

**DEVELOPING RISK COMPETENCE IN TEACHERS: PEDAGOGICAL NECESSITY
AND SIGNIFICANCE**

Kandaxarov Mirjalol Abdimurot ogli

Independent Researcher

Samarkand State Pedagogical Institute

Tel.: +998883931800

E-mail: kandaxarovmirjalol10@gmail.com

Abstract: This paper examines the importance of developing risk competence among future teachers and highlights the role of pedagogical risk in improving the effectiveness of the educational process. It emphasizes the necessity of forming this competence at the stage of higher education. The paper also describes the forms, methods, and content of developing risk competence in students.

Keywords: risk competence, risk competence in pedagogical activity, content, forms and methods of developing risk competence, creativity, psychological risk, risk systems, socio-economic, psychological, and spiritual risks.

Raising the quality of education in our country to international standards has become one of the most urgent priorities. Political, economic, scientific-technological, and cultural transformations taking place worldwide inevitably affect the education system. Therefore, teachers working in the field of education must be highly competent, creative, capable of succeeding in competitive conditions, and able to find optimal solutions in pedagogical risk situations.

Pedagogical riskology is a new integrative approach that elevates teachers' knowledge in pedagogy, psychology, cultural studies, and sociology to a qualitatively new level. It is aimed at developing the necessary professional guidelines for teachers. This approach is significant because it studies the common features of social risk systems, internal conflicts, contradictions, and tensions that may occur during pedagogical activity, and thereby helps organize the teacher's innovative professional activity more rationally.

The development of risk competence in teachers should be carried out during higher education. At this stage, students must understand the nature of potential socio-economic and psychological risks in their future professional practice, identify their causes, determine strategies for preventing them, and stay informed about innovations, reforms, and research in the educational policy of the Republic of Uzbekistan.

The content of developing risk competence involves introducing future teachers to the methodology of pedagogical riskology and forming the skills necessary to understand socio-economic, psychological, and spiritual risks that may arise in pedagogical activity, as well as the skills to prevent them.

The essence of risk competence is to ensure that future teachers master the methodological foundations of pedagogical riskology, prepare them for professional activity, study social risk systems and internal contradictions in the educational process, and develop the skills required to organize innovative professional activity rationally. In the process of developing risk



competence, special attention is paid to critical analysis of risks, their evaluation, and management.

The contemporary educational system functions under conditions of complexity, instability, and rapid change. These conditions create uncertainty, anxiety, and stress factors, making the concept of risk highly relevant in pedagogical activity. Consequently, in recent years, risk competence has emerged as a distinct direction within pedagogical science.

In the process of developing this competence, it should be noted that “risk should be assessed not only in terms of its potential negative consequences, but also from the standpoint of freedom and responsibility in decision-making.” This means that teachers must have a deep understanding of the essence of pedagogical risk in any probable situation. **Pedagogical riskology** is a scientific field that studies potential threats, uncertainties, and undesirable or unexpected outcomes in the educational process, as well as ways to identify, assess, and manage them. It is grounded in professional reflection, social stability, and professional reliability. **The subject of pedagogical riskology** includes identifying dangerous factors in pedagogical activity, developing strategies for minimizing them, and forming anti-risk competencies. The discipline has its own conceptual framework:

Pedagogical risk — a probable situation in the educational process that may lead to negative consequences.

Risk — an individual’s reaction to an uncertain situation that may result in an undesirable outcome.

Anti-risk competence — a set of knowledge, skills, and attitudes enabling a teacher to recognize, analyze, assess, decide, and manage risks.

Uncertainty — the discrepancy between expected and actual results, which is one of the main factors generating pedagogical risk.

Main sources of pedagogical risks include:

- methodological errors in teaching;
- communication problems with students and parents;
- psychological pressure and professional burnout;
- organizational and informational disruptions.

U.Beck, Risk Society: Towards a New Modernity. London: Sage Publications. 1992.

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Risk monitoring refers to a system of analytical and practical measures aimed at identifying risk situations, assessing their probability, and taking timely preventive actions. **The practical significance of pedagogical riskology** is reflected in:

- increasing a teacher's stress resistance;
- preventing errors in the teaching process;
- developing professional reflection;
- stabilizing the quality of education.

Thus, pedagogical riskology can be characterized as “a system of professional awareness ensuring the quality of education.”

In conclusion, pedagogical riskology is steadily developing as an integral component of today's complex educational environment across all stages of education, particularly within the general secondary education system. Mastering the fundamental concepts of this field, understanding risks, and developing effective measures to prevent or mitigate them constitute an essential professional competence of the modern teacher. A deep understanding of these concepts makes pedagogical activity more stable, effective, and socially responsible. The complexity and instability observed in the educational process represent a part of a dynamic and multi-factor social environment, which demands new approaches to pedagogical practice. Therefore, in the process of developing riskological competence among future teachers, a thorough analysis of the methodological foundations of pedagogical riskology enables the achievement of positive outcomes and creates new opportunities for improving the quality of the educational process.

Xolboeva M.X. Pedagogik faoliyatda noaniqlik va xavf omillari. Ta'lim va taraqqiyot, №1. 2022.

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