

PEDAGOGICAL RISKOLGY AND ITS SCIENTIFIC AND THEORETICAL FOUNDATIONS

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Abstract: This article discusses the modern approaches of theoretical and conceptual riskology, psychological approaches, and the concept of innovative education concept.

Keywords: risk, modernization, concept of innovative education, concepts of pedagogical riskology, educational component, concept.

INTRODUCTION

A certain amount of research experience related to risk problems has been accumulated in modern riskology. Therefore, first of all, it is necessary to classify theoretical approaches in order to determine the definitions of the main features of riskology. For this, it is appropriate to refer not only to the social, but also to the economic, cultural and statistical characteristics of the studied phenomena. This creates opportunities to analyze the scientific concepts used in the development of the research direction at a perfect level, to realize their internal interrelationship and interdependence features.

In the scientific literature, theoretical and conceptual approaches to risk problems are considered in the form of a comprehensive modern social context, which is very important in comprehensive analysis to define all factors and their diversity in order to illuminate the objective content and essence of risk.

The word "risk" came into the Russian language from Spanish and means "rock", "reef", and according to its origin, it is related to a dangerous situation in the activities of sailors.

In general, the initial signs of risk included both objective and subjective aspects.

It is recognized that natural risks can be evaluated and controlled using scientific methods. However, the human factor in risk is seen more as hedging against risk or participating in risky activities and winning. According to their attitudes, individuals are divided into two categories: those who try to avoid risky situations and those who are prone to risk. Some prefer safe options and avoid risky situations, while others seek to compensate for possible benefits and expenses.

Later, more accurate mathematical methods were used to measure risk. Early approaches were based on the idea that a person has the ability to calculate the level of risk, assess potential losses, and then protect himself from their effects.

Proponents of these approaches were considered to be directly related to the issues of high-level elimination of losses that may be a risk in the eyes.

In this interpretation, risk includes concepts such as opportunity, success, fearlessness or adventure.

SCIENTIFIC ESSENCE

Risk (Arabic) is taken from the word to take authority, to trust, to rely on, to believe, to commit to something regardless of the consequences, no matter what happens, or from below or above is understood as an action.

It can be seen that the connection between risk and security is observed even in the initial approaches. It is the security that people seek in itself that is viewed as the opposite of risk. In such a relationship, a dichotomy (opposite opinions) is embodied, in which risk and protection, risk and safety are combined. Conservation is understood as a means of avoiding loss, ensuring the amount of personal risk, and successfully solving situations.

But for some people, security is interpreted in the form of risk avoidance, while for others, it is evaluated in ways that improve their situation, and they appear as incentives for risk-taking behavior. In this case, potential losses become a product of decision making. That is, the amount of objective opportunities and the level of incident resolution serve as the main keys in determining risk.

According to the probabilistic approach, risk is defined as a neutral idea and opinion that combines the assessment of losses and benefits that determine the possibilities of an event.

This interpretation of risk prevailed until the beginning of the 19th century. The production revolution, in the conditions of the "primary" modernization of the eras of democratization and the declaration of equal rights of citizens, where the traditional hereditary privileges were abolished, was somewhat defined and acquired the status of a unique form in various spheres of public life.

The risk begins to be connected with the risks that arise in all spheres of activity corresponding to the specific characteristics - economy, legal relations, politics, and later in the field of education.

Thus, the probabilistic approach to risk determination has been supplemented with activity and is widely used in modern practice.

ANALYSIS

Psychological approaches to riskology

Understanding the content of a risky situation allows the subject to "solve" the risk by choosing or using one of the available alternative ways, that is, it encourages risky actions. This can be achieved in conditions of a full or sufficient level of opportunity space, and in such conditions, determining the level of risk through the proportionality of the probabilities of winning or losing increases the reliability of the level of risk assessment.

This action means that risk is motivated, because risk is aimed at the dominance of situations in the activity. If the opportunities are uncertain, if it is not possible to determine the probabilities, that is, if the level of use of the event is low in the current conditions, risks without a motive appear.

In this situation, risk is defined as a situational view of activity in the event that it consists of the unpleasantness of getting out of uncertainty and failure. Uncertainty in exiting a risky action does not indicate uncertain situations of risk, but indicates that success is of a probabilistic nature depending on the level of specific opportunities. An approach that focuses more on the individual-personal description of activities has shown widespread use in psychology, and the concept of risk has three interrelated meanings in psychology:

- Risks in the scale of unpleasantness expected to fail in the activity;
- Risks in the act of losing the subject in one way or another;
- A choice of action between two options is less attractive but reliable, more attractive but less reliable risks.

A positive aspect of this approach is that it provides empirical credibility and practical application of the effects of management and supports students in the social sphere.

In the second half of the 20th century, modernization became "secondary" and in the conditions of industrialization (industrialization) in developing countries, risk became an integral core of modernity.

In the 60s of the 19th century, risk became neutral from the fact that it is only a subject of specific sciences and became the object of interdisciplinary research and acquired the status of a concept of general sciences, and began to spread widely in the field of education.

Regardless of the field of risk occurrence, that is, in the field of technology, in economic activity, in the field of education, or in the individual behavior of a person, its genesis was connected with the state of uncertainty.

It was during this period that efforts to create comprehensive scientific developments on the subject of "uncertainty" in physics, cybernetics, and other natural sciences, as well as on the subject suitable for philosophical generalization, began.

In general, uncertainty is defined as such categories, whose characteristics are explained as follows:

- Realization of opportunities in many forms (at the beginning of the process and in its development);
- Existence of relationship between the features and state of events (the result of which is the absence of different boundaries between them).

RESULTS

As a result, risk began to emerge as a way to eliminate uncertainty, to turn it into reality in practical ways, and to resolve conflicts in the development of multivariate events.

The globalization of technological risks that occurred at the end of the 20th century demanded the development of new ways of thinking and perception and the introduction of universal ethical and humanitarian directions into modern pedagogical riskology.

In this way, knowing the factors of rationalization and the limits of risk tolerance increased interest in the socio-cultural basis of risk.

Pedagogical riskology concepts.

The most urgent problems of modern pedagogy is the decrease in the quality of education. Due to the rapid development of society in the educational system of our republic, the flood of innovations and pseudo-innovations is decreasing. The main goal of innovation is to improve the quality of education, but in reality it can have contradictory, abstract or unexpected effects.

The future of every people and nation is inextricably linked with the fate of the generation coming of age today. From this point of view, during the past period, attention has been paid to the development of the education system in our country at the level of state policy, to ensure that our sons and daughters receive education in conditions corresponding to world standards, and grow up to be physically and spiritually mature people. Wide-scale work was carried out in order to ensure his education, to bring out his abilities and talents, and his intellectual potential.

Accordingly, it is necessary to review the content of education and adapt it to the requirements of time and perspective (modernization). In the explanatory dictionary of the Uzbek language, the concept of "Modernization" is defined as "modification according to modern demand and taste; modernization" was commented.

Modernization of the educational process means -

The main components of the educational process:

- Purpose (Continuing education, educational stage, direction, block of subjects, educational subject)
- Content (Paradigms, principles, DTS, Curriculum, Curriculum, Materials)

- Form(Condition)
- Method and tools (Technologies, Equipment)
- Control (Results, Diagnostics, Tests)

It is understood to modernize and develop new forms that are effective for today.

In particular, with the wide introduction of highly effective modern educational and innovative technologies, advanced foreign experience, to fundamentally update the qualification requirements, curricula, programs and methods of retraining and improving the qualifications of pedagogic personnel of higher educational institutions. related measures were expressed. This, in turn, is a necessary condition for professors and teachers teaching students in higher educational institutions to keep up with the times, to widely introduce innovations in subjects, as well as advanced methods into the educational process. creates, at the same time, demands continuous development of professional skills, pedagogical and scientific activities. After all, educating the young generation coming of age with intellectual potential and intelligence, providing them with thorough knowledge is directly related to the high level of knowledge of specialists. These efforts, of course, in the conditions of today's market economy, will serve to train highly qualified and mature specialists, make the higher education system literally an important factor in the socio-economic life of the country, and also increase the quality and efficiency of the personnel training system.

"Concept" or "concept" is derived from the Latin word, meaning "understanding", "system", and expresses a certain way of understanding something - object, event or process.

Concept - 1) a system of views on processes and events in nature and society; 2) action strategy for the implementation of reforms, programs, projects, plans; 3) the constructive principle of various types of activity.

In the science of pedagogy, the concept means the method of organizing a system of tools for its implementation based on the understanding of the essence of education, training, development processes as a whole phenomenon. In the concept, the main focus is on the main directions and principles of the development of the strategy of pedagogical activity.

1. The concept of education is a systematized theory that allows understanding pedagogical phenomena, organizing its leading ideas.

2. Concept (pedagogical) - a system of leading ideas that reveals the essence of the pedagogical object, principles and methods.

3. The concept of teaching (education) is a system of views or a set of generalized ideas for understanding the essence, content, and methodology of the educational process.

As the society developed, the need to cultivate mature, well-rounded individuals also increased and served the society by changing and renewing. The science of pedagogy began to emerge in the process of generalizing experiences in the field of creating educational institutions, teaching and educating young generations at various stages of human society.

The concept of innovative education consists of the following ideas:

- Conscious analysis of professional activity by both subjects based on incentives and dispositions;
- Critical attitude to norms and standards;
- Creating a system of meanings and classifying it;
- Openness to professional culture, environment and news;
- Creative approach to any activity; deviation from the specified norms, initiative;
- Striving for self-realization of both subjects;
- Improving the elements of educational content.

Pedagogical riskology concepts. Anthropologist M. Douglas is rightfully considered the leading specialist in the development of the content of this direction. M. Douglas, studying the evolutionary development of the concept of risk at the end of the 20th century, emphasizes that the risk as a result of the product of the globalization process has influenced not only its relevance, but also the correction of its content and essence.

Although the theory of probability still lies at the basis of risk, M. Douglas was one of the first to doubt the adequacy of traditional research that denies the conceptual unity and truths of risk. This doubt required new research in the development of riskology. Risk is a necessary element of every choice and decision, and always applies to evaluative decisions.

In a general sense, risk is a social device, so its assessment is not devoid of values, it has become a very important different aspect of the socio-cultural approach in modern pedagogical riskology. In this regard, the efforts of supporters of this approach to determine the influence of political, moral, and aesthetic educational factors on risk analysis and management are very reasonable.

CONCLUSION AND SUGGESTIONS

In this regard, the main task is to ensure the conditions for risk reduction or loss at all. In the opposite case, the responsibility is not imposed on the individual, but directly on the person responsible for the risk. Because professional experts involved in the discussion of risk problems often act against the victim. Science, which acts as an arbiter, loses its independent status even more. An objective approach to risk problems, that is, a rational perception of the objective existence of risk, seems important for public opinion, but creates a false impression.

This phenomenon can be explained by answering the questions of whether an individual is a free actor or whether they are constrained by various unstable changes (institutional coercion, risk environment).

How much does the individual or group know about the risk?

Does he feel vulnerable to risk?

The answer to this can be found according to the level of awareness of each person about risk, whether he is involved in a risky situation and whether he knows or does not know the need to evaluate information. Ultimately, the final result depends on the perception and perception of risk and the process of rationalization.

At the same time, one of the main problems for the individual is the continuation of the perception of pedagogical risk as objective, not considering it as subjective, and as a result, it is assumed that the individual will be under control, but its place is not sufficiently defined and evaluated.

There are two reasons why people, especially young people, do not give enough importance and assessment to risk:

- Weak and selective (formed in modern conditions, controlled) memory.
- The fact that the education system is not adequate to the level of the demand for the formation of the necessary knowledge about the real risk for young people, their understanding and knowledge.

Thus, summarizing the given opinions and considerations, several approaches to risk acceptance and understanding can be distinguished:

- The relationship between risk awareness and knowledge of risk information, that is, the degree of overlap between risk awareness and knowledge.
- Attitude to risk (avoidance or acceptance) is the relationship between a person's tendency to it or the structure of a person and his attitude to risk.
- Conflict of interests, so risk-taking is gendered, age-based and class-based.
- Cultural views, including the worldview and ideological characteristics of a person, are important in risk acceptance.

Taking into account the objectives of this research, in cases where it is necessary to choose a risk, activities in the educational environment related to the elimination of uncertainty situations, the achievement of the expected results in terms of quantity and quality, the reasons for failure and deviation from the goal, and the probability of evaluating the possibilities are assigned to the risk. is the most appropriate definition.

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