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LIFE SKILLS DEVELOPMENT AS A FORM OF SOCIALIZATION FOR YOUTH-AGED YOUTH

Summary. Basic life skills, based on values, knowledge, and key competencies, are a prerequisite for effective socialization in the early phases of life. For this reason, accurate and accessible information should be provided to children and adolescents about genuine threats to individuals and society as a whole. They should also be taught rules of safe behavior in public and on the road, life skills needed for self-preservation and staying safe, concern for others, and responsible decision-making skills for emergency situations and man-made and natural disasters.

The adoption of a systemic approach to life skills development for school-aged students during the educational process will significantly contribute to the successful socialization of the youngest generation. Thus the education curricula of schools, colleges, and extracurricular educational institutions should include activities which promote life skills development among students, with active involvement of parents, social institutions, government agencies, and the wider community.

Резюме. Для успешной социализации на ранней стадии жизни каждому человеку необходимы элементарные жизненные навыки. Для этого необходимо научно и достоверно информировать детей и подростков о реальных угрозах человеку и обществу в целом, научить правилам безопасного поведения на улицах и дорогах, жизненно важным навыкам самосохранения и спасения, оказания помощи пострадавшим, принятия ответственных решений и чрезвычайных ситуаций социального, природного и техногенного характера.

The adoption of a systemic approach to life skills development for school-aged students during the educational process will significantly contribute to the successful socialization of the youngest generation. Thus the education curricula of schools, colleges, and extracurricular educational institutions should include activities which promote life skills development among students, with active involvement of parents, social institutions, government agencies, and the wider community.

Түйін. Орташа білімдегі балалардың толыққанды әлеуметтенуі жүзге үйін әрбір адамға қарапайым өмірлік дағдыларымен келеді. Ол үшін балаларға және жасөспірімдерді жаңа түрде адамзат пен қоғамға төнетін тәуірлік қауіптер, жайсыздықтар түрде және қажеттілік ақпараттарын бала мен балалардың қызығарлықтарына, өмірлік сәтсіздіктері және сәтсіздіктерді өмірлік сәтсіздіктеріне, қарсаң шектеулерге көмек көрсетуге, төтенше жағдайларда елеулілік, тәуірлік және техникалық қауіптерге жауапты шешімдер қабылдауға оқытуға келеді.

Мектеп, колледждердегі білімдегі балалардың қызығарлықтарына қарапайым өмірлік дағдыларымен келеді. Ол үшін балаларға және жасөспірімдерді жаңа түрде адамзат пен қоғамға төнетін тәуірлік қауіптер, жайсыздықтар түрде және қажеттілік ақпараттарын бала мен балалардың қызығарлықтарына, өмірлік сәтсіздіктері және сәтсіздіктерді өмірлік сәтсіздіктеріне, қарсаң шектеулерге көмек көрсетуге, төтенше жағдайларда елеулілік, тәуірлік және техникалық қауіптерге жауапты шешімдер қабылдауға оқытуға келеді.

Introduction

Preparing students for successful lives in society is the primary goal of the system of education. Basic life skills, based on values, knowledge, and key competencies, are a prerequisite for effective socialization in the early phases of life.

The ability to maintain a healthy lifestyle and practice safe behaviors are particularly important life skills. In the text below, significant discussion is provided on the relationship between life skills and health for school-aged children as well as adults. The degree to which basic skills are fostered in childhood impacts an individual's quality of life throughout adulthood.

The authors of this article site previously-implemented projects to demonstrate one potential model for improving quality of life in the country through the promotion of key life skills among school-aged youth.

Innovative approaches to the development of life skills are based on systemic, student-oriented,

axiological, and competency-based approaches to education. On one hand, a systemic approach refers to the adoption of a holistic curriculum which contributes to the development of all aspects of healthy lifestyles and safe behaviors, fostering those life skills needed to adapt to diverse life situations. On the other hand, a systemic approach to our theme refers to the introduction of life skills for children based on the principle of "simple to complex", progressing from narrow topics to more global themes.

Main Body

Global and regional socioeconomic problems and crises have contributed to an overall decline in public health, including among children and youth, a decrease in the quality of school and university education, and an increase in various problems among children, adolescents, and youth. Experts believe that unhealthy lifestyles are the primary cause of the wide spread of many diseases of social significance, and attribute unhealthy behaviors to a low level of knowledge about protecting and promoting good health. According to

the World Health Organization (WHO), an individual's health is 50% dependent on lifestyle, 20-23% the result of genetic factors, and 20-25% due to environmental factors. Approximately 8-10% of health is related to the work of the national health care system, i.e. doctors [1, 2]. School-aged children are particularly vulnerable to these factors.

In order to addressing the social issues affecting school-aged children, the pilot project "Health and Life Skills", an initiative of the Ministry of Education and Science of Kazakhstan (MES), the National Center for Health Lifestyles (NCHL) and the Ministry of Public Health and Social Development of Kazakhstan (MPHSD), was successfully implemented from 2006-2009 with the financial support of UNICEF, the United Nations Development Program (UNDP), and Red Cross.

The goal of the project was to promote healthy lifestyles, safe behaviors, and life skills among school-aged children. Project monitoring and data collection included four schools in the city of Almaty and six schools in the South Kazakhstan region.

One significant result of the project was increased motivation among high-school teenagers to lead healthy lifestyles, and to adopt such fundamental life skills as healthy eating, prevention of infectious disease, saying no to unhealthy habits, resolving conflicts, etc.

Another notable outcome was the integrated educational program "Health and Life Skills", developed during the course of the project. The goal of the training curriculum was to promote healthy lifestyles and safe behaviors in diverse situations, by applying life skills into practice for students in grades 1-11. The program for 11th grade was supplemented with additional themes, including gender, psychosocial and interpersonal skills, choosing a future profession, employment, and self-preservation in extreme situations [3]. Based on this program, a teacher training handbook and student workbook were developed and published in Russian and Kazakh languages for use with 9th, 10th, and 11th grades [3, 4, 5].

The program was tested in 10 pilot schools in the city of Almaty and South Kazakhstan region. In addition, schools from other regions of the country also adopted the program based on their own initiative. Detailed project monitoring was conducted over a two-year period.

Teachers from pilot schools attended educational seminars and trainings, in which they learned interactive training methods, games, role-playing techniques, observation techniques, project-based learning approaches, social interactions, and other skills.

Life skills are defined by the WHO as abilities for adaptive and positive behavior, which enable an

individual to effectively manage the demands and challenges of daily life. Effective social adaptation for school-aged students must include psychosocial and interpersonal skills: critical thinking, establishing life goals and planning for future studies and career; problem-solving skills, conflict-mitigation and negotiation skills, the ability to intentionally choose a profession and employment path, the ability to maintain and improve one's health, safe behaviors, gender awareness, etc. [6]. A number of these key skills are shown in Table 1. (on the next page)

Research in the medical, environmental, sociological, psychological, and educational spheres demonstrates that protecting and improving the health of school-aged students and fostering safe habits during the course of the educational process is a key objective of education.

The challenges of modern life demand practical knowledge of situational behavior skills. The threat of environmental and man-made emergencies, crime, extremism, terrorism, and violence require the average citizen to have basic life skills, practice safe behaviors, and be familiar with techniques for self-preservation and self-defense. Thus the ability to protect and maintain good health, practice safe behaviors, socially adapt, make independent decisions, and respond to life's challenges must be a priority for the education system.

A primary objective of the education system is the preparation of school-aged children for successful adaptation, socialization, and integration into society. Preparing young people to successfully fulfill their roles in society requires the formation of a worldview, universal, national, cultural, and family values, patriotism, active participation in public life, critical thinking, functional literacy, key competencies, respect for the environment, and skills for a healthy lifestyle and safe behaviors.

The concept of socialization of the individual is based on the modern psychological theory of social learning (A. Bandura, J. Rotter, W. Mischel, and others) and cognitive theory (J. Piaget, C. Rogers, J. Raven, D. Halpern, and others).

In J. Rotter's theory of social learning, the locus of control of an individual plays an important role, based on an individual's expectancy of the likelihood that his needs will be met, the degree of severity of his needs, and the subjective significance of the value of reinforcement [7].

According to A. Bandura's theory of social learning, role-modeling, observation, and imitation play a significant role in the socialization of the individual. A significant role is assigned to an individual's ability to self-regulate. In A. Bandura's theory, modeling has an influence mainly through its informative function. He explains this fact in the following way:

Table 1. Basic Life Skills for Modern Life [6]

Independent Practical Activity skills	Social and Civic Skills	Skills for Employability, Vocational Training, and Career Development	Skills for Safe Behavior	Study skills and Information Technology skills	Healthy Lifestyle Skills
1	2	3	4	5	6
to carry out instructions	to assert one's own interests	to identify one's own inclinations and capacities to profession	to control one's own feelings	to gain information from various sources	to control food and water quality and ration adequate portions
to prepare food	to set life goals	to correctly write a curriculum vitae and cover letter		to have self-protection and self-preservation skills	to compare information from various sources and draw conclusions
to do repairs	to find common language with people		to seek and respond to vacancies in the labor market		
to clean house	to listen to a companion	to find a job	to repel a persecutor	to use reference literature	to go in for sports
to drive a car	to peacefully resolve conflict				to change a job if the salary isn't satisfactory
to travel	to express one's opinion	to make a good impression on an employer during an interview	to adjust to unfamiliar situations	to ask questions to a speaker and others	
to receive guests	to communicate with representatives of different nationalities				to choose a profession meeting one's own interests and capacities
to shop	to work on a team	to resist information and psychological manipulation	to resist undesired sexual contact, etc.		
to fill and pay bills	to declare services contradicting one's own interests				
to swim	to help a friend				
to render first aid	to defend one's rights				
to use household appliances	to understand the degree of your friends' and parents' influence on one's own actions				
to call the security service, etc.	to fight violations of the law				
	to solve ecological, social and other problems				

"During observation, a person essentially receives a symbolic representation of a model for behavior, which subsequently serves as a guide for action" [8, pg. 41]. Learning through observation can be explained by four component processes: attention, retention, reproduction, and motivation. Bandura notes that the "intensity and level of learning through observation is also partially determined by the nature of the simulated behavior – such as its significance and difficulty." An individual's social experience and judgment largely depends on his abilities of perception, previous life experience, and specific situations [8, pg. 43-44].

The socialization of the individual occurs in the family and in educational institutions. Parents' education, faith, and cultural identity and competencies have significant influence on the socialization of an individual, as does the educational system. The modern concept of life-long learning targets the development of life skills, functional literacy, and cultural values among the youngest generation.

Childhood and adolescence are characterized by the influence of and changes in a large number of social factors (pre-school institutions, schools, professional education, and professional activities). Even insignificant exposure can negatively impact a developing body, contributing to a decline in adaptive abilities and morpho-functional disorders and influence the process of future development [9, 10].

Large-scale research from the NCHL demonstrated that a sudden decline in the health of school children is related to school risk factors and a low level of literacy among parents and school-children. For example, within a 6-day school week, middle school and high school students can have as many as 8-9 lessons per day. In addition, the "work day" for high school students, including time spent on homework, lasts 15-16 hours. In lyceums and preparatory schools (gymnasia), the student workload is even higher than in standard public schools. Consequently, experts have observed an increase in psychosomatic disorders, suicides, and suicide attempts among school-aged students [9, 10].

In addition, traditional spiritual and moral values in the consciousness of adolescents and youth have been artificially transformed into utilitarian and pragmatic values. These are expressed through the desire for profit, power, and career. These are the primary life milestones for the majority of young people today. In this process, a significant role is played by the mass media, which promotes materialism, vulgarity, vanity, violence, and cruelty, which have a detrimental effect on the formative minds of young people.

Despite comprehensive preventative measures and healthy lifestyles programming implemented among school-aged students and young people in educational institutions and local communities, tobacco use, alcoholism, drug-use, and gaming addiction are highly visible among young people. There has been

a significant increase in the number of school-aged students with deviant behavior and psychological and behavioral issues resulting from the abuse of cannabis and opiates. Socioeconomic challenges and problems at home, school, and with peers, as well as family history, all play a significant role.

According to research conducted by the Republican Scientific Center for the Medical and Social Study of Drug Addiction in 2012, 15.8% children and youth abuse psychoactive drugs. The highest incidence of drug use is seen at age 22, predominantly among males. Multiple regions of Kazakhstan reported that children under the age of 18 abuse various substances (solvents) and plants (palmchrist, nightshade) [11].

Of particular concern to medical workers, teachers, and social workers is the spread of HIV/AIDS among children and adolescents. Official statistics indicate that a total of 17,726 cases of HIV-infection were registered in Kazakhstan as of January 1, 2016. The highest rate of infection is seen among young people aged 25-35 [12]. The spread of the epidemic is largely the result of risky behavior practiced among adolescents and youth. As a rule, this is directly related to lack of knowledge and skills needed to practice safe behaviors.

The incidence of child injuries is largely due to accidents, according to statistics. Each year more than 150,000 children under the age of 14 receive household, outdoor, automobile, school, and sports-related injuries [13].

Children and women are also more likely than other groups in society to become the victims of domestic violence at home and in the streets, as well as victims of exploitation and human trafficking. The growing rate of sexual abuse and murder of children by sexual offenders in our country has led to considerable public outcry [14, 15]. For example, over a 5-year period, more than 3000 people have been convicted of sexual crimes in Kazakhstan more than 200 of these crimes were committed against children [16]. As a result, on April 9, 2016, the president of Kazakhstan passed law № 501-V on "Amendments and Additions to a Number of Legal Acts of the Republic of Kazakhstan on Protection of Children's Rights", permitting chemical castration of sexual predators [17].

Human trafficking is an issue on a global scale, confronting the entire international community. The majority of victims of trafficking are women and children. Victims are may be exploited through forced prostitution, forced marriages (in which women are used as household slaves), forced pregnancies, organ removal, etc. Kidnapping of under-aged girls from regions in our country and neighboring countries for the purposes of sexual exploitation often occurs under fraudulent circumstances. Victims may be forced under threat of violence to stay in brothels or sold into slavery in other countries. This situation can also be attributed in part to lack of knowledge and skills

among adolescents and youth about safe behaviors in society [14, 18, 19].

Another pressing issue of today is information and psychological security. The manipulation of public and individual consciousness has become possible through the use of various resources and technologies for informational and psychological control. The target of information wars is consciousness, will, behavior, motivation, needs, world view, moral principles, and the mental and physical health. Specific types of information are disseminated with the goal of fostering social, race, national, and religious division and enmity; promoting pornography, non-traditional forms of marriage, moral corruption, and manipulating individual consciousness.

This has also contributed to the spread of religious extremism among the population. Various religious sects, destructive in nature and financed by various groups outside of Kazakhstan, are attempting to destabilize society through the recruitment of impressionable youth and adolescents with false promises and psychological pressure. The primary goal of destructive religious sects is to achieve the destabilization of society, manipulate public consciousness and undermine the centuries-old foundations of our country.

One of the most serious threats to the peace and safety in our country and region is international terrorism. No country is guaranteed to be safe from terrorist attacks in all of their forms and manifestations. The victims of terrorist attacks are often children, women, and the elderly.

The events in Beslan on September 1-3, 2004, showed the world how school children and teachers can become the primary victims of terrorism. A number of preventative programs are implemented by the Ministry of Emergency Management, the Ministry of Internal Affairs, and international organizations for the purposes of reducing terrorism and extremism. However, no one is immune to its influence. Modern-day terrorism takes a number of forms. Today there is a serious and growing threat of terrorists with access to nuclear, chemical, biological, and other potentially deadly weapons and opportunities to use them.

Increased incidence of disease among the population of our country is related to the dangerous influence of environmental, biological, physical, and chemical factors on human health. Seventy-five to eighty percent of malignant growths occur as a result of exposure to chemical substances (polycyclic carbohydrates, pesticides, heavy metals) and radiation. The high level of radioactivity in the city of Semey and in Kyzylorda, Akmola, and South Kazakhstan regions

has led to an increase in the birth of children with congenital defects and resulted in genetic mutations. Genetically modified substances can be found in polluted air, medicines, and the food supply.

Genetically-modified organisms (GMO), consumed through food and drinks, also pose a considerable threat. Foods which include such additives as stabilizers, emulators, artificial flavors, synthetic antioxidants, and food coloring also pose dangers, particularly to children.

For these reasons, in many countries across the world, a comprehensive chemical and biological safety program is an important component of national safety.

Conclusion

The experience of national and international scientists and practitioners demonstrates that the adoption of a systematic program for the development of life skills which contribute to improved health and practice of safe behaviors among school-aged children, and contribute to the resolution of a number of broader social issues. For this reason, accurate and accessible information should be provided to children and adolescents about genuine threats to individuals and society as a whole. They should also be taught rules of safe behavior in public and on the road, life skills needed for self-preservation and staying safe, concern for others, and responsible decision-making skills for emergency situations and man-made and natural disasters.

The adoption of a systemic approach to life skills development for school-aged students during the educational process will significantly contribute to the successful socialization of the youngest generation. Thus the education curricula of schools, colleges, and extracurricular educational institutions should include activities which promote life skills development among students, with active involvement of parents, social institutions, government agencies, and the wider community.

Based on the results documented during the course of project implementation, we have concluded that the promotion of healthy lifestyles, safe behaviors, and life skills among students in the educational system should be undertaken using a comprehensive and systematic approach. A comprehensive approach to the resolution of these issues will contribute to positive socialization of students based on axiological, cultural, and competency-based approaches.

Thus, a systemic approach to the development of life skills among young people will promote their successful adaptation into society by facilitating new opportunities for independent learning, skill-development, and practical experience.

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