning environment of teachers and students.

The content and organization of new learning technologies that create cognitive activity in students (and especially teenagers) are among the key issues that researchers are currently thinking. In modern pedagogy, the concept of content and procedural components of the education system is preferred. These include: purpose, content, methods, form and methods of training. Given that they are inclined to maintain the various levels of conservatism in the process of improvement and variation of technologies, more attention is paid to the improvement of these features with new effects: the procedural aspects of the training are varied, and the content only varies according to the structure and logic.

M.V.Clarin includes these to the scheme of technological development of the learning process [2, 59]:

▪ conceptual basis, content part (content of training, content of training materials);
▪ description of the training process (processual part);
▪ organizing the training process;
▪ teacher's activity in managing the adoption of process of material;
▪ Methods and forms of teacher's work;
▪ Diagnostics of the training process.

Since this scheme is considered acceptable for the modern learning technologies, the key qualities of the new training technologies developed in the regional environment should be very close to those mentioned. These qualities can be characterized as follows:

· Each technology should be based on scientific conception on adopting practice, and the scientific basis of this process should be achieving learning objectives.

· Pedagogical technology must have all the features of the system: the logic of the process, the interaction of all its parts, and the integrity.

The main qualities of new learning technologies that enhance students' mentality are not only their content, but also the forms and methods used in these technologies, techniques, interactive methods, integration areas, as well as ways of their realization, teacher's facilitation activities, their ability to perform psychodiagnostic, psychotherapeutic, psychoconsultative functions,.

New training technology can be applied in a constructive way with a number of important executive guidelines, creative methods. The presence of identity components in the implementation is inevitable. In this case, material is also adopted differently. Thus, training technology refers to personality features. M.V.Klarin considers the use of new training technologies built on didactic improvements and use of relevant training technologies based on recreating of material [2, 60]:

The new training technology is a systematic scheme of procedures for the design of the whole detail of the pedagogical activity, the rules for the organization and conduct of students and teachers' joint activities. Its source and key ingredients are one of the issues that are considered in the research. Therefore, any modern pedagogical technology comes from traditional, as well as social progress, humanization and democratization of society, by formulating the synthesis of pedagogical science and practice. Its sources include social reconstruction and new pedagogical thinking, pedagogy and psychology, including social sciences and advanced pedagogical experience of teachers. Therefore, the training technology should be consistent with the pedagogical system promoted, the purpose of the objectives, and the harmonization of the activities of the subjects.

Modern training technicians require capabilities of creativity from teachers to succeed . The prerequisite for this aspect is the attitude of the pupils to the sources of information and ways of getting the information. In this regard, the information technologies are dominant in the training frameworks. They include individual training techniques, cooperative training techniques, interactive training techniques, distant education technologies, and so on. [3].

We have analyzed these and other technologies developed by different authors (Bershadski, Bespalko, Grinkevich, Qezeev, Levina, Monachev, Plaskin, Selevko, Veysova and others) in terms of structure. By systematizing them, we summarized the new training technologies in the following structure.

1.   Technology compatibility with the accepted system - Identification.

The name of technology - its main qualities, ideas, principles, the reason for the application of the training system, the direction to which this process is being upgraded.

• Conceptual part - a brief description of the content: hypothesis, principles, structure; aim, installation, orientation; basic ideas; student's place in the education system.

• Content features of education: orientation to identity structures; scope and nature of education content; didactic nature of the training plan, material, program, review forms.

• Processual Characteristics: features of methods, methods and means of training application; character of motivation; forms of organization of educational process; management of education process (diagnosis, planning, regulation, correction); categories of pupils considered in technology.

• Program-methodical provision: training plan and programs, textbooks and methodical resources; didactic materials, visual and technical means of training.

• Purpose orientations: comprehensive development of pupils; the development of ecological and creative thinking; formation of tendency-oriented, professional; high culture.

There is also a didactic resource component that identifies the content of the training, the processual part of the technology, and their joint implementation - school textbook. Currently, school textbooks are compiled with complex design in the Republic: textbooks, methodological resources for teachers, workbooks for pupils. In terms of curriculum requirements, we summarize the following issues analysing the rules, structure and principles of working with textbooks.

G.L.Selevko states that new training technologies that enhance students' mentality and the technological process in which they are implemented have specific criteria. So, like any other pedagogical technology, these technologies are implemented with a number of methodological requirements [4, 78].

Conceptuality. Each technology must have a proper scientific basis regulated by philosophical, psychological, didactic, and socio-pedagogical theories.

Systematics. Technology must have all the features of the system: logic of the process, the interaction of its parts, and the integrity.

Management. Probability of diagnostic assumptions should have a variety of ways and methods for planning, training, and phased diagnosis and correction of results.

Efficiency. Modern pedagogical technologies are applied in a specific context and should be effective in the results that must meet certain standards of training.

Repeated application. Application of technology in other enterprises should be possible.

In addition, the principles of the development of new training technologies are one of the priorities in the researches (Aghayev, Abbasov, Petrovsky, Aylmontas, Baikov, Bogolyubov, Zaprudski and others). In these studies, 4 basic principles are taken according to the situation: humanization;

integration; forming of developing training with modern requirements; synergetics.

Consequently, we can conclude that new teaching technologies enabling students to activate cognition as a part of pedagogical technologies comply with all of the requirements that inherent to its overall system; this technology differs according to the structure and application principles for a number of other features. These include the training technology that enhances the perception of the social environment of the region, as well as the age of the pupils and their psychological characteristics.

Conclusion: It is clear that this is not about only methodical and organizational work that has been developed separately and possible to direct. No one can deny that, in the traditional education system, there is a great deal of good teachers, schools, programs that distinguish with their ideas, fundamentalism, scientific character, but today it is not possible to meet the demand for educational subjects through them. They are increasingly activated, and they often represent evolution, cause-effect relationship, evidences. It is not surprising. These results are the product of new thinking of pupils, not the product of the teachers who are still trying to work in traditional teaching methods.

References:
[1] Alizade A.A., Sultanova I.H. Taxonomy Theory and Practice: The Light of Modern School. Baku: 2008, 172 p.
[2] Klarin M.V. Pedagogicheskaja tehnologija v uchebnom processe: analiz zarubezhnogo opyta. M.: Znanie, 1989, 80 s.
[3] Aghayev A.A. Educational process: tradition and modernity. Baku: Adiloghlu, 2006, 136 p.
[4] Selevko G.K. Al'ternativnye pedagogicheskie tehnologii. – M.: NII shkol'nye tehnologii, 2005, 22 4s.
[5] http://www.kurikulum.az
[6] http://www.blogspot.com
[7] http://www.muallim.edu.az