

PEDAGOGICAL AND PSYCHOLOGICAL FEATURES OF DEVELOPING RISK COMPETENCE IN FUTURE TEACHERS

Kandakharov Mirjalol Abdimurot o‘g‘li
Samarkand State Pedagogical Institute Independent Researcher

Abstract

This article provides an in-depth analysis of the pedagogical and psychological characteristics of developing riskological competence in future teachers. The increasing complexity of the educational process, the emergence of new threats in the digital environment, and the need for rapid and responsible decision-making in professional activities require future educators to acquire skills in recognizing, assessing, and managing risks. Therefore, the development of riskological competence is examined as an essential component of modern teacher training.

Keywords: Riskological competence, pedagogical risk, risk management, professional resilience, stress tolerance, emotional-intellectual regulation, reflective thinking.

Introduction

In riskology theory, the concept of “risk” can be considered in both broad and narrow senses. In a broad sense, risk refers to the following:

1. the impact of uncertainty on objectives;
2. the probability of the occurrence of a certain threat, an adverse event, or an undesirable situation;
3. uncertainty associated with decision-making, the implementation of which becomes evident only over time;
4. activity related to overcoming uncertainty under conditions of inevitable choice, during which it is possible to quantitatively and qualitatively assess the probability of achieving the intended result, failure, or deviation from the goal¹.

¹ Асхадуллина Н.Н. Стратегия инновационного развития педагогического образования [Электронный ресурс]//Современные проблемы науки и образования: URL: <http://www.scienceeducation.ru/article/view?id=24625>.



We understand the riskological competence of a teacher in innovative activity as the ability to practically apply knowledge, skills, and competencies in the fields of pedagogical innovation and pedagogical riskology. This competence is aimed at minimizing socio-educational risks that arise in the process of implementing pedagogical innovations, solving professional problems, and applying subjective non-traditional approaches in pedagogical practice.

In order to reveal the essence of a teacher's riskological competence in innovative activity, it is first necessary to clarify how the concept of "risk" is interpreted. The concept of risk appears as a subjective category, since the results of innovative pedagogical activity are evaluated by the teacher as an aspiration to achieve personal success, that is, toward professional self-realization and toward gaining acceptance of their actions by the subjects of the educational environment. If a future teacher understands the necessity of innovative processes in education and perceives them as a source of societal development, their actions are based on the need to realize this goal as a value. Thus, the axiological component of riskological competence reflects the future teacher's acceptance of pedagogical innovation as a value-oriented goal. This, in turn, justifies the choice of subjective non-traditional actions, since the freedom and creativity inherent in innovative pedagogical activity serve as essential conditions for such choices.

Another integral component of riskological competence is the motivational-personal component. Even experienced teachers rarely engage in the creation and implementation of intellectual pedagogical innovations, as they often fear potential difficulties associated with innovative activity. This may lead to an anti-innovative reaction, in which motivation is influenced by insecurity related to maintaining one's social status. Therefore, during the process of forming riskological competence in future teachers, particular attention should be paid to the motivational-personal component at the stage of preparing them for innovative pedagogical activity.

Today, diagnostics of the formation of a student's professional competence is relevant and is of particular interest to researchers. Its effectiveness is mainly associated with the level of development of the psychological characteristics of the cognitive and emotional-volitional spheres of the personality. Based on the analysis of scientific and literary sources, we have identified the essential



qualities of a future specialist, which have been examined in detail by Mugattarova and other researchers as follows²:

1. Moral and psychological qualities of a teacher (high moral ideals, humanism, honesty and integrity, fairness and impartiality, freedom and courage, a well-developed sense of duty and responsibility, intelligence and tolerance, politeness in communication, emotional stability, endless patience, communicativeness, professionalism, and personal authority);
2. Pedagogical qualities of a teacher (readiness for various situations, the ability to develop students' knowledge and skills, organization of general cultural, aesthetic, and physical education, the ability to establish order in a clear and logical way, and the ability to express one's ideas coherently);
3. Professional qualities (leadership skills, ability to work with students, political culture, a holistic and systematic approach to work, the ability to generate ideas and transform them into practical actions, creativity, modern economic thinking, media literacy, a healthy lifestyle, rhetorical competence, and knowledge of foreign languages);
4. Business and managerial qualities — management skills: (the ability to diagnose organizational systems, analyze situations and draw correct conclusions, make timely and non-standard decisions and implement them, motivate students for effective learning, organize lessons efficiently, ensure discipline for high learning outcomes, assess and self-assess performance, organize students' collective work, maintain a healthy psychological environment, develop students' self-management skills, exchange ideas with colleagues, conduct round-table discussions, reliability, effective negotiation skills, academic potential, critical thinking, diligence and discipline, initiative);
5. Theoretical preparation of the modern teacher: (working at macro and micro levels, knowledge of axiological management and leadership theory, sociology, psychology and law, media literacy, and fundamental knowledge in information technologies).

The formation of risk-based competencies in future teachers is a complex multifaceted scientific and methodological problem. Any existing theoretical and practical approaches to organizing the educational process are a means of

² Mugattarova E., Bolotnikov A., Garifullin R., Imangulov R., Kalmanovich V., Khairullin R. (2020) Development of health-saving environment at engineering university. IOP conference series: Materials Science and Engineering, 890, 012172. <https://doi.org/10.1088/1757-899X/890/1/012172>



achieving the required level in relation to a specific component of this complex system, and an approach based on risk-based competencies allows for a comprehensive solution to this problem³.

The introduction of a competency-based approach allows the use of the cluster tool in the formation of professional competencies. Clusters are a set of joint actions based on a common goal. Types of clusters differ in the mechanisms of interaction in the implementation of a common goal. In relation to higher education conditions, clusters of the first type can unite future teachers of the graduate department (students of the relevant specialty)⁴.

Competency requirements in the context of each specific specialty form reference criteria for assessing educational outcomes in the form of professional and qualification standards. These outcomes, in turn, serve as the basis for developing curricula, control and assessment tools for academic disciplines, selecting teaching methods and technologies, and ultimately determining the human resources necessary to create an educational product⁵. There are several types of competencies that require increased attention in identifying needs and training competitive personnel based on these needs.

References

1. Асхадуллина Н.Н. Стратегия инновационного развития педагогического образования [Электронный ресурс]//Современные проблемы науки и образования: URL: <http://www.scienceeducation.ru/article/view?id=24625>.
2. Mugattarova E., Bolotnikov A., Garifullin R., Imangulov R., Kalmanovich V., Khairullin R. (2020) Development of health-saving environment at engineering university. IOP conference series: Materials Science and Engineering, 890, 012172. <https://doi.org/10.1088/1757-899X/890/1/012172>
3. Bernarto I., Bachtiar D., Sudibjo N., Suryawan I.N., Purwanto A., & Asbari M. (2020). Effect of transformational leadership, perceived organizational support, job satisfaction toward life satisfaction: Evidences from Indonesian

³ Bernarto I., Bachtiar D., Sudibjo N., Suryawan I.N., Purwanto A., & Asbari M. (2020). Effect of transformational leadership, perceived organizational support, job satisfaction toward life satisfaction: Evidences from Indonesian teachers. *International Journal of Advanced Science and Technology*, 29(3), 5495–5503.

⁴ Sangsawang T. (2015). Instructional Design Framework for Educational Media. *Procedia - Social and Behavioral Sciences*, 176. <https://doi.org/10.1016/j.sbspro.2015.01.445>.

⁵ Ochirov G. (2016). Formation of professional competence of the future teachers of initial classes by student teaching means. *Historical and social-educational ideas*, 8, 205-208. <https://doi.org/10.17748/2075-9908-2016-8-1/2-205-208>.



teachers. *International Journal of Advanced Science and Technology*, 29(3), 5495–5503.

4. Sangsawang T. (2015). Instructional Design Framework for Educational Media. *Procedia - Social and Behavioral Sciences*, 176. <https://doi.org/10.1016/j.sbspro.2015.01.445>.

5. Ochirov G. (2016). Formation of professional competence of the future teachers of initial classes by student teaching means. *Historical and social-educational ideas*, 8, 205-208. <https://doi.org/10.17748/2075-9908-2016-8-1/2-205-208>.