

# Importance of Life Skill Education

Ruchi Sharma\*

Student, Department of Education, Bekunthi Devi Kanya Mahavidhyalaya, Agra, India

**Abstract:** When child grow and reach at the stage of adolescence. In this period the cognitive, physical, social, emotional and all the capabilities are very high. But Most of people don't know how to utilize their potential to maximum. This is because of many reasons they face many issues such as global warming, feminine, suicide alcoholism, poverty, smoking, antisocial acts etc. That have a bad effect on them to a large extent. The very high competition, lack of job security, unemployment etc. That are major concern for educated in result they caught in the unstable race. These new challenges require immediate effective response from education system. Education is important but live life better with educational support is more important it has been felt that life skills education fill the basic functioning and capabilities gap it strengthen the ability of an individual to meet demands of present society and help in dealing with the above issues. The present article focuses on the importance of life skill education and implementation of life skill education in our Curriculum for developing social emotional cognitive thinking skills in students. As they are the foundation of our society who can cope up with future challenges and survive well.

**Keywords:** life skill, life skill education, adolescence.

## 1. Introduction

There are many definitions to understand what life skills are,

- A person needs a set of social features and personal capabilities to interact with themselves and other people in and around their environment and to make the decision which requires high ability, also to find solutions to various kinds of problems. Moreover, the skills required to deal positively with any condition to get the desired outcome is called life skills. Life skills can be developed through encouragement to adapt to society and promote positivity in personal behaviours and by adopting a positive perspective towards work.
- Life Skills are psychosocial competences which enable an individual develop adaptive and positive behaviour so as to deal effectively with challenges and demands of everyday life. The development of Life Skills is a lifelong process that starts in early childhood and continues throughout one's life. (Psycho)
- Life Skills Education is the study of abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and the challenges of everyday life.

## 2. Life Skills Education

Under this skill, the child develops the ability to discharge his life appropriately and to organize the activities related to life in a systematic manner. It is a type of education in which skills are developed to make the child efficient in such a way that he can make decisions in odd situations by his ability and intelligence. At the same time, such miseries have to be developed in human life. So that he can become a skilled citizen.

The world bodies such as UNICEF, UNESCO, and WHO list the ten core Life Skills as:

1. *Self-awareness:* Developing self-awareness can help us to recognise when we are stressed or feel under pressure. It is also often a prerequisite for effective communication and interpersonal relations, as well as for developing empathy for others.
2. *Critical thinking:* It is an ability to analyse information and experiences in an objective manner. Critical thinking can contribute to health by helping us to recognise and assess the factors that influence attitudes and behaviour, such as values, peer pressure, and the media.
3. *Creative thinking:* It helps us to look beyond our direct experience, and even if no problem is Identified, or no decision is to be made, creative thinking can help us to respond adaptively and with flexibility to the situations of our daily lives.
4. *Decision making:* This helps us to deal constructively with decisions about our lives.
5. *Problem solving:* It enables us to deal constructively with problems in our lives. Significant problems that are left unresolved can cause mental stress and give rise. to accompanying physical strain.
6. *Effective communication:* This means being able to express opinions and desires, but also need and fears. And it may mean being able to ask for advice and help in a time of need.
7. *Interpersonal relationships skills:* It may mean keeping good relations with family members which are .an important source of social support. It may also mean being able to end relationships constructively.
8. *Empathy:* Is the ability to imagine what life is like for another person, even in a situation that we may not be familiar with. Empathy can help us to understand. and accept others who may be very different from ourselves, which can improve social interactions, for example, in

situations of ethnic or cultural diversity.

9. *Coping with stress*: It is about recognizing the sources of stress in our lives, recognizing how this affects us, and acting in ways that help to control our levels of stress.
10. *Coping with emotion*: Coping with emotions involves recognizing emotions in ourselves and others, being aware of how emotions influence behaviour, and being able to respond to emotions appropriately.

### 3. Aims for Teaching Life Skills

- To provide opportunity for realising one's potential through practical experience.
- To develop interpersonal skills and adopt good leadership behaviour for empowerment of self and others.
- To set appropriate goals, manage stress and time effectively.

### 4. Essential Life Skills

Life skill has been classified into three broad categories:

- *Thinking skills*: Thinking skills are the skill that enhances the logical faculty of the brain using an analytical ability, thinking creatively and critically, and developing problem-solving skills and improving decision-making abilities.
- *Social skills*: Social skills include interpersonal skills, communication skills, leadership skills, management skills, advocacy skills, co-operation and team building skills, etc.
- *Emotional skills*: Emotional skills, involves, knowing and being comfortable with oneself. Thus, self-management, including managing/coping with feelings, emotions, stress and resisting peer and family pressure.

### 5. Challenges Facing by Today's Youth

- Psychological: Example; preparing for examinations, peer pressure, etc.
- Social: Example; peer pressure, inter-relationships, etc.
- Economic: Example; lack of resources (such as finance, basic necessities), excessive resources.
- Emotional: Example; anger management, hormonal influences, etc.
- Spiritual: Example; exposure to conflicting religious beliefs etc.

### 6. Inclusion Life Skills Education in Classroom

We can teach life skills in class by using such type of activities:

- Classroom Discussions
- Brainstorming
- Role Plays
- Groups
- Analysis of Situation and Case Studies
- Story-telling
- Debates

### 7. Conclusion

A relevant and proper implementation of life skill education is a need of an hour, for today's society. Inclusion of life skills education to the students, can be helpful as it specifically addresses the needs of children, helps in motivating, providing practical, cognitive, emotional, social and self-management skills for life adjustments. To face all the challenges of life we need to implement life skills education in curriculum. It polishes the ability to adapt to all kinds of circumstances and succeed in every aspect of the society. Lack of life skills in the lives of new generations needs to be taken care of as it is important in life. Due to absence of life skills, not only personal lives but professional lives and careers get affected. By educating life skills, students can develop self confidence in them. It makes them cooperative and communicative. It prepares them to take quick action in any unfavourable circumstances.

### References

- [1] Life skills hand book.
- [2] Botvin, G., Griffin, K., Paul, E., & Macaulay, A. (2003). Preventing Tobacco and Alcohol Use Among Elementary School Students Through Life Skills Training. *Journal of Child & Adolescent Substance Abuse*, 12(4), 1-17.
- [3] Clark, D. (1995). Bloom's Taxonomy of Learning Domains: The Cognitive Domain. Nwlink.com. <http://www.nwlink.com/~donclark/hrd/bloom.html>
- [4] Nair, M. (2005). Family Life & Life Skills Education for Adolescents. Abstract, University of Southampton.
- [5] Pillai, R. (2012). The importance of life skills education for children and adolescents. *Mind the young minds*. <https://sites.google.com/site/mindtheyoungminds/souvenir-cum-scientific-update>
- [6] Yankey T, Biswas U.N (2012). Life Skills Training as an Effective Intervention Strategy to Reduce Stress among Tibetan Refugee Adolescents. *Journal of Refugee Studies*. 25(4).
- [7] Yadav P, Iqbal N (2009). Impact of Life Skill Training on Self-esteem, Adjustment and Empathy among Adolescents. *Journal of The Indian Academy of Applied Psychology*, (35) Special Issue, 61-70.