

Formation of Basic Life Competences in Students in Pedagogical Practice

Shamuratova Nilufar Shokir qizi

Master's student of Tashkent State Pedagogical University named after Nizami, Uzbekistan

Received: 30 April 2025; **Accepted:** 28 May 2025; **Published:** 30 June 2025

Abstract: This article analyzes the content, methodological foundations and effectiveness of the formation of basic life competencies in students in the process of preparing students for pedagogical practice. In today's rapidly changing socio-economic conditions, the main task of the education system is to develop not only professional knowledge and skills in future teachers, but also the ability of students to form basic life competencies such as adaptation to life, communication, problem solving, teamwork, critical thinking. The article highlights the role of innovative approaches, interactive methods, and active learning technologies used by students during pedagogical practice in the formation of these competencies. Recommendations are also put forward to improve the effectiveness of pedagogical practice.

Keywords: Pedagogical practice, students, interactive methods, professional training, innovative approaches, educational technologies.

Introduction: In today's era of globalization, human life is not as simple and straightforward as before, but is closely connected with complex, competitive, changing events and processes. In such conditions, members of modern society, especially the younger generation, are required not only to have knowledge, but also to have the skills to behave correctly in various life situations, to understand and solve problems, to think independently, to communicate, to express themselves, to analyze information. These qualities are expressed in modern pedagogy through the concept of "basic life competencies".

From this point of view, pedagogical practice is not only a stage of professional formation of a future teacher, but also a practical field for the formation of basic life competencies in students through him. The ability of a student to independently organize the lesson process, establish dialogue with students, see the problem and offer a suitable solution to it, and involve students in active participation through interactive approaches depends not only on his theoretical knowledge, but also on his ability to solve life tasks. Therefore, the process of preparing students for pedagogical practice in the education system cannot be limited only to the formation of the skills of passing lessons. On the

contrary, this process should serve to form pedagogical strategies aimed at understanding the vital needs of students and developing competencies that serve to prepare them for life. After all, the 21st century school is an institution that sets itself the task of preparing for life rather than imparting knowledge, and seeks to form students as independent and active individuals.

In modern education, the concept of "competence" is not only a set of knowledge and skills, but also includes practical abilities of a person to make the right decisions in real life situations, to communicate effectively, to process information, to adapt to the social environment. Therefore, basic life competencies are understood as the most important and universal competencies that ensure the successful activity of a student not only in the educational process, but also in life.

Basic life competencies are currently defined as the main criteria in international education standards, in particular, the "8 Key Competences Model" of the European Union, and in the recommendations of organizations such as UNESCO and OECD. These competencies include functional literacy, communication culture, skills in using information technologies, preparation for social activities,

intercultural communication, critical thinking and a creative approach. This approach is also reflected in the Concepts of Education of the Republic of Uzbekistan, which put forward the main goal of education as ensuring a well-developed and life-ready personality.

The formation of these competencies in students directly depends on the teacher's methodological skills and pedagogical strategy. Therefore, in the process of pedagogical practice, it is of great importance to teach students not only theoretical knowledge, but also approaches such as the use of interactive methods, modeling life situations through situational games, organizing group and creative work, and awakening the student's internal motivation. From this point of view, in practice, activities built on the basis of activity, social partnership, and reflective analysis serve as a decisive factor in the formation of basic life competencies of both the student and the teacher.

So, theoretically, the formation of basic life competencies is closely related to the student's personal preparation, methodological knowledge and culture of using innovative pedagogical technologies. Therefore, one of the most important tasks facing the current education system is to train future teachers in the spirit of new competency-based approaches based on the requirements of modern life.

Source analysis

The issue of forming basic life competencies is one of the current directions in modern pedagogical science. In recent years, scientific research on this issue has expanded, and many foreign and domestic scientists have put forward various conceptual approaches in pedagogical theory and practice. In particular, the 8 basic competency models developed on the basis of the European Union's "Recommendation on Key Competencies" [1] (2006, 2018) are now accepted as universal pedagogical criteria worldwide. These documents highlight personal, social, civic and cultural competencies, all of which are becoming the main goals of school education.

The concept "Future of Education and Skills 2030" [2] developed by the OECD emphasizes the ability of students to independently solve future problems, flexible thinking, information and digital literacy, as well as the formation of civic consciousness. The PISA assessment system developed within the framework of this concept is aimed at identifying competencies aimed at solving real-life situations in students, which serves as one of the decisive criteria in today's pedagogical practice.

Uzbek researchers such as A. Turgunov [3], Z. Rakhimova [4], D. Yusupova [5] have comprehensively analyzed the issues of implementing a competency-

based approach in the educational process, developing modern professional competencies in students, and integrating basic life competencies into the teaching process. In particular, D. Yusupova's study "Harmonization of general and professional competencies in vocational education" emphasizes that the teacher's personality and methodological approaches play a decisive role in the formation of competencies in the process of pedagogical practice.

Also, Sh. I. Islamov [7] and N. A. Komilova's [6] works on pedagogical practice highlight the possibility of forming life competencies in students through the use of innovative methods (cluster, concept map, role-playing games, problem tasks). The strengthening of students' activity, creative thinking, and teamwork skills through these methods is substantiated by practical experience.

The analysis of sources shows that in the current period, the formation of basic life competencies in students has become the center of the pedagogical process. However, in the formation of these competencies, the teacher's personality, especially the methodological preparation and approach of the student-teacher entering pedagogical practice, is of great importance. In this regard, the existing theoretical literature in this direction offers strategic approaches based on the principles of coherence, integration and reflection.

DISCUSSION

Pedagogical practice is not only a stage of professional formation of a future teacher, but also an experimental field that provides an opportunity to directly communicate with students, understand their needs and interests, and experience the complexities of the educational process in practice. It is in this process that students are faced not only with the task of creating a lesson plan or conveying the content of the subject, but also with the task of forming basic competencies that are important in preparing students for life.

One of the most important issues that needs to be discussed is the content and effectiveness of approaches aimed at forming basic life competencies by students during pedagogical practice. Numerous observations show that students who are limited to the traditional form of teaching cannot establish active, effective communication with students, which limits the formation of such competencies as independent thinking, socialization, and problem solving. On the contrary, students who used interactive methods - technologies such as clusters, aquariums, brainstorming, role-playing games, and "idea groups" - were able to actively engage students in the lesson, encouraging critical and creative thinking in them.

During the discussion, it should also be recognized that each student demonstrates different levels of effectiveness in pedagogical practice, depending on his or her personal approach, communicative abilities, initiative, and culture of reflective thinking. Some students teach confidently, communicate with students, and take into account their personal needs and interests. Such students are able to form more life competencies in students. On the contrary, this indicator is much lower in students who are limited only to the content of the lesson, are weak in communication, and do not show initiative. Another aspect that needs to be discussed is the role of experienced teachers who guide pedagogical practice. Their guidance, advice, and active observations serve as an important incentive for the student to test himself or herself, work on mistakes, and apply competencies in practice. Sometimes, when students are limited to theoretical knowledge, the practical advice of an experienced teacher helps to instantly understand many years of knowledge. The student's activity in pedagogical practice is becoming a criterion that determines not only his professional competence, but also the level of effectiveness in the formation of basic life competencies of students. Therefore, in the process of organizing pedagogical practice, students should be given more independence, the opportunity to use practical exercises, active games and methods based on communication. Only then will a real pedagogical educational environment be created that will serve to prepare students not only for exams, but also for life.

CONCLUSION

The task of modern education is no longer limited to providing knowledge. The main goal of it is to form students as active individuals who can think independently in life, adapt to the social environment, communicate and find solutions to complex problems. In this sense, basic life competencies are the necessary foundation for today's student to successfully function in tomorrow's life. This, in turn, is directly related to the methodological and communicative potential of future teachers aimed at forming these competencies in the process of pedagogical practice.

Pedagogical practice is a testing ground for the student. In this process, he not only applies his theoretical knowledge to practice, but also enters into real, lively dialogue with students, gets acquainted with their interests, needs, and outlook on life. It is during this dialogue, this activity that the student realizes his true professional potential and forms his pedagogical strategy. If this process is established on the basis of interactive methods, innovative technologies, social cooperation, and reflection, then life competencies are

successfully formed in students.

In conclusion, it can be said that the formation of basic life competencies is a holistic expression of pedagogical skills, a personal approach, the rational use of modern methods, and the ability to understand the student. Educating future teachers in this spirit, and thoroughly preparing them for pedagogical practice, remains one of the main tasks not only of higher education institutions, but also of the education system as a whole. Because tomorrow's school depends on how we prepare today's student.

REFERENCES

- European Commission. Core competences for lifelong learning: The European reference framework. – Brussels: European Commission, 2006. – 18 p.
- OECD. The Future of Education and Skills: Education 2030 – Conceptual Learning Framework. – Paris: OECD Publishing, 2018. – 45 p.
- Turgunov A. Pedagogical competence: Theoretical and practical foundations. – Tashkent: "O'qituvati", 2017. – 240 p.
- Rakhimova Z. Q. Theoretical and methodological foundations of teacher professional training. – Tashkent: "Science", 2021. – 212 p.
- Yusupova D. Q. Formation of a system of competencies in pedagogical education. – Tashkent: "Science and Technology", 2020. – 164 p.
- Komilova N. A. Formation of innovative competencies in students in the process of pedagogical practice. // Journal "Educational Innovations". – 2022. – №1. – P. 55–61.
- Islamov Sh. I. Pedagogical technologies and their application in the educational process. – Tashkent: "Ma'naviyat", 2019. – 200 p.
- UNESCO. Education for Sustainable Development Goals: Learning Objectives. – Paris: UNESCO Publishing, 2017. – 59 p.