

Analysis of masters degree attaining teachers' opinions on developing 21st-century life skills of students

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ABSTRACT

There will inevitably be development, change, differentiation, progress, innovations and modernizations in the rapidly passing human life. To be able to keep up with these rapid life changes depends on some basic skills that the individual should have. The World Health Organization has determined these 21st-century basic life skills that everyone should have for a quality life as decision-making, problem-solving, creative thinking, effective communication skills, interpersonal relations, critical thinking, self-awareness, empathy, coping with emotions and coping with stress. In order to guarantee their future, societies should provide their new generations, especially their students, with these life skills in schools. This research aims to determine the knowledge levels of teachers about 21st-century life skills and to determine their opinions on developing 21st-century life skills in their students. The case study design, which is one of the qualitative research methods, was used in the research. The study group of the research consists of 8 teachers, 2 male and 6 female, who are graduate students in Hatay Mustafa Kemal University, Department of Educational Sciences and also work in public schools affiliated with Hatay Provincial Directorate of National Education. A semi-structured interview form developed by the researcher was used as a data collection tool in the research. Research data were collected through face-to-face interviews with teachers. In the research, it was concluded that the teachers experienced the most problems in transferring their life skills due to the lack of time, the intensity of the curriculum, and the arrangement of appropriate materials and classroom environment.

Keywords: Life skills, decision-making, critical thinking, creative thinking, problem-solving skills.

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INTRODUCTION

The unchanging educational understanding of the traditional world has been replaced by the production, reproduction and rapid spread of information under the influence of technology. The widespread use of the internet in the 21st century and the inclusion of technology in the educational environment are among the most important reasons for this situation (Alamri et al., 2020; Atas and Gunduz, 2019; Calp and Edis, 2020). The transition of the students, who desired to be the users of technology, from the position of the passive receiver of the information to the user of the information, is considered one of the aims of the contemporary education approach and today's life skills (Arslan and Sendurur, 2017; Elvan and Mutlubas, 2020). There are several skills that the student must have to use the

information. These skills are called life skills in our era. UNESCO (2008) defines life skills as psycho-social skills that can be learned and applied, such as self-awareness, problem-solving, critical thinking and interpersonal skills (Dokmen, 1988).

Kennedy et al. (2014) define life skills as the competencies that an individual needs to sustain and enrich his/her life. UNICEF defines life skills as behavior change or behavioral development that occurs with a balance between knowledge, attitude and skill areas (United Nations, 2003). Life skills are skills that can help a person to use what s/he has learned in different situations (Ozata-Yucel and Kanyilmaz, 2018; Paige, 2009). These situations may be in the private life of the individual outside of school or his/her professional life

after starting a job (Demir-Sarier, 2020). Therefore, individuals with advanced life skills are those who can use information more easily and transfer it to their social life (Yildirim, 2021).

Life skills contribute not only to the relationships in social life but also to the behavior of the person and even to the cognitive maturity where s/he can produce healthier solutions (Kutsal and Nazli, 2021; Sefer and Akfirat, 2009). Interpersonal relationships, that is, empathy and communication skills, have a socially important role in an individual's life (Utma, 2019). Therefore, it can be said that life skills are behavior-oriented. When we look at it in terms of effective decision-making, critical and creative thinking, and problem-solving skills, the cognitive aspect of life skills can be seen (Karsantik, 2016; Ozden, 2010; Sarigoz, 2013). The ability to cope with stress and emotions and the perception of self-awareness are the affective aspect of life skills (Asici and Uygur, 2017; Gulec, 2020).

The World Health Organization has summed up these basic life skills under ten titles "decision-making, problem-solving, creative thinking, effective communication skills, interpersonal relations, critical thinking, self-awareness, empathy, coping with emotions, and coping with stress" (World Health Organization, 2007). Bolat and Balaman (2017) have made a similar classification. The classification of Bolat and Balaman (2017) and the titles they use as sub-dimensions in the scale they have developed are as follows:

1) Coping with emotions and stress skills

Life skills are psychosocial skills such as self-awareness, interpersonal relationships and coping with stress (Zhou and Ye, 2002). Therefore, the most important factor in coping with emotions is that in addition to being aware of one's own emotions, one also needs to be aware of the emotions of others (Goleman et al., 2002; Poskey, 2006; Sarigoz, 2022). Coping with stress is adapting to the difficulty a person faces, both physically and psychologically.

2) Empathy and self-awareness skills

Teachers need empathic skills when communicating with students (Pala, 2008; Yilmaz, 2019). Because teachers who cannot empathize cause the students to lose their interest and motivation by focusing on the subject and the curriculum (Cooper, 2004). Self-awareness is knowing one's self (Elliott and Coker, 2008; Silvia 2002).

3) Decision-making and problem-solving skills

Decision-making is one of the most important skills

inherent in human nature (Noone, 2002). Most actions in life begin with making a decision (Dogan, 2010). The first step of planning is decision-making. Problem-solving skill is the ability to find solutions to the problems to be encountered in human life (Aydin, 2005; Bingham, 1971; Prpic and Hadgraft, 2002).

4) Creative thinking and critical thinking skills

Creative thinking is the ability of a person to produce new ideas in the face of problems (Leggett, 2017; Yuçel et al., 2022). Critical thinking is a person's capacity to evaluate events more deeply and objectively (Payam, 2015). Criticism can be either positive or negative (Gunay, 2008).

5) Communication and interpersonal relationship skills

It is unimaginable to think of a person who has no relationship with other people (Cuceloglu, 1991). Communication is one of the most important phenomena that are mutual and necessary for people to live in harmony.

Life skills are the competencies that an individual must have in order to maintain his/her existence effectively in the process of change (Erbil et al., 2000). Teachers, who are role models for the transfer of knowledge and how to use it, have an important place in the inclusion of life skills in the life of the individual (Bastik, 2018).

After the family, which is the place where education first starts, the child starts his education life with pre-school education, and then he receives compulsory education for four years of primary school, four years of secondary school and four years of high school. In this period in the life of the individual, which starts from childhood years and continues until adolescence, teachers play a very important role in gaining the ability to use life skills (Yildirim, 2021).

To keep up with the rapid scientific and technological developments, life skills should be possessed primarily by teachers who are the guides of education (Ekici, 2005; Seferoglu, 2009). The teachers in the education system need to be well trained in terms of their competence in both pre-service and in-service activities in terms of the efficiency and effectiveness of education (Isiktas, 2015).

Teachers' life skills serve as a compass in the student's educational life. A suitable classroom and school climate are required for learning and using life skills (Getmez, 2018). Therefore, to increase the quality of education and to keep up with changing living conditions, it is necessary to support the life skills of teachers with in-service training.

The presence of teachers who have life skills is essential in terms of ensuring that the child uses these

skills in his/her life (Bastik and Simsek, 2022; Ministry of Education and Sports (2011). Considering that, it is not possible for a teacher who cannot think critically and creatively to provide this atmosphere in his classroom.

The World Health Organization also promotes a life skills-based curriculum to enhance the abilities of young people. A curriculum based on life skills suitable for the organization will enable young people to achieve the desired level of physical, social and psychological well-being (Prajapati et al., 2017). Depending on the culture, different special abilities should be emphasized (World Health Organization, 1999). From this point of view, including life skills in the curriculum, taking into account the values and cultural characteristics of our society, will contribute to the level of modernity in education.

The curriculum acts as a guide for teachers about how and when teachers who implement the curriculum will transfer these skills. This research aimed to reveal what teachers at the master's degree level understand from the concept of life skills, whether they have sufficient knowledge and education, what obstacles they encounter in transferring skills, and the situations they encounter in their professional lives. The answer to the question of 'What can be done as teachers to develop the life skills of students who are the main element of the educational process is also sought.

Problem statement

Apart from preschool education in Turkey, compulsory education is 12 years in total, including primary school, secondary school and high school. In this 12-year educational process, educating students scientifically and according to the expectations of society depends on the behavior, skills and achievements of teachers. Teaching is one of the occupational groups that should always have a dynamic structure due to its professional structure. In the teaching profession, which is based on knowledge, teachers should constantly renew themselves based on renewed, changing or produced knowledge. Hence, it is not expected that the education that teachers received in the post-graduate and pre-service periods will remain the same throughout their professional life. In many countries, starting a job as a teacher and retiring cover a very long period of time. For this reason, teachers need to constantly renew themselves in their professional life or while working or be supported with some in-service training. This research has tried to determine how many teachers have the skills determined as 21st-century life skills by the World Health Organization and how much their effects are on the acquisition of these skills by students. The research is important in terms of providing teachers, researchers, students and academics with ideas about 21st-century skills and how these skills should be acquired by students. In addition, research is also important in terms

of directing and creating resources for research that will be conducted later.

Sub-problems of the research

1. What kind of life skills do teachers give importance to?
2. What can be done to develop the life skills of students?
3. What are the difficulties teachers encounter while developing life skills?
4. What can be said about life skills training at the undergraduate level?
5. What are your opinions and suggestions on how life skills should be taught to teachers/teacher candidates?

Purpose of the research

Teachers, who are the roadmap of society, have an important place in leading society in the changing and developing world. Teachers have serious responsibilities to raise individuals who will keep up with this change and development. Teaching as a profession is an art of providing students with skills, behaviors and knowledge. Therefore, teachers need to have the necessary skills to provide students with both knowledge and skills. This research aims to determine the knowledge level of the teachers who are studying for a master's degree and working in public schools about 21st-century life skills and to determine their thoughts on developing 21st-century life skills in students. The research is important in terms of teachers' self-control regarding their life skills, realizing their inadequacies and creating awareness.

METHOD

In this part of the research, within the scope of explaining the method of the research, the titles of Research Model, Study Group, Data Collection and Data Analysis are given respectively.

Research model

This research is qualitative. Qualitative research is a type of social research that collects non-numerical data, interprets the data it collects, and qualitative researchers generally focus on questions about the meaning of events and activities in which people take part, as well as questions about the impact of the physical and social context on these events and activities (Maxwell, 2008). The research was carried out using the case study design, which is one of the qualitative research methods, in which the data obtained from the opinions of the graduate teachers about the problem situations created by the researcher are "examined in detail and the themes

related to the situation are described" (Buyukozturk et al., 2012). A case study is a research method that deals with a current phenomenon in its real-life context, and is used in situations where the boundaries between the phenomenon and the context it is in are not clear, and there is more than one source of data and evidence (Yin, 2003). In this aspect, a case study is a research method that allows the researcher to find answers to how and why questions about an event or phenomenon that the researcher cannot control (Yildirim and Simsek, 2021).

Study group

In qualitative research, the aim is to reach in-depth, qualitative and rich data by revealing the researched subject in all aspects rather than the size of the universe. What is important in qualitative research is not the quantitative size of the universe, but the qualitative value of the data obtained (Gebel and Tekin-Bozkurt, 2022). The study group of this research consists of a total of 8 teachers, 6 female and 2 male, who are studying for their master's degree at Hatay Mustafa Kemal University, Department of Educational Sciences and also working in state schools. The teachers participating in the research were selected through maximum diversity sampling from purposeful sampling methods in order to maximally reflect the diversity of individuals who may be parties to the problem by working with a small sample (Yıldırım and Şimşek, 2021). 2 psychological counselor/guidance teachers, 2 information technology teachers, 2 mathematics teachers, 1 English teacher and 1 preschool teacher, whose professional experiences vary between 5 years and 10 years, participated in the research. Teachers voluntarily participated in the research. While forming the study group, a volunteer agreement was signed with the teachers who will participate in the research within the framework of ethical rules. The names of the teachers included in the study group were kept confidential during the study and the data obtained from the teachers were coded as K1., K2., K3., K8.

Data collection

In the research, first of all, a literature review was conducted by the researcher. Afterward, interviews were made with the teachers working in public schools, and the opinions of the teachers were obtained, and then a draft semi-structured interview form was created based on the literature review and interviews with the teachers. After receiving expert opinions about the questions in the interview form from 3 expert faculty members who work on life skills at universities and have at least a doctoral degree, the semi-structured interview form has been prepared based on all opinions and has taken its final

form. In order to avoid problems in terms of meaning and spelling rules related to the questions in the interview form, the semi-structured interview form was finalized after the opinions of 3 faculty members working in the Turkish department were taken. Before the interviews related to the research were made with all the teachers, the appointment times were agreed upon with the teachers and the interviews were started after the appropriate day and time were determined for both parties. The process of obtaining the data in order to collect the research data took approximately two weeks. The interviews with the teachers were recorded with a voice recorder and mobile phones.

Data analysis

While analyzing the data obtained from the research, the main themes were determined based on the questions in the interview form. In the process of determining the codes, the interviews, which were first recorded, were transcribed from the audio recording and the data were transferred to the computer. Based on the data obtained from the interviews, codes were created with the content analysis method. To obtain accurate and reliable findings from the code creation process, the coding processes were determined with the help of 3 faculty members working in the field of educational sciences, and the determined codes were finalized in line with common opinions. To increase comprehensibility, all the codes determined in the research were tabulated.

FINDINGS

In this section, findings related to sub-problems related to life skills are given.

1. Sub-problem: What comes to your mind when you think of life skills?

When Table 1 is examined, it has been determined that the answers that come to the minds of teachers the most when life skills are mentioned are problem-solving skills, critical thinking, making life easier, decision-making, effective communication, practical solution, creative thinking and self-awareness skills.

Below are the statements containing the opinions of teachers about this situation:

K1. "When it comes to life skills, I think of expressions such as people's ability to find solutions to the problems they encounter while continuing their lives, to know the dynamics of relationships and to act accordingly in order to put their social relationships on a healthy ground and resolve conflicts."

Table 1. The concepts that teachers perceive from the concept of life skills.

Code	Participant	Frequency
Problem-solving skill	K1, K3, K4, K5, K6, K7, K8	7
Critical thinking	K1, K2, K3, K4, K6, K8	6
Making life easier	K1, K2, K3, K4, K5, K8	6
Decision making	K1, K3, K4, K6, K7	5
Effective communication	K3, K4, K7	3
Practical solution	K5, K7	2
Creative thinking	K5, K6	2
Self-awareness	K8	1

K2. "It helps to think about the events objectively and critically. In order to be successful in life, it makes life easier by finding solutions to the problems encountered within the framework of logic, without escaping from the problems."

K3. "In fact, it can mean many things, but to me, it mostly means solving or coping with problems, understanding or communicating with the people around him/her, and making his/her life easier with his/her skills."

K4. "It is the ability of a person to get along well with others, to make decisions about what to do in life and to make decisions about his/her life, to be able to think about something critically and to be comfortable in life by making wise decisions in the face of the problems s/he encounters in order to make his/her life easier."

K5. "I think it means being active and creative in life, producing solutions to problems and making practical decisions."

K6. "Considering the problems of today's world, if we want to raise healthy individuals in all aspects in this world, we must raise individuals who can cope with problems in terms of life skills, who can think creatively, who are not indecisive, who can think critically without being affected by anything, and who try to solve their problems until the end without giving up. All these

characteristics that a person should have are called life skills."

K7. "I think problem-solving skill means the ability to communicate effectively and find practical solutions to problems or life."

K8. "Life skills, as a concept or a way of life, mean making life easier, raising or creating critical thinking awareness, and solving problems encountered."

Although the teachers stated many concepts related to life skills in their opinions, they never mentioned concepts such as empathy, coping with emotions and coping with stress in their answers to the questions in the semi-structured interview form.

2. Sub-problem: Do you think the undergraduate and in-service training you have received related to life skills was sufficient?

Table 2 shows that the vast majority of teachers think that the education they receive at the undergraduate level and the training they receive in in-service training are not sufficient in terms of teaching or explaining life skills in lessons.

Table 2. The proficiency status of teachers regarding the education they received on life skills.

Code	Participant	Frequency
Insufficient	K1, K3, K4, K5, K6 K7, K8	7
Sufficient	K2	1

Below are the statements of the opinions of the teachers regarding this situation:

K1. "I think it's not sufficient. I have never heard of life skills when I was studying undergrad. However, when I became a teacher after graduating, I heard explanations consisting of a few words during in-service training. That is all."

K2. "It is sufficient for me. Because one of my master's degree lecturers gave me homework on life skills during the master's degree course. While s/he was working on assignments and research, life skills were also included in the studies. I think that I have learned enough life skills from both my teacher and my studies."

K3. "It is not efficient. While I was studying at the faculty of education, I think my professors mentioned

lifelong learning issues in elective courses. However, since the topics mentioned are very short, I forgot them as well.”

K4. “It is not sufficient. I did not take a life skills course while I was studying undergrad, and I did not learn this subject at the undergraduate level. However, while I was studying for my master's degree, we covered the subject of life skills in classes, but it was not enough for me.”

K5. “Not sufficient. I didn't learn anything about life skills when I was studying undergraduate. I only saw it partially when I was studying for my master's degree, and it didn't satisfy me.”

K6. “It is not sufficient. During my undergraduate education, I did not take a separate course on life skills, it was generally mentioned in other courses I took. In my opinion, this is not enough, a separate course, and program can be prepared and training can be given for these skills in pre-service education.”

K7. “Although the courses I have taken and the conferences I have attended during my undergraduate education in this field have made many contributions to my professional life, I do not think it is enough. I believe it

is necessary to look at it from a broad perspective.”

K8. “It is not sufficient. I do not remember that we covered this subject in the lessons while I was studying as an undergraduate. While I was studying for my master's degree, I think my first-semester friends took it as an elective course. However, I did not take it because I took another elective course. Therefore, I think my knowledge about this subject, namely life skills, is insufficient.”

3. Sub-problem: What kind of practices do you use to develop the life skills of students?

When Table 3 is examined, the teachers stated that they mostly give place to group activities while helping students acquire life skills. In addition, assigning duties and giving responsibilities to the students, an empathic approach, active participation of the student in the lesson, educational games and creative drama are among the practices chosen by the teachers to develop the life skills of students.

Table 3. Practices made by teachers to develop the life skills of students

Code	Participant	Frequency
Group study	K1, K2, K4, K5, K7, K8	6
Assigning duties and giving responsibilities	K2, K3, K4, K6, K7	5
Empathic approach	K1, K2, K5, K6	4
Active participation	K3, K4, K6	3
Educational game	K5, K7	2
Creative drama	K4, K8	2

Below are the statements of the opinions of the teachers regarding this situation:

K1. “Since I think that the most effective part of developing the life skills of students will be through group work, I teach these types of skills through group work. I want students to develop empathy so that they can experience different emotions and internalize some skills while also doing collaborative work in group work or groups.”

K2. “In order for students to acquire life skills, I first form groups of students in the classroom and work with these groups, which I create. I assign duties and responsibilities to the group members regarding the behaviors that I previously saw as lacking in their behaviors. I am also trying to develop the life skills of my students by asking them to put themselves in the shoes of each other, that is, to empathize with the behaviors that I see as wrong.”

K3. “In order to provide my students with life skills, I mostly teach about emotions and life-related subjects, and I ensure that my students participate in the lesson. In order for them to develop behavior or skill, I give them

various roles about the situations in life that I want them to fulfill, while playing these roles, I criticize the missing or wrong places, appreciate the positive places and both correct the behavior and make it a skill.”

K4. “I use methods and techniques such as group activities, drama method, and six thinking hats method, which will enable them to learn by doing and experience and to actively participate. I invite a stranger, child, animal, or parent to the class. I assign common duties and responsibilities to the children in the older class.”

K5. “I play games such as drama and theater with my students in order to make them acquire life skills. I usually play these games in groups of 5 by dividing my class into groups. I ensure that all students in my class participate in these activities. Such activities also affect my students' perspective on life in an optimistic way.”

K6. “In order to develop the life skills of students, there must first be a collaboration between students and the teacher in the classroom. In this cooperation, all students should take responsibility and responsibility. The part of life skills that I care about the most is to make my students empathize so that they can put themselves in

the shoes of those who are victims or have problems. Regarding this issue, I tell my students that if we want to be happy in life, we can only be happy when others are happy.”

K7. “I assign tasks and responsibilities to my students. I create group work and activities where they can work together. I organize educational games where they can have fun and communicate with each other.”

K8. “While developing the life skills of students, I also take advantage of activities such as theater and drama to include entertainment so that all students can gain skills at the same time. Thus, students internalize and acquire

skills.”

4. Sub-problem: What are the difficulties you encounter while acquiring/applying life skills?

When Table 4 is examined, it has been determined that the teachers have difficulties with different issues while teaching life skills to the students. Teachers expressed the difficulties they encountered as lack of time, the intensity of the curriculum, communication difficulties, reluctance, and lack of materials.

Table 4. Problems faced by teachers while developing/applying life skills.

Code	Participant	Frequency
Lack of time	K1, K2, K3, K6, K7, K8	6
Curriculum intensity	K1, K2, K4, K5, K7	5
Communication difficulties	K2, K3, K4	3
Reluctance	K5, K7	2
Lack of materials	K4, K6	2

Below are the statements of the opinions of the teachers regarding this situation:

K1. “Curriculum has been prepared very intensively on transferring knowledge and behavior to students. For this reason, I am having problems providing students with behavioral skills in order to improve the curriculum. In addition, I cannot find all kinds of materials I want in order to have a theater or an event organized at my school. This, in turn, changes the way the course is taught and my teaching methods.”

K2. “I would say lack of time. We have an obligation to complete the curriculum, as well as a goal to develop thinking skills, which are also essential in modern education. The relatively long methods and techniques that I apply for life skills create time problems. Sometimes I have communication problems.”

K3. “Sometimes I have problems in terms of time to teach a subject other than the ones specified in the curriculum or to teach a skill to students. I realize that sometimes we don't use the same language as the student in teaching a skill to the student.”

K4. “Difficulty in empathy, inability to put thoughts into practice, fear of lack of self-awareness, lack of self-confidence, miscommunication with the teacher and friends, inability to cope with the feeling of resentment, crying and desire.”

K5. “I often have difficulties completing the curriculum. For this reason, I do not want to teach or explain a subject other than the curriculum to students.”

K6. “The materials I need to be able to do activities in our school are either missing or incomplete, and there is no time to do too many activities in terms of the time

anyway.”

K7. “The curriculum is intense, so I have a shortage of time to complete it. When the time is not enough to complete the curriculum, I have no desire to teach or explain other subjects.”

K8. “We need time in schools so that education can be done as we want and we can do all the activities.”

5. Subproblem: What are your opinions and suggestions on how life skills should be taught to teachers/teacher candidates?

When Table 5 is examined, teachers have expressed some opinions on how life skills should be taught to teacher/ teacher candidates. In order to provide such skills, teachers' opinions and recommendations on this issue are that life skills courses should be included in the undergraduate curriculum, in-service training opportunities should be increased, educational environments should be made suitable for the acquisition of life skills, and activity-based teaching methods and techniques should be taught to all teachers and teacher candidates in universities or in-service training.

Below are the statements of the opinions of the teachers regarding this situation:

K1. “Life skills include personal skills that every individual should have and that may be necessary for life. For this reason, it should be given as a course in all departments of universities, as well as applied activities in education faculties. If teachers have not taken this course at the undergraduate level, they should definitely take it through

Table 5. Opinions and suggestions on how to teach life skills to teachers/ teacher candidates.

Code	Participant	Frequency
Teaching as an undergraduate course	K1, K2, K3, K4, K5, K6, K7, K8	8
Providing in-service training	K1, K2, K4, K5, K6	5
Arrangement of the educational environment	K3, K4, K7, K8	4
Activity-based lectures	K4, K5, K7	3

in-service training."

K2. "I think it is an area that every teacher and teacher candidate should master. It can be given as a course under the name of life skills in universities, or it can be given as an in-service course or seminar by provincial and district national education directorates and people can be encouraged to attend these courses."

K3. "It should be given to teacher candidates as a course in education faculties, and classes in schools should be arranged in a way to give life skills and be equipped with all kinds of materials that may be necessary."

K4. "In my opinion, life skills should be given to all teacher candidates in universities. If these skills are not taken as a course in universities, these deficiencies should be overcome with in-service training. Classes in schools should also be arranged according to the activities to be provided as life skills, and methods and techniques should be selected and used in the lessons according to the activities."

K5. "It should be taught in universities. In-service training should be given to the teachers who want to by the National Education Directorates, but the training to be given must be activity-based."

K6. "It should be given during undergraduate education. Those who did not receive their education during their undergraduate education should be given in-service training when they become teachers."

K7. "How to develop such skills and behaviors of students should be given in the context of activities while they are studying in the undergraduate program."

K8. "Course content on this subject can be increased at the undergraduate level. But not theoretically, environments that will contribute to the development of these skills can be created or increased."

CONCLUSION

The research was conducted with teachers who work in different branches of the Ministry of National Education and who are also graduate students. This research is primarily aimed to reveal the opinions and thoughts of teachers about life skills. From the analysis results of interviews with teachers, it was concluded that teachers express their life skills as problem-solving skills and facilitating daily life the most.

The World Health Organization has determined these 21st-century basic life skills that everyone should have

for a quality life as decision-making, problem-solving, creative thinking, effective communication skills, interpersonal relations, critical thinking, self-awareness, empathy, coping with emotions and coping with stress (World Health Organization, 2007). In the research, it was concluded that the majority of the teachers did not consider the education they received sufficient in terms of understanding and transferring these life skills in the undergraduate education and in-service training they received. From the analysis results of the interviews with the teachers, it was concluded that life skills should be included in the programs as a separate course in universities and that the necessary materials and educational environment should be arranged/provided during the application and development stages of these skills. In the studies conducted by Gurultu et al. (2018) and Orhan-Goksun and Askim-Kurt (2017), it was concluded that teachers' use of 21st-century skills is higher than expected. In a study conducted by Chu et al. (2017), it was concluded that 21st-century skills should be associated with the curriculum, whether they are taught as a separate course or not. A study conducted by Bal (2018) also concluded that 21st-century skills are distributed equally in the curriculum.

In the research, different views were put forward in terms of the difficulties that teachers face in transferring life skills to students. It was concluded that the teachers mostly experience problems due to the lack of time and intensity of the curriculum, they experience problems due to lack of communication, and they experience problems due to the arrangement of appropriate materials and classroom environment. In addition, in the research, it was also concluded that reluctance and unwillingness sometimes occur in teachers and students due to low motivation during the teaching/use of life skills in lessons. In a study conducted by Karadeniz and Vatanartiran (2015), it was concluded that teachers who did not receive technology education in terms of 21st-century skills felt less competent than teachers who received technology education.

In the research, teachers expressed different opinions about the practices used in relation to the transfer of life skills to students. In the research, it was concluded that the activities carried out with the group will provide the students with life skills most effectively. In addition, it was concluded that creative drama, educational games, empathy, active participation of students in the lesson, and the tasks and responsibilities given to the students

can effectively help students gain and develop life skills.

From the results of the analysis of the teachers' opinions on life skills, it was concluded that pre-service and in-service training given to teachers on life skills should be increased. In addition, in the research, it was concluded that educational environments should be arranged and necessary material support should be provided in order for students to gain life skills. In the research, it was concluded that activity-based lectures are important for students to internalize life skills.

One of the reasons why the practices used by teachers in developing life skills of students and the difficulties they encounter in the research vary is that teachers from different branches participate in the research. In the research, it was concluded that the fact that the participating teachers were from different branches enriched the research in terms of opinions, thoughts and ideas.

RECOMMENDATIONS

It has been concluded that life skills that the Ministry of National Education aims to gain for all students studying in primary school and desired to be possessed by all individuals in society can be learned more effectively and permanently by students when they are taught in cooperation and with the creative drama method in the lessons. One of the most permanent learning methods is learning by doing and in which the person takes an active role in the learning-teaching process. Therefore, especially in primary schools, the drama method based on group and cooperation should be used to develop the life skills that students want to acquire, internalize and relate to life.

Basic knowledge and skills related to life skills should be given to teachers in universities as a separate course under the name of life skills. Classroom environments should be arranged in such a way as to enable them to develop life skills, and how life skills can be taught to students with materials in these lessons should be explained in practice.

Teachers who are still working in various schools and who feel lacking in life skills or how to teach life skills to students should be provided with in-service training on these issues and the deficiencies of all teachers should be eliminated.

This research is a research conducted with primary school teachers. Therefore, more in-depth data and information on life skills should be obtained by conducting research with secondary school and high school teachers and taking their opinions on this subject.

In addition to knowing the impact of life skills on cognitive and affective areas, it is also extremely important for the individual to transfer life skills to his/her life. Therefore, transferring the life skills to be acquired in a positive classroom and school climate to the child's life

must be one of the ultimate and fundamental goals of education. For this reason, in order to raise generations with basic life skills, to create socially healthier societies and to develop countries educationally, life skills must be given to each individual with the most effective methods.

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