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ABSTRACT

of the dissertation for the degree of Ph.Dكتور

FORMATION OF STUDENT'S LIFE SKILLS IN THE TEACHING OF THE SUBJECT OF LIFE SCIENCES LESSONS

Speciality: 5801.01- Theory and methodology of training and
education (methodology of the teaching of Life sciences)

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GENERAL CHARACTERISTICS OF THE DISSERTATION

Relevance and performed degree of the topic. The existence of a number of ideas and necessary requirements regarding the acquisition of life skills by representatives of the young generation, including elementary school students, in the directive documents on Education Reforms brings important tasks to specialists working in this field, especially elementary school teachers. The successful solution of these tasks, first of all, by referring to the general pedagogical principles and methods that resonate with the important requirements of the day, the issue of forming life skills in primary school students is of great importance. From this point of view, it is considered important to form, develop and reveal students' life skills in the process of teaching Life sciences in primary classes.

If we have to mention some characteristic features of the modern era, adapting to the changes occurring at the time of rapid development of science and technology, being ready for self-improvement and self-development, and the skills acquired in this field are important in the development of personality.

In the general learning results of primary education, the issue of developing and forming a number of skills in primary school students is reflected in a logical way, although not directly. A number of skills are formed in elementary school students in the subjects taught based on the general learning outcomes, which prepares them for a kind of life. Already in primary school, communication skills, observation skills, teamwork skills, the ability to express one's ideas freely, mathematical skills that can be applied in one's life, the ability to write down one's thoughts, the ability to understand events and describe them, the ability to use information technologies, protection against nature to be, to be humane towards others and a number of other skills are formed, which are the most necessary skills for young schoolchildren in the last stage of primary education.

The psychological basis of creative activity is laid in primary education. Fantasy and imagination, creative thinking are developed, interest is nurtured, skills to observe and analyze, compare, summarize facts, and draw conclusions are formed.

It would be appropriate to emphasize the direction of the implementation of the model of formation of safe behavior skills in primary school students. At this time, they will develop a need for safety through a healthy lifestyle and readiness to use safety rules in real life, which will lead to the formation of skills in students.

During the training process, it is considered important to acquire a number of necessary life skills in students and to develop and shape those skills. It is from this point of view that it is necessary to implement such skills in the teaching of subjects.

The subject of Life sciences taught in primary classes is also important in terms of the formation of life skills in students. Therefore, the development of a new work model related to the formation of students' life skills by referring to the principles shown in the process of teaching Life sciences by primary school teachers should be prioritized. Since the preparation of a new business model is of great importance, it is considered important to prepare it and give it scientific-pedagogical and methodical guidance to primary school teachers.

One of the aspects justifying the relevance of the research problem is giving recommendations in various documents on the curriculum and putting forward scientific-pedagogical provisions regarding the formation of vital skills of primary school students in the process of teaching subjects. Those documents on the National Curriculum show that in the process of teaching humanitarian subjects, at the same time, instilling the richest life skills in Life sciences lessons can be carried out during the useful teaching of any subject to students. Because in the future, primary school students who gain life skills are trained as specialists with all-round knowledge in various fields of the national economy, and are formed as citizens and personalities who are capable of comprehensively developing the future of their country.

Looking at the presentation of the dissertation topic in the scientific-pedagogical and methodical literature, it becomes clear that the researches conducted on this problem are conducted in a manner consistent with the historical direction of general pedagogy and education. In other words, the vast majority of the studies conducted on the teaching of Life sciences are devoted to educational issues in the teaching of this subject. There have been no studies on the methodology of forming life skills of students in the teaching of Life sciences. In other words, none of the research conducted around this problem was devoted to the problem of the theory and methodology of education, that is, the methodology of teaching Life sciences. Some of the studies conducted in this field were published in the form of articles, and some were printed in the form of methodical literature. Numerous works have been written in the pedagogical literature about the formation of students' knowledge, skills and habits. Also, articles, books and dissertations have been prepared by conducting numerous researches related to imparting a number of skills to students in the teaching of subjects. Although many prominent pedagogues, psychologists, and Methodist scientists put forward valuable ideas and scientific propositions about imparting necessary skills to students in their works, none of them wrote scientific-research works on the formation of life skills of elementary school students in Life sciences lessons. Taking all this into account, we determined the dissertation work on the topic "Formation of life skills of students in the teaching of Life sciences".

The object of the research. The object of the research is the process of formation of life skills of students in the teaching of Life sciences in primary classes.

The subject of the research. The subject of the research is the possibilities and ways of forming students' life skills in the teaching of Life sciences in primary classes.

The goal of the research. The main goal of the research is to determine the possibilities of forming the life skills of elementary school students and effective ways of using them, to create a new methodology in this field.

The duties of the research. In accordance with the goal of the research, the implementation of the following *duties* is considered appropriate:

- To learn in detail the essence, content, goals and tasks of imparting life skills to students in Life sciences lessons;
- Clarify the nature and content of the problem;
- Study and generalize the presentation of the problem in the literature;
- Study and generalize the placement of the problem in the school experience;
- To study the pedagogical-psychological and methodical bases of the problem;
- To determine the didactic nature of teaching life skills to students in the process of teaching Life sciences;
- To determine the method of organizing an active lesson in primary classes for the inculcation of life skills;
- In order to prove the correctness of the working hypothesis, to determine the development and formation of students' vital skills in the teaching of the subject of Life sciences a pedagogical experiment during the organization of the lesson.

Hypothesis of the study. Developing and forming the life skills of primary school students in the teaching of Life sciences can be done in a purposeful, planned and organized manner in the organization of the lesson. In this regard, exemplary lesson models should be prepared for the teaching methodology of cultural values, historical values, national-moral values, including our state, rights, duties, spiritual world, health, security and other such subjects in the first-fourth grades.

The methodological basis of the research consists of research conducted through a dialectical approach to facts and events, scientific-theoretical ideas on instilling life skills in students in the organization of Life sciences lessons, and directive documents on educational reforms.

The methods of research:

1. *Study of scientific, pedagogical and methodical literature:* Studying the directive documents of the State of Azerbaijan, the new education law, decisions and instructions about the school, subject programs, as well as Life sciences lessons, related to the problem we are studying.

2. *Studying of the students' creative products:* At this time, it was planned to study life lessons, exercises, and creative products taught in primary classes, the curriculum of subject teachers teaching this subject in a number of urban and rural schools of Nakhchivan Autonomous Republic was investigated and analyzed.

3. *Pedagogical observation:* Observations were made in the classes of the class teacher who teaches Life sciences in primary classes, as well as in the lessons of Azerbaijani language, Music and Fine arts, where Life sciences is related to other subjects.

4. *Pedagogical interview:* Interviews were conducted with class teachers who teach Life sciences in primary classes. Interviews were organized with primary school teachers in urban and rural schools of the Autonomous Republic.

5. *Pedagogical experiment:* The pedagogical experiment related to the research problem was carried out in 3 stages. In the first-determining stage of the experiment, the situation of imparting life skills to students in the teaching of Life sciences in primary classes was studied and it was determined and summarized that this work was not carried out in a purposeful, planned and organized manner. In the second educational phase of the experiment, educational materials were prepared and an exemplary work model was applied in the life skills classes. In the third checking phase of the experiment, the effectiveness of the methodology prepared for inculcating life skills of students in Life sciences classes was checked, and the obtained results were reflected in the relevant tables.

6. *Mathematical statistics:* During the pedagogical experiment, the results obtained from the control and experimental classes, the answers to those results were summarized and the presented method was used.

The main provisions of the defense:

- Formation of life skills of students in the teaching of Life sciences subject deepens their knowledge about historical values, cultural values, national-spiritual values.

- Inculcation of students' vital skills in Life sciences lessons shapes their scientific worldviews by introducing students to the secrets of nature, society, cognition, as well as various fields of national economy.

- Formation of life skills of students during the teaching of Life science subject prepares them for future independent life.

- Formation of life skills of students in Life sciences classes increases their personality orientation levels and develops their aesthetic and artistic tastes.

Scientific novelty of the research. For the first time, in the process of teaching the subject of Life sciences, a methodology was developed for imparting life skills to students. This methodology can be evaluated as a primary methodology in the history of pedagogical ideas of the Republic of Azerbaijan and as a new pedagogical technology applied in general education schools of the Nakhchivan Autonomous Republic.

The theoretical significance of the research. During the research, the theoretical foundations of the formation of students' life skills in the teaching of Life sciences were worked out, the new methodology was theoretically justified, the scientific provisions and scientific ideas of that methodology were determined.

Practical significance of research. In our country and in the Nakhchivan Autonomous Republic, in the process of teaching Life sciences in primary classes, a work model that meets the new and modern requirements of instilling life skills to students has been developed and presented. It will be necessary to apply the business model as a new technology example, which is of great practical importance in terms of giving the right direction to primary school teachers.

Approbation and application of research. The topic of the dissertation was approved at the meeting of the Scientific Council of Nakhchivan State University on September 23, 2016 (protocol № 1)

and at the meeting of the Scientific Council on Pedagogy and Psychology Problems on June 28, 2016 (protocol № 2).

Reports on the results of the research were discussed at international and republic level conferences, including 10 articles and theses (3 of them abroad), 8 scientific articles (2 of them abroad) were published in scientific journals recommended by Supreme Attestation Commission.

The name of the institution where the dissertation work was performed is the department of Subject teaching methodology and technology teaching of Nakhchivan State University

The structure and volume of the dissertation. Introduction to the dissertation consist of 10 pages - 18909 signs, Chapter I 67 pages - 124904 signs (excluding tables), Chapter II 48 pages - 86226 signs (excluding tables), conclusions and proposals 3 pages - 4965 signs, used literature 14 pages - 20800 signs, and the total volume of the work consists of 142 pages - 235223 signs (excluding the list of used literature).

MAIN CONTENT OF DISSERTATION

The relevance of the research is justified in the introductory part of the dissertation. The object and subject, goals and tasks of the research are explained in detail. Scientific explanations and information about the theoretical and methodological bases of the research, its scientific innovation, practical importance, defended issues, hypothesis and approval are given.

The first chapter of the dissertation is called "**The essence, content, goals and objectives of the work of imparting life skills to students in Life sciences lessons**", which consists of four paragraphs.

In paragraph I of the first chapter of the dissertation called "**Essence and content of the problem**", the creation of a problematic situation in the formation of life skills in students in the teaching of Life sciences, the essence and content of the problem has been clarified.

Teaching any subject in the process of teaching the subject of Life sciences, during the work on relevant subjects, gives ample opportunities for instilling life skills to each of the students. It is not accidental that in the National Education Concept, it is considered important to create the content of education based on life skills in secondary general education schools. In accordance with the principles of the "*Education for Sustainable Development*"¹ concept, one of the works carried out in this direction is the development of a new project of pedagogical innovations to teach students the basics of knowledge while instilling them with life skills.

Since the years of independence, Life science has been included in the list of general education subjects. In the process of teaching this subject, while teaching students the basics of knowledge, giving them wide opportunities in instilling vital skills, and teaching with didactic materials for methodical approaches was reflected. Which, during the correct organization of the active lesson, the delivery of those didactic materials to the students in stages creates a foundation for the discovery of their vital skills. For this, first of all, it is necessary to create a model of creative methods for an interesting construction of an active lesson. Creative methods begin with the correct determination of the ways to implement active training.

Psychological support is considered to be one of the methods that guides students to acquire life skills in life lessons. With the method of psychological support, it is possible to teach students the most necessary life skills in the teaching of any subject. Instilling life skills related to many components of both gaining respect and trust is also considered beneficial in this regard.

The implementation of active lessons in Life sciences lessons in stages is important in terms of imparting and forming life skills to students. It is especially important to involve the life-skills aspects of the subjects in a purposeful and planned analysis at separate stages of

¹ Life skills based education. (Educational material for elementary school teachers of secondary schools) / H.M. Hajiyeva, Z.Y. Musayeva, Z.Z. Ahmadova [et al.].- Baku: Translator, -2009.- 496 p., 4 p.

the active lesson. For this, primary school teachers should work purposefully, organized and planned at all stages of the active lesson.

In the second paragraph, which is called **"The problem of formation of life skills of students in Life sciences lessons in the scientific-pedagogical and methodical literature"**, it is necessary to look at the problem of formation of life skills of students in the Life sciences classes in order to study it more deeply, to look at the problem of formation in the scientific-pedagogical and methodical literature, as well as certain analyzes and making generalizations, we aimed to study its status in the literature.

We considered it appropriate to study the situation of the problem in the literature by reviewing and analyzing the educational programs, textbooks, teaching aids, monographs, dissertations, auto-abstracts and a number of magazine articles on the problem.

It became clear that there were no program materials, textbooks, textbooks, abstracts, monographs, scientific articles prepared on this problem until the period when we gained independence in our country. Only topics close to the problem of our presented research work were investigated. In other words, since Life science was not taught in our secondary schools until the period of independence, there are methodological instructions, scientific-pedagogical approaches, and a number of recommendations and advices for teaching other subjects that serve to instill life skills in students.

When examining the scientific-pedagogical literatures before the independence period, there were attempts of an episodic nature related to the methodology of forming students' vital skills in the examples of scientific-pedagogical literature prepared on the problems of natural science, ecology, ecological environment, and ecological education, which are close to the problem we are studying.

In the dissertation works prepared in the field of environmental education, it is possible to find episodic comments about imparting life skills to students. In the period of independence, most of the researches related to the acquisition of various skills of students in the teaching of Life Sciences are almost limited to the

elements of ecological education. For example, in Sevda Khaspoladova's article *"Teacher's main competences in the formation of healthy lifestyle values"*² episodically touched on imparting healthy lifestyle skills to students. However, the author would have included in the study the possibilities of the impact of the values that serve to form a healthy lifestyle in students, on revealing their life skills.

Materials related to curriculum training are also examined in secondary schools of our country. Thus, there are as many methodical instructions, scientific-pedagogical ideas and directions in the curriculum training materials to instill life skills in elementary school students. But in this methodological direction and instructions, scientific-pedagogical in ideas, there is no information about ways to inculcate life skills in students in Life sciences classes. It is true that the goals and tasks of using the principles of demand-oriented, personality-oriented, result-oriented to inculcate relevant skills are disclosed. However, the ways of instilling life skills in students are not shown by referring to these principles. Simply, the ways of referring to the indicated principles are generally described when reviewing methodical literature.

Relevant scientific-pedagogical ideas about imparting life skills to students can also be found in the methodical literature "Pedagogy" authored by Amina Bagirova, published by the educational center for curriculum training in 2019. For example, the author explains the content of a number of abilities that are considered necessary for students to acquire. Among these abilities, academic abilities, didactic, constructive (communicative), abilities, organizational abilities, perspective abilities, suggestive abilities, research and expressive abilities occupy a special place. According to the author, academic abilities are abilities that have a score with different fields of science. True, the author considers it acceptable to acquire academic abilities for students in the field of pedagogical

² Khaspoladova, S.A. "The main competences of the teacher in the formation of values for a healthy lifestyle // - Baku: "Pedagogika" magazine, - 2017. No. 3, - p. 82-95.

sciences. However, these abilities are not presented as abilities that provide vital skills to students in the teaching of subjects, including the teaching of Life sciences.

In the textbooks "Pedagogy" prepared by pedagogic scientist Lazifa Gasimova and Rahima Mahmudova, it is stated that *"Skills are the ability to apply knowledge. In general, skill means choosing and applying the necessary means, methods, methods and rules to perform any activity. Acquiring knowledge is not yet acquiring skills. For example, a student may know mathematical formulas, but may not be able to apply them. Of course, skill is based on knowledge, derived from it. At school, students acquire many skills. The most important of these are training and job skills. Write an essay, solve a problem, make a table, plan a text, etc. learning skills. Working in the school workshop, growing plants, and performing sewing operations are related to labor skills. Both training and work skills are based on knowledge, but later they themselves help to clarify, deepen and strengthen knowledge"*.³ Skills are highlighted in the textbook as learning skills and skills acquired during the work process. This is a good thing. However, the lack of reference to life skills cannot be considered a good thing.

When planning to analyze the existing literature on the problem, what level of scientific, pedagogical and methodical instructions are there in the Life science textbooks regarding the instillation of life skills to students, the necessity of instilling what life skills to students of I, II, III, IV grades, what instructions are there regarding the methodology of instilling life skills to students We investigated and considered how such issues should be included in textbooks printed and put into use for classes I-IV based on the program approved by the Ministry of Education of the Republic of Azerbaijan. It turned out that the mentioned textbooks did not provide any methodical guidelines for imparting life skills to the students.

³ Gasimova, L.N. Pedagogy (Textbook) / L.N. Gasimova, R.M. Mahmudova. - Baku: Chashioglu, - 2012. - 548 p.

Summarizing our opinion, we should note that since the problem is not reflected in the scientific, pedagogical, methodical literature, it is necessary to carry out a detailed study of this problem.

The third paragraph is called **"Imposition of the problem of formation of life skills in students in life lessons in school practice"**. This paragraph shows that, according to the research plan, after studying the problem in the scientific-pedagogical and methodical literature, it became clear that there are very few written materials on the problem of formation of life skills among students in the primary classes of our secondary general education schools. We use the term "very little" conditionally. If we evaluate the issue in the true sense, we should say that the lack of methodical literature on teaching life skills to students in the teaching of the subject cannot be considered a good thing, since there are few studies on the subject of Life sciences taught in primary classes, and the researches are not enough. The researches related to the teaching of the subject of Life sciences were mainly attributed to separate components of education, and the problem of forming students' life skills was not taken into account. That is why, in order to eliminate the lack of literature in this field and to give scientific, pedagogical and methodical direction to primary school teachers regarding this problem, we considered it appropriate to conduct a large-scale study of the problem of forming students' vital skills in the teaching of Life sciences. In order to study all aspects of the problem, we decided to look at its implementation in school, that is, in school practice. In accordance with the requirements of the research plan that we defined in advance, we considered it appropriate to study the placement of the problem in the school practice based on the experience of the general education schools of the Nakhchivan Autonomous Republic. For this, we conducted observations and researches in rural schools as well as city schools of Nakhchivan Autonomous Republic. For comparison, we planned to carry out our work on the defining, teaching and checking stages of the pedagogical experiment in both rural and urban schools.

In order to learn the general situation regarding the formation of life skills in the city schools of the Autonomous Republic, and to get acquainted with the school experience, we conducted

observations in the 1st, 2nd, 4th, 5th, 7th, 8th, 11th, 12th and full secondary schools named after Heydar Aliyev of the city of Nakhchivan. In order to instill vital skills in students, it is scientifically, pedagogically and methodologically important to first reveal what they have gained in the social environment, and to develop and shape it in the training process. In the school experience, students need to be treated in this regard. Unfortunately, primary school teachers working in secondary general education schools of Nakhchivan Autonomous Republic, including city schools, have difficulties in solving this problem.

We conducted observations to find out the situation of the problem discussed in the rural schools of the Nakhchivan Autonomous Republic. Thus, we listened to Life Sciences lessons in secondary schools in the villages of Kultepa, Sirab, Gahab, Ordubad district, Gilanchay, Julfa district, Yayci, Benaniyar, Kangarli district, Karabaglar, Khok, Qivrag villages. It became clear that in the mentioned village schools, Life sciences lessons are organized according to the schedule, lessons are conducted in stages, and a serious attempt is made to clarify the topics. However, teaching Life sciences in grades I-IV, primary school teachers have difficulty in discovering, developing and forming students' life skills. The main reason for this is the lack of scientific, pedagogical and methodical literature that guides primary school teachers in this field. Due to the lack of scientific, pedagogical literature, methodical instructions, and didactic materials related to imparting life skills to students, purposeful and planned activities related to the formation of life skills in students are not carried out in the urban and rural schools we observed. In our opinion, as a result of our research in general education schools, we can note that although it is considered useful to connect the work done with labor skills, activity skills and other activity skills, we did not observe them in the lessons we listened to.

The fourth paragraph is called **"Pedagogical-psychological and methodical bases of the problem"**. In this paragraph, in order to comprehensively solve the problem of formation of life skills in students in the process of teaching Life science subject, it is necessary to study its scientific and pedagogical bases, psychological

bases, and methodical bases in detail. In the lessons of life sciences, it is planned to study the pedagogical foundations of the formation of life skills in students mainly in two directions. First, the formation of students' vital skills by referring to the relevant principles in the process of teaching Life sciences, and secondly, the implementation of the formation of students' life skills using modern teaching methods in the process of teaching Life sciences.

It is very important to refer to the general pedagogical principles of training when carrying out work in the first direction. Because it is possible to gain success in the formation of students' life skills by referring to a specific teaching principle in the process of teaching any subject in life lessons. For this, primary school teachers should correctly determine what principles of education are necessary to use when teaching subjects in life lessons.

It is also considered useful to use training methods in teaching life skills to students. For this, it is considered necessary for primary school teachers to benefit from the set of scientific ideas available in the pedagogical literature on teaching methods.

It is also necessary to widely use interactive teaching methods in the formation of life skills of young schoolchildren in life lessons. When using interactive learning methods effectively, students have a number of qualities that have a positive effect on the formation of life skills. That is, in the process of applying interactive learning methods, it is possible to inculcate qualities such as independent thinking skills, cooperation skills, self-evaluation, self-analysis skills, tolerance in students.

In addition to the pedagogical basis of the works related to the formation of the life skills of elementary school students in the lessons of Life sciences, the study of the psychological basis is also important in terms of solving the problem we are talking about. Because instilling life skills to elementary school students can be done by treating them psychologically correctly.

Experience and observations show that primary school teachers who teach life skills in secondary schools have difficulties in determining the pedagogical and psychological basis of the issue in the formation of students' life skills. Therefore, in the paragraph,

we considered it appropriate to give methodical guidance to primary school teachers regarding the teaching of the pedagogical-psychological basis of teaching life skills to students during the teaching of the subject of Life sciences.

The second chapter of the dissertation is called "**Didactic basics of teaching life skills to primary school students in the process of teaching Life sciences**". This chapter consists of three paragraphs. In the first paragraph called "**The didactic nature of the work of imparting life skills to students in the process of teaching Life sciences**" it is indicated that there is a need to define the didactic basis of this work in order to teach students the most necessary life skills during the teaching of Life sciences. One of the most important didactic bases considered necessary for imparting life skills to students in the process of teaching Life sciences is the purposeful, planned and organized organization of didactic games. The knowledge given to the students through the games, the vital skills instilled in them, ensure their scientific outlook, intellectual level, and personal development.

It is also important to prioritize the organization of games in the directive documents on curriculum training. In curriculum materials, during the organization of role-playing games, the facts of the change of students' attitude towards life attract more attention. It is shown that *"role-playing games require approaching any problem from different points of view, entering different roles. Through this didactic method, students have the opportunity to be participants in the events and see the current situation through the eyes of others. Basically, role-playing games can be used for deeper understanding of what is being read in Literature, History, Life sciences, and English classes"*⁴.

As it can be seen, in the curriculum materials, it is recommended that the organization of role-playing games in Life sciences lessons is important. In this sense, the purposeful use of

⁴ Huseynova, G.A. A practical view of curriculum training / G.A. Huseynova.- Baku: Hadaf Publications,- 2017.- 356 p. page 82

role-playing games in the teaching of Life Science helps to successfully solve the problem.

From our experience, we conclude that primary school teachers of urban schools and rural schools of Nakhchivan Autonomous Republic hardly use role-playing games to form students' life skills in life lessons. It is true that some primary school teachers use role-playing games in the teaching of Life Sciences. However, the role-playing games used by them in the process of teaching relevant subjects in the life lessons are based on providing students with new knowledge and information related to the subject. In other words, primary school teachers do not use role-playing games to teach students life skills in the process of teaching any subject in life lessons. Considering all this, in the presented paragraph, we have decided to present the work models that reflect the content of the work done on the methodology of teaching life skills to students by using didactic games in the process of teaching any subject in the life lessons. For this, first of all, we will make scientific comments about the essence and content of role-playing games and we will put forward scientific ideas and effective provisions related to their possibilities in terms of the formation of life skills of students.

In the second paragraph of the second chapter, which is called **"Methodology of organizing an active lesson for instilling life skills in primary school students"**, it is mentioned that the creation of an exemplary work model in the process of forming life skills in students during the teaching of Life sciences in primary schools is of great importance. For this, it is considered important that the teacher is based on competencies. Because primary school teachers manage to create active forms of work by using their competence opportunities. Primary school teachers' creation of active forms of work is important in terms of forming students' life skills.

The main form of organization of training is a lesson, as confirmed by the practice of training in secondary schools. A lesson is a form of training where teacher-student cooperation is formed, new knowledge is acquired, new skills are inculcated, and new abilities are revealed. Teacher example, teacher reputation and

especially teacher-student cooperation play a big role in the formation of student personality.

Activating students in life lessons creates a foundation for organizing an active lesson. If the discovery of life skills in students in the process of student activation is episodic for the teacher, the discovery of life skills in the organization of an active lesson creates wider opportunities for their development and formation. Which makes it easier to implement the active lesson in stages by using these ideas. In order to implement the active lesson in stages, first of all, it is necessary to activate the students. The activation of students is a kind of direction for the work done on the activation of students in the classroom.

In the third paragraph of the second chapter, which is called **"Formation of life skills of students by referring to general didactic principles and methods in the process of teaching Life sciences"**, it is shown that one of the most important tasks set before pedagogues in the relevant documents related to the educational reforms implemented in our Republic is instilling life skills in students. The successful solution of these tasks is, of course, related to the educational process. It is from this point of view that subject teachers are closely involved in solving these tasks. In fact, inculcating the system of knowledge, skills and habits related to the development and formation of life skills in students is considered appropriate during the teaching of all subjects of primary grades. However, among these subjects, the teaching of Life Science has wider opportunities in terms of forming students' life skills. Therefore, during the teaching of Life sciences, there is a special need to develop a new work model for the formation of life skills in students. One of the most important components of the national education system is the creation of new work models for the formation of students' life skills in the teaching of Life sciences.

That is why, by referring to these general pedagogical principles, in the teaching of any subject in the lessons of life, there are wider opportunities for the formation of students' life skills. These principles are also considered general didactic principles. From this point of view, students' acquisition of life skills is

considered one of the urgent demands of the day for classroom teachers to prepare a new work model starting from elementary grades.

It is also possible to teach students a number of necessary life skills by using modern teaching methods in life lessons. Therefore, in the process of teaching Life sciences, it is important to carry out goal-oriented, planned and organized activities for the formation of students' life skills by referring to general didactic principles and methods. When:

- By referring to the principles of humanitarianization, integration, differentiation and individualization in the process of teaching Life sciences, it is possible to discover, develop and form a number of necessary life skills in students.

- Referring to general didactic methods in the process of teaching Life sciences, including independent work, visual, observation, demonstration, illustration, creative, technical means of training, programmed training, activity motives, work with groups, work with pairs, work with individuals and other similar training methods the life skills of elementary school students can be formed at the level of today's requirements.

The following **conclusions** were reached in the dissertation:

1. The creation of the content of personality-oriented education in the directive documents on the educational reforms implemented in Azerbaijan, especially in the State Strategy for the development of education in Azerbaijan, sets urgent tasks for subject teachers and researchers in this field. Successfully solving these tasks is important for forming the life skills of elementary school students, creating new content of personality-oriented education, and personality-oriented development of young schoolchildren, and is considered one of the successful steps forward.

2. Scientific, pedagogical and methodical guidance to the subject teachers working in this field regarding the content, essence, purpose and duties of inculcating and forming students' life skills in the process of teaching Life sciences in the primary classes of general education schools is considered one of the scientific innovations of the dissertation.

3. Clarification of the problem of formation of life skills in students in the teaching of Life sciences subject in the literature made it necessary to study this problem. At the same time, considering that it is necessary to study this problem in the current conditions where there is no scientific-pedagogical and methodical literature of this process, a new work model was developed for primary school teachers regarding instilling life skills in students.

4. The study of the situation of the problem of formation of life skills of students in Life sciences classes of primary classes in the school experience shows that in the current conditions, primary school teachers have difficulties in instilling life skills to students in Life sciences classes. Taking this into account, the causes of these difficulties were clarified in the dissertation and the ways to eliminate these reasons were determined.

5. In order to inculcate life skills in life lessons, there is a need for purposeful implementation of this work. Taking this into account, the scientific basis of teaching life skills to students was determined in the research process and the possibilities of their application were determined.

6. The psychological basis of imparting life skills to the students in the life skills classes has been determined and the possibilities of research in this work have been clarified.

7. The didactic bases of teaching life skills to students in life lessons have been determined, their application possibilities, ways, forms and tools have been systemized. From this point of view, the didactic nature of teaching life skills to students was clarified, and a new methodology was developed and applied to guide teachers in this field.

8. For the first time, the method of organizing an active lesson was developed to teach life skills to primary school students. The efficiency of that work methodology was checked and confirmed through experimental work.

9. It was considered appropriate to conduct the pedagogical experiment in 3 stages. Thus, in the process of teaching the subject of Life sciences, serious deficiencies, contradictions and ways of their elimination have been determined in connection with imparting life

skills to students. In order to eliminate the deficiencies and contradictions identified in the determining phase of the experimental work, educational materials were prepared and applied in the educational phase of the pedagogical experiment. The results obtained from the educational phase of the pedagogical experiment were verified and tested in the verification phase. According to the obtained results, the correctness of the working hypothesis put in the dissertation has been confirmed.

10. In the dissertation, in the process of teaching Life sciences, by referring to general didactic principles, new ideas and provisions regarding the formation of students' life skills were put forward. It should be noted that these proposed scientific-pedagogical-methodical ideas and provisions are of great importance to primary school teachers in terms of giving scientific-pedagogical-methodical directions to young schoolchildren in life skills lessons.

In addition to the conclusions we reached in the dissertation, we considered it appropriate to put forward a number of **proposals**:

- Our first proposal is related to the preparation of trofarents and stands that guide the instilling of life skills to students in secondary general education schools. If boards and stents containing methodical instructions on the formation of students' life skills are hung in the lobbies and separate floors of secondary schools, certain achievements can be made in the process of successfully solving the discussed problem;

- It would be good to hang colorful pictures guiding young schoolchildren to acquire life skills in secondary general education schools, that is, in the classrooms where primary school students study;

- It would be useful to hold contests under the motto "Who demonstrates the most life skills" in secondary general education schools;

- It would be useful if the textbooks of the Azerbaijani language, Technology, Music and Fine arts of primary classes include topics related to imparting life skills to students.

The main content and results of the dissertation are reflected in the following scientific articles published by the author.

1. Formation of a healthy lifestyle in students / international scientific conference on "Education policy priorities in Azerbaijan: modern approaches". NMI, Nakhchivan city, November 25, 2016, p. 101-102.

2. Demonstration of knowledge and skills of a healthy lifestyle in the teaching of Life sciences / Republican scientific conference dedicated to the 95th anniversary of the Nakhchivan Autonomous Republic. NDU, Nakhchivan city, February 28, 2019, p. 243-246.

3. Use of new teaching methods and technologies in the teaching of Life sciences // News of the Nakhchivan Teachers' Institute. Nakhchivan: School, 2019, No. 2 (56), p. 47-51

4. The role of subject curricula in the formation of life skills in general education schools / Republican scientific-practical conference on "Curriculum reforms in general education: results, realities and perspectives". NMI, Nakhchivan, April 05-06, 2019, p. 73-74

5. Formation of life skills of students by using role-playing games in the teaching process of "Life Sciences" // Scientific Works of Nakhchivan Teachers' Institute, Nakhchivan NMI "School" 2019, No. 3 (57), p. 75-78.

6. Didactic basis of instilling life skills to students in life lessons // Scientific Works of Nakhchivan Teachers' Institute, Nakhchivan NMI "School" 2019, No. 4 (58), p. 47-51.

7. Creating an educational environment for imparting life skills to primary school students / "Universities of Azerbaijan and Turkey: education, science, technology" I international scientific-practical conference. (Part I) Ministry of Education of the Republic of Azerbaijan, Azerbaijan Technical University. Baku, December 18-20, 2019, p. 275-278.

8. Possibilities and ways of interdisciplinary integration in the formation of life skills // Scientific Works of Nakhchivan Teachers' Institute, Nakhchivan NMI "School" 2020, No. 1 (59), p. 79-83.

9. "Formation of student's life skills using teaching techniques at Life sciences lessons" / Приняла участие в LVIII

Международной научной конференции «Актуальные научные исследования в современном мире» г. Переяслав, Украина. № 2 (58) Часть 6, 27.02.2020, s. 6-11.

10. Formation of life skills of students by referring to general pedagogical principles in the process of teaching Life sciences // Scientific Works of Nakhchivan State University, Nakhchivan NSU "Geyret", 2020, Volume 2, No. 1 (102), p. 34-38.

11. "The Use Active Work Forms in the Inculcating the Life Skills among Younger Students" // Науково-практичний журнал, Південноукраїнського національного педагогічного університету імені К.Д.Ушинського. Україна. № 409, 17.03.2020, s. 5-9.

12. Psychological foundations of the formation of life skills of primary school students // Scientific Works of Nakhchivan Teachers' Institute, Nakhchivan NMI "School" 2020, No. 4 (62), p. 33-37.

13. Practical review of curriculum reforms in the formation of life skills of primary school students / Republican scientific-practical conference on "Curriculum reforms in general education: results, realities and perspectives - 2021". NMI, Nakhchivan, May 21, 2021, p. 133-134.

14. Setting the problem of forming students' vital skills in "Life sciences" classes in scientific-pedagogical and methodical literature / IV International scientific research conference, International Scientific Journal, Baku, June 6, 2021, p. 78-81.

15. Actual issues of forming life skills in young learners / International scientific conference on development strategies of modern education: successes and challenges, NMI, NDU, ARTI, T-Network, Nakhchivan November 26-27, 2021, p. 51-54.

16. Implementation of an active lesson in the teaching of Life sciences by stages / The XXV International Scientific Symposium. Civilizational bridges between people and cultures. Azerbaijan-Ukraine 30 years, Kiev-Ukraine, April 23, 2022, p. 67-70.

17. Pedagogical basis of formation of life skills of primary school students / 8th International Mardin Artuklu Scientific Researches Conference, Mardin, Turkey, 4-6 iyun 2022, s. 477.

18. Organization of role-playing games using students' creative abilities // "The triumphant leader of the victorious people - Ilham Aliyev "dedicated to the 44-day Patriotic War and Karabakh victory, - Stockholm-Sweden, November 25, 2023, p. 225.

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