

## Risks In The Educational System

**Jabborova Dilafruz Furkatovna**

Associate Professor of Navoi State Pedagogical Institute,

Doctor of Philosophy in Pedagogy (PhD)

E-mail: [dilafruzjabborova8989@gmail.com](mailto:dilafruzjabborova8989@gmail.com)

**Annotation:** This article talks about the philosophical approach to riskology, types of risk attitudes in the educational system, egalitarian hierarchs, individualists, fatalists, and the results of self-ethical assessment.

**Key words:** Riskology, deductive and inductive, experiment, verification, positional and holistic

### Introduction

A philosophical approach to riskology. The theoretical-philosophical analysis of science has become a process that determines the perspective of the methodological practice of riskology. Because scientific understanding of the development of content risks allows to fully understand the "humanity process". Consequently, it depends on a deep study of the main elements of empirical research (intersubjectivity, correspondence, proof) and the elements of theoretical research (experiment, verification, explanation). Some scientific disciplines are developing their opinions about the nature of their risks and ways to eliminate them. In this sense, the central approach of all sciences is aimed at determining what the category of risks is, that is, it is aimed at determining the hypothesis that risks belong to an ontological or epistemological category. This question can be answered on the basis of summarizing the evidence in the system, determining the specific features of the sciences, and studying the experience of various sciences that combine the experience of knowledge.

### Analysis And Results

The analysis of methodological definitions that illuminate and define risk in various disciplines shows that a clear understanding of its goals and tasks is necessary to develop the theoretical foundations of a science. But theoretical riskology has not yet been formed. Since riskology is divided into separate disciplines, there is a noticeable lack of a connecting point. For example, risks in linguistics, economics, history, and pedagogy are very different from each other, and their generalization does not work well. Therefore, it is the need of the hour to develop an integrative approach suitable for all disciplines that identify risk events.

Taking these into account, it is necessary to create the theoretical foundations of risks, taking into account its language, conceptual system, model, suggestions and considerations. Experts in the field of riskology have defined two methodological options of the science of riskology. These are: 1) deductive and inductive; 2) Positional and holistic.

The deductive and inductive approach has a fully developed methodology. But much practical work remains to be done on positional and holistic approaches.

It is worth noting that all 4 methodological options should be covered in a general way in riskology research. Riskological methodological integration is effective if they complement each other in

different activities. The intended goal will be achieved if specific differences are identified in the elimination of risks in accordance with science.

In short, philosophers consider risk to be a situational problem, only a matter of philosophy. Developed by such methodologists as Y. Kimelev, N. Polyakova, I. Johanson, Dj. Serlya, B. Andre, Y. Habermos, M. Hollis, A. Rosenberg, D. Ruben, D. Baybrook in the correct philosophy .

But adopting such a methodology is a difficult matter. The points discussed above show that riskology is a research object of all disciplines, including pedagogy, psychology, social pedagogy, social psychology, physiology, cybernetics, synergetics, anthropology, sociology, logic, and requires the development of a development strategy.

The above-mentioned risk factors have a significant impact on the nature of social relations, some people have a tendency to support internal relations of interests in risk situations and blame themselves for the unsuccessful actions of people who are in a risk situation.

Others believe that their individual actions are promising and sustainable, leaving behind conflict rather than unity and a constant source of conflict. In this case, risk is not seen as a punishment for people's incompetent actions, but as a fate and an opportunity.

It can be seen that the first group shows a high level of unity and solidarity, while those in the second group are characterized by weak communication within the group and a high level of individuality.

Based on these observations, types of individual and group attitudes to risk were developed.

### **Types of attitudes to risk in the educational system**

(Vildavskiy and Dreyk according to)

<b>№ т/р</b>	<b>Types of personality</b>	<b>The main characteristics of the attitude to risk</b>
1.	Hierarchs (rarely encountered in educational settings, more in elementary and high schools; high achievers and well-adjusted students)	Respect for reputation, official organizations, compliance with risk rules and expectations.
2.	Egalitarians (adolescents aged 13-15 who form a "free communication group")	A high level of group cohesion, an intolerant attitude towards outsiders who are at risk. A superficial attitude to accepted norms is a strong belief in the "risk area" as a guarantee of successful activity.
3.	Individualists (leaders of school youth groups who often belong to informal (informal) youth groups outside school; socially successful students with high initial opportunities.	Low in-group alignment, prone to self-directed risk, denying external boundaries, and viewing risk as a belief that reconciles risk and success.
4.	Fatalists (children and adolescents who are	Those who put themselves in the hands of fate,

	difficult to adapt to circumstances)	attribute the appearance of risk to fate, cannot see the possibilities of risk control.
--	--------------------------------------	---

The above-mentioned types of persons create a general idea of the socio-cultural manifestation of personal or group relations in risk conditions, as well as their activity. The established behavioral signs can form the concept of risk management in a social group environment.

In this case, the tendency to uncertainty and the characteristics of the developing, growing age, a deeper feeling of the developing state of uncertainty of students-young people, help to manage the processes of overcoming.

The socio-cultural changes taking place in this research aspect have a two-sided character. First, the adult world is more and more of a youth "cultural icon" - from fashionable to palpable risk-taking behavior.

In this case, the tendency to uncertainty and the characteristics of the developing, growing age, a deeper feeling of the developing state of uncertainty of students-young people, help to manage the processes of overcoming.

The socio-cultural changes taking place in this research aspect have a two-sided character. First, the adult world is more and more of a youth "cultural icon" - from fashionable to palpable risk-taking behavior.

Secondly, "Youth" risks are widely entering the life of "adult environment". The merging of these two interpenetrating worlds (fathers and children) is reflected in specific forms of behavior and thinking in situations of uncertainty. It appears as a heuristic tool of risky behavior and thinking. In this doctrine, risk is considered in the form of methods of measurement and calculation of risk in expectation, preparation, belief, fear, mood and views. However, the level of directed excitement, anxiety, fear, and confidence is precisely measured and calculated.

This approach is conceptually important that it is possible and necessary to manage risks in the environment of schoolchildren. In this process, children and adolescents are one of the subjects of management, because they are, first of all, students who include themselves in traditional risk groups of special importance.

The considered risk aspects are the social group (various etiological characteristics, children and adolescents), as well as certain socio-pedagogical problems (affecting children and adolescents, that is, related to other aspects of social existence risks arising from intimate relationships, social-pedagogical management and minimization of risks, i.e. reducing as much as possible), conducting interdisciplinary research and three private guidelines, i.e. riskology of school children and adolescents, general o Secondary education riskology is a classification of transition riskology. Based on the content of the approaches aimed at determining the existing risk, it can be concluded that the following conditions are considered general for many:

Presence of uncertainty;

The need to choose an alternative;

Opportunities to assess the probabilities for the implementation of selected alternatives;

### **Results of moral self-assessment.**

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.

Continuous education is one of the most important qualities of the social tagosti system, which at first moves from the uncertainty of the spontaneous initial socialization to the socio-cultural socialization in a specific target direction, and then from the known to the uncertainty of the last, new independent life. This two-way transition, in turn, deepens in modern conditions. The reason for this is the social reforms and modernizations carried out in the general education system itself and privately.

In current situations, in the conditions of modernization of the educational system, the risks specific to students are identified as activities in the conditions of transition from the state of uncertainty to the state of certainty.

The social maturity of the young generation, its social growth is reflected in the integration of its social position in the structure of society, as well as in the nature of adaptation of different social groups. This process is called transition in sociology, and the transition to the state of adulthood, different age periods are filled with content that does not have a uniform appearance.

### **Conclusion And Suggestions**

There are several approaches to defining the transition, such as understanding the characteristics of the interaction of students and young people with the social period and the events that occur during the transition to adult life, their typical symptoms. As the basis of the transition, the transfer of more students-young people to the field of labor is preferred.

In the everyday imagination of a young person, transition is expressed as striving and achieving the position and status of one's parents, older brothers or friends. Achieving success creates a sense of satisfaction and becomes an incentive that allows you to further improve your status. Failure to realize life plans leads to depression and, in many cases, the wrong search for life and self-determination. It should be noted that reaching the desired position and looking for alternative ways is associated with risk.

### **Used References**

- [1] Абрамова И.Г. Педагогическая рискология: Монография. М., 1995.
- [2] Абрамова И. Г. Риск в профессии учителя. СПб.: Образование, 1994. 56 с.
- [3] Абрамова И.Г. Теория педагогического риска [Текст]: автореф. дис. ...д-ра пед. Наук: 13.00.01. / И.Г.Абрамова; РГПУ им.А.И.Герцена. СПб., 1996. <http://www.lib.ua-ru.net/diss/cont/184603.html>
- [4] Антонова Л.Н. Педагогическая рискология. // Проблемы современного образования, 2010, №4.
- [5] Беляев Е.И. Рискология в философской перспективе. //Известия Саратовского университета. Нов.серия, 2013. Т.13. Сер.Философия. Психология. Педагогика. Вып.1.

- [6] Низиков М. А. Проблема оценки педагогических рисков в системе российского образования // Мир образования - образование в мире. - 2012. -№ 1 (45). - С. 130-139.
- [7] Соболева, О.Б. Педагогические риски обучения обществознанию на основе использования личного социального опыта учащихся// Преподавание истории и обществознания в школе. - 2005. - N 6. - С. 34-39.
- [8] Meyliyeva N.G. (2023) “Ways of Forming Self-assessment Competece in Future” Educators Eurasian Journal of Learning and Academic Teaching Volume 20 May 2023, 14-15
- [9] Otamurodova S. (2023) “The Role of Ethno-Pedagogic Traditions in the Education of Students” Journal of Pedagogical Inventions and Practices 11-03-2023, 47-49
- [10] Norqobilov, M. (2020). PHILOSOPHICAL AND LOGICAL ANALYSIS OF SOPHISTIC THINKING IN THE WORK “SHARH AL-AQEED ANNASAFI” BY THE GREAT THINKER SADEDDIN TAFTAZANI. *The Light of Islam*, 2020(3), 133-140.
- [11] Norqobilov, M. X. (2020). Philosophical interpretation of socio-political issues in Sa'deddin Taftazani's “Sharh al-aeed”. *EPRA International journal of Research & Development (IJRD) Monthly Peer Reviewed & Indexed International Online Journal ISII. F. Value*, 1, 176-179.
- [12] Norqobilov, M. X. (2022). SA'DUDDIN TAFTAZONIYNING “SHARH AL-AQOID” ASARIDA “ISHBOSHILARGA ITOAT” MASALASI JAMIYAT BARQARORLIGINI TA'MINLASHNING MUHIM OMILI SIFATIDA. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(1), 865-873.
- [13] Norqobilov, M. (2021). THE NOTIONS OF FREEDOM OF THE WILL AND ETHICAL (MORAL) CHOICE IN THE WORK “SHARH AL-AQEED” OF SADEDDIN TAFTAZANI. *The Light of Islam*, 2021(1), 71-81.
- [14] Norqobilov, M. X. (2022). SA'DUDDIN TAFTAZONIYNING “SHARH AL-AQOID” ASARIDA “ISHBOSHILARGA ITOAT” MASALASI JAMIYAT BARQARORLIGINI TA'MINLASHNING MUHIM OMILI SIFATIDA. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(1), 865-873.
- [15] Norqobilov, M. K. (2022). Freedom of Will and Moral Issues in the Views of Sa'uddin Taftazani in a Historical Context. *International Journal of Early Childhood Special Education*, 14(6).
- [16] Norqobilov, M. X. (2020). THE IMPORTANCE OF SOCIAL ENVIRONMENT OF TEMUR AND THE TEMURIANS PERIOD AND THE PERIOD HE LIVED IN THE SCIENTIFIC WORK OF SA'DUDDIN TAFTAZANI. *Theoretical & Applied Science*, (3), 319-322