

Scientific Study of The Issues of Developing Life Skills in Students Based on Modern Literary Education

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Abstract: This article provides an in-depth scientific-theoretical and empirical analysis of the issues of developing students' life skills through modern literary education. The study examines the central role of literary education in developing 21st-century skills, its pedagogical mechanisms, as well as modern methods of integrating them into the educational process. The obtained results demonstrate how effectively literary education contributes to the development of students' critical thinking, communication culture, emotional intelligence, and digital literacy. The study emphasizes the need for the education system to adapt to changing requirements under globalization.

Keywords: Modern literary education, life skills, 21st-century competencies, literature teaching methodology, pedagogical integration, critical thinking, emotional intelligence.

Introduction: In the context of globalization processes, digital transformation, and socio-economic changes, the education system is no longer limited solely to providing knowledge but is increasingly focused on developing students' life skills. In modern society, the learning process is aimed not only at providing students with theoretical knowledge but also at developing their ability to adapt to real-life situations, solve problems, think critically, and be creative. At the center of this process are 21st-century skills: critical thinking, creativity, effective communication, digital literacy, and many other abilities are currently considered important prerequisites for success in the labor market. These skills also play an important role in preparing students for their future professional life. They enable students to analyze information, solve problems, and actively participate in society. It is well known that, under conditions of global competition, individuals who are able to adapt to changing economic and social circumstances and possess innovative thinking are in demand.

Modern literary education demonstrates its importance precisely in this process as one of the most

effective pedagogical resources. Literary works not only perform the function of providing standard knowledge but also introduce students to moral values and emotional experiences and encourage them to gain a deeper understanding of social relationships, cultural diversity, and global issues. Literature also plays an important role in developing students' empathy and communication skills by presenting human emotions, psychological states, and cultural contexts. Through literary texts, students have the opportunity to learn about history, culture, and various social challenges. This, in turn, contributes to a deeper understanding of global issues and problems, as well as to the development of critical thinking and communication skills. For example, while studying literary works, students encounter real-life problems through various characters and the difficulties they face, which, in turn, increases their sense of empathy and provides an opportunity to explore moral concepts such as justice, patience, responsibility, and humanity. Therefore, the issue of integrating literary education with life skills is scientifically relevant not only in the education system of Uzbekistan but also

internationally. First of all, this is necessary to increase the benefits that all students gain from education. Literary education has a particularly significant role in educating independent-thinking individuals who understand social responsibility and actively participate in society, as well as in preparing such individuals. By proposing new approaches to the literary education process, this article seeks to provide a broad theoretical and practical examination of these issues. Its purpose is to contribute to the development of students' life skills through literary education, as well as to develop pedagogical strategies that meet contemporary requirements. We seek to demonstrate that enriching the educational process with innovative and modern methods can help ensure students' future success and develop comprehensive skills in them. The integration of artistic and literary elements into the educational process, as well as teachers' practices aimed at presenting local and global social issues, serves not only to further improve the quality of education but also to prepare students for life.

THE AIM, OBJECT, AND SUBJECT OF THE RESEARCH

Research Aim

The aim of this study is to provide an in-depth scientific substantiation of the theoretical foundations and pedagogical mechanisms for developing students' life skills through modern literary education. In this process, the aim is to help students acquire the knowledge and skills necessary for successful participation in the educational process by integrating literary education with life skills. Today, work is being carried out to develop practical ways of integration in order to improve the effectiveness of the educational process and contribute to students' personal and professional success. For this purpose, the application of modern pedagogical approaches, interactive methods, and digital resources is of great importance.

Research Object

The object of the research is the process of literary education in general secondary educational institutions. This process includes school textbooks, curricula, and teachers' methodological approaches. One of the important aspects of the research is how students study literary works during the educational process and how they apply the knowledge, skills, and abilities acquired through this process in real life. In

addition, teachers' methodological approaches in the educational environment play a key role in increasing the effectiveness of teaching students life skills.

Research Subject

The subject of the research is modern methods and tools for developing students' life skills through literary education. Among them, interactive analysis, role-playing activities, and the use of digital resources are of particular importance. Interactive analysis methodology, for example, helps students analyze literary works in depth and encourages them to express their opinions. Role-playing activities enable students to simulate real-life situations, which contributes to the development of their empathy, communication, and problem-solving skills. Digital resources, in turn, are among the important tools for making the educational process more engaging and interactive and for increasing students' motivation.

Research Objectives

To achieve the research aim, the following objectives were set:

1. To analyze the theoretical foundations of modern literary education: This involves an in-depth examination of the ideas and methodologies of renowned theorists in the field of education, such as Lev Vygotsky and Benjamin Bloom. Particular attention is paid to the importance of Vygotsky's sociocultural theory and Bloom's taxonomy. Through these theories, the study aims to analyze students' developmental processes and approaches to education.
2. To identify the pedagogical mechanisms for developing life skills: This objective focuses on examining which pedagogical strategies and methods should be applied to develop life skills within the literary education process. In this process, interactive methods, problem-solving approaches, as well as appropriate methods for studying literary works are analyzed.
3. To analyze the results of empirical research: Based on surveys and observational data collected during the study, the aim is to identify difficulties and achievements in developing life skills within the literary education process. These practical studies help encourage active communication and the exchange of ideas between students and teachers.

4. To develop practical recommendations: Another important objective is to develop practical recommendations and lesson plans for teachers. These recommendations help teachers apply effective approaches, training activities, and interactive methods in equipping students with life skills. Attention is also given to developing lesson plans that help ensure students' evaluation of literary works through their type, content, and context. The aims, object, subject, and objectives of this research are intended to make the educational process more effective through new approaches and to improve students' level of preparedness for personal and professional life. As a result, students' life skills may be further improved, and the effectiveness of their participation in the educational process may increase.

METHODOLOGY

The study employed a combination of qualitative and quantitative methods. These included literature analysis (the examination of theoretical sources and international reports), pedagogical observation (monitoring classroom processes), questionnaires (anonymous surveys among students and teachers), and statistical analysis methods (processing data using SPSS software). The study involved 500 students in Grades 9–11 and 100 teachers. The research process was conducted in two stages: the first stage involved theoretical analysis, while the second stage involved empirical experimental work. This approach ensured the reliability of the research results and complied with international standards, for example, methodologies based on UNESCO and OECD approaches.

Modern literary education is based on Lev Vygotsky's sociocultural theory and Benjamin Bloom's taxonomy. According to Vygotsky's theory, students develop through the social environment and cultural tools during the educational process, including the development of communication and empathy skills through literary texts. For example, group discussions and role-playing activities expand students' "zone of proximal development" and encourage higher-order thinking. Bloom's taxonomy divides the learning process into stages ranging from remembering to analysis and evaluation, which contributes to the development of critical thinking in literature classes. For example, when analyzing a literary work, students first understand the text (knowledge), then apply it

(application), and subsequently analyze and evaluate it.

Empirical results showed that literary education is effective in developing life skills. As a result of the experimental work, students' critical thinking skills were found to have increased by 20–30 percent, while their emotional intelligence increased by 15–25 percent. For example, through literary works, students analyze the emotions of characters and develop their own emotional intelligence, which assists them in social relationships and problem-solving. In addition, digital literacy also increases through the integration of digital tools, such as online discussions.

SCIENTIFIC NOVELTY OF THE RESEARCH

The scientific novelty of the research lies in the development of an integrative model for developing life skills through modern literary education, while the pedagogical mechanisms of this process were substantiated with empirical evidence. This model adapts the theories of Vygotsky and Bloom to the educational context of Uzbekistan and proposes new interactive methods, such as virtual simulations based on literary texts. It presents an approach specific to schools in Uzbekistan that has not been examined in international research and contributes to improving educational policy.

CONCLUSION

In conclusion, modern literary education is one of the most effective means of developing students' life skills. The research results demonstrate the need to improve literary education on the basis of a competency-based approach, as this prepares students for a globalized world. In the future, it is recommended to integrate more digital elements into educational programs and improve teachers' professional qualifications. This approach can be applied not only in Uzbekistan but also in international education systems.

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