

Pedagogical conditions for the formation of a risk culture among future primary school teachers

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Abstract: The article focuses on the pressing issue of developing a risk culture among future primary school teachers. In today's dynamic world, the ability to make informed decisions in uncertain conditions is a key competency for educators. This article analyzes existing approaches to teacher training, identifies gaps, and proposes ways to address them. The authors justify the need to develop a risk culture among future teachers and develop a set of pedagogical conditions to foster this competency. These conditions include the use of interactive teaching methods, project-based learning, and organizing pedagogical practice in conditions that require independent decision-making, creating a safe learning environment, and incorporating elements of non-standard situations into the learning process. The authors also offer specific recommendations for improving curricula and teaching materials aimed at developing a risk culture among future teachers. The novelty of the research lies in the development of a comprehensive model for developing a risk culture. The results of the study can be used to improve teacher-training programs and enhance the quality of education.

Keywords: Risk culture, pedagogical conditions, future teachers, primary school, innovative teaching methods, professional competence, pedagogical practice.

Introduction: In today's educational landscape, it is imperative to cultivate in prospective elementary school teachers the ability to analyze and manage risks. A risk-oriented mindset necessitates a knowledge base and skill set that enables individuals to anticipate potential hazards and effectively mitigate them. This paper delves into pedagogical conditions that foster the development of a risk-aware culture among pre-service teachers preparing to educate young children.

The problem of developing a culture of risk among future primary school teachers is relevant in the context of modern educational realities. Modern society is characterized by increased dynamism and uncertainty, which requires teachers to be able to make informed decisions under risk conditions. Despite the significance of this problem, the question of the pedagogical conditions for the formation of a culture of risk among future primary school teachers remains insufficiently studied. Risk-oriented competence of a prospective teacher is a comprehensive quality that ensures the success of innovative activities in

education. It empowers educators not only to anticipate potential challenges and obstacles but also to develop effective strategies to overcome them. This competence is rooted in a deep understanding of pedagogy, psychology, and management, as well as well-developed skills in analysis, forecasting, and decision-making under uncertainty [3. p. 3].

Educational riskology is an interdisciplinary field that integrates pedagogy, psychology, philosophy, sociology, and cultural studies to foster a deep understanding of and ability to manage risks within educational contexts. It equips educators with the tools to effectively address complex professional challenges and enhance the quality of the educational process.

Early studies of risk were dominated by the notion that risk is an inevitable part of the human experience. People sought to understand how to predict and prevent the negative consequences of risky actions, but their perceptions of risk were heavily influenced by cultural and historical factors.

Individuals respond to risk and its consequences in

vastly different ways. Some tend to strengthen social bonds in times of uncertainty, attributing failures more to external circumstances than to those involved in risky situations. Others, however, believe in the power of individual effort and competition, which can lead to conflict and reduced solidarity. For the latter, risk is often seen as a game or challenge rather than an inevitable evil [2. p, 27].

LITERATURE REVIEW

In existing studies of pedagogical culture, the emphasis, as a rule, is placed on such aspects as professional competence, pedagogical skill, and teacher's value orientations. However, the issue of developing a risk culture among future teachers is considered only fragmentarily.

Most studies are devoted to the study of general pedagogical conditions for the formation of professional competence of future teachers. At the same time, the specific conditions for the formation of a risk culture remain beyond the attention of researchers. Some works touch on the problem of developing readiness among students of pedagogical universities to make decisions under conditions of uncertainty, but these studies are not directly related to the formation of a culture of risk.

Risk competence represents a comprehensive set of skills and knowledge required by technosphere safety professionals to effectively manage risks. This includes the ability to identify potential hazards, evaluate their associated risks, and develop and implement strategies to prevent or mitigate them [6. p, 102].

Contemporary educators often face a shortage of psychological tools necessary to maintain both their own emotional well-being and that of their students. Insufficient psychological training leads to increased stress, burnout, and, consequently, a decrease in the effectiveness of teaching. It's crucial to understand that working with children requires not only a deep understanding of psychology but also personal maturity that enables one to remain calm and composed even in the most challenging situations [5. p,31].

As N.N. Askhadullina rightly points out, adhering strictly to the principle of scientific rigor ensures that students acquire accurate, evidence-based knowledge that fosters critical thinking. In the context of developing risk competence, this means that learners should be exposed to objective scientific data, theories, and concepts related to educational risk management. Such an approach not only equips future educators with a clear understanding of risks in education but also

cultivates their ability to think innovatively.

METHODOLOGY

The role of pedagogical practice in cultivating the pedagogical culture of future foreign language teachers remains under-explored in academic research. This study aims to identify the key objectives of pedagogical practice, its significance in teacher education, and the essence of "pedagogical culture". It also seeks to clarify the concept of pedagogical practice itself [7. p, 532].

To achieve these goals, the following research methods will be used:

- Analysis of scientific literature;
- Theoretical analysis;
- Comparative analysis;
- Survey;
- Questioning;
- Experiment

The proposed process model for developing risk management competence among future primary school teachers has been designed in accordance with modern educational requirements. It incorporates key components that facilitate the acquisition of essential knowledge and skills. This model encompasses the entire training process, starting from foundational elements (such as subject knowledge, methodological training, and personal qualities) and culminating in the integration of acquired competencies into practical application.

Alpatova's research methodology was a blend of theoretical and empirical strategies. She used historical, comparative, and retrospective analyses, as well as modeling techniques to frame her research. The empirical component relied on prolonged observations in educational settings, standardized tests, and assessments of students' professional and personal qualities. The study adhered to the principles of systematicity, comprehensiveness, and functionality, ensuring the reliability and relevance of the findings [1. p,2].

The process model not only outlines the stages and components of competence development but also highlights the interplay of various educational environment elements that contribute to the effective development of skills in risk analysis and management. This model serves as a foundation for a systematic approach to preparing future teachers, ensuring high-quality pedagogical education and readiness for professional challenges.

Table 1. The Process of Cultivating Risk-Based Competence in Prospective Teachers for Innovative Activities

Process Stage	Components/Activities	Purpose	Result
1. Initial components	Disciplinary knowledge Methodological training Individual qualities	Lay the foundation for further development	Basic knowledge and skills
2. Educational environment	Theoretical training, Practical classes, Research activities, Extracurricular activities	Create conditions for developing competencies	Expansion of knowledge, development of practical skills
3. Skill development	Risk analysis and assessment, Informed decision making, Innovation process management, Creativity and adaptability	Development of key competencies	Formation of the ability to analyze, make decisions and manage
4. Application in practice	Implementation in practice, Reflection and adjustment of actions, Evaluation and analysis of results	Consolidation of theoretical knowledge and skills	Development of practical skills, formation of professional experience
5. Final results	Development of riskological competence, Preparedness for innovation, Professional adaptation and improvement	Formation of a highly qualified specialist	Ability to innovate, successful professional adaptation

Model Explanation:

Initial Components:

Encompasses foundational knowledge and skills acquired by prospective teachers during their training. This includes subject matter expertise, pedagogical training, and individual qualities.

Educational Environment:

The learning environment encompasses theoretical and practical classes, research activities, and extracurricular events. A crucial aspect is the integration of various activities to ensure students' holistic development.

Skill Development:

This stage involves developing key skills such as risk analysis and assessment, informed decision-making, innovation management, as well as fostering creativity and adaptability.

Practical Application:

Prospective teachers apply their acquired knowledge and skills in practice, engage in reflection and adjustment of their actions, and evaluate and analyze the outcomes of their work.

Results:

The outcome is the development of risk-based

competence, preparedness for innovative activities, and professional adaptability, which contributes to the future teachers' successful professional careers.

RESULTS

The study identified several key pedagogical conditions that facilitate the development of risk culture among future primary school teachers.

1. Incorporating riskology courses into the curriculum. Student surveys revealed that subjects related to risk analysis and management help develop skills necessary for anticipating and adequately responding to potential risk situations.
2. Practical classes and simulations. Conducting practical classes, including simulations and role-playing, proved to be an effective method for teaching students how to manage risks in a controlled environment. Participants noted that such activities help them better understand the nature of risks and ways to mitigate them.
3. Methodological seminars and training sessions. Regular methodological seminars aimed at enhancing the qualifications of both teachers and students contribute to a deeper understanding of risk management methods and the exchange of best practices.
4. Integration of reflective practice. Introducing systematic reflection into the educational process has helped students better understand their actions and their consequences in risky situations. This also fosters the development of critical thinking and self-assessment skills.
5. Collaboration and teamwork. Educational projects and assignments requiring teamwork have helped students develop skills in collective analysis and decision-making in uncertain conditions. Collaborative work has facilitated the exchange of knowledge and experiences, as well as improved communication skills.

The study's findings confirmed that a comprehensive approach to developing a risk culture, which includes theoretical education, practical exercises, methodological seminars, and reflection, effectively nurtures the necessary skills and competencies in future primary school teachers. These pedagogical conditions lay the foundation for successful professional activity in a modern educational environment where risk management skills play a crucial role.

DISCUSSION

The study's findings indicate the necessity of establishing a comprehensive system of pedagogical conditions to cultivate a risk culture among future primary school teachers. Integrating riskology courses,

conducting practical exercises, and organizing training sessions enable students to develop the essential knowledge and skills required for effective risk management. The development of reflective skills enhances students' ability to independently analyze and assess risks, which is particularly crucial in the context of contemporary educational processes.

CONCLUSION

Cultivating a risk management culture among future primary school teachers is a crucial aspect of their professional training. In the current educational landscape, where change and uncertainty are commonplace, teachers must not only possess deep knowledge and skills in their subject areas but also the ability to analyze and manage risks. This capability is essential for creating a safe and productive learning environment that fosters student development.

A comprehensive system of pedagogical conditions, which includes courses on risk management, practical exercises, and training sessions, as well as the development of reflective skills, plays a pivotal role in the preparation of future educators. Risk management courses provide students with essential theoretical knowledge, helping them understand the principles of risk analysis and management. Practical exercises and training sessions allow students to apply this knowledge in practice, reinforcing skills and building confidence in their ability to manage risks effectively. Special emphasis is placed on developing reflective skills, which enable future teachers to analyze their actions, understand their consequences, and make necessary adjustments to their pedagogical approaches.

A risk management culture is built on critical thinking, self-assessment abilities, and the capacity to make well-founded decisions in uncertain situations. These qualities are essential components of a teacher's professional competence, enabling them to respond effectively to various challenges and problematic situations. As a result, teachers with a developed risk management culture can create more flexible and adaptive learning environments, positively influencing the quality of education and upbringing.

Thus, fostering a risk management culture in future primary school teachers not only enhances their professional skills but also contributes to the overall improvement of educational quality. Teachers equipped with risk management skills can more successfully adapt to changes, implement innovative methodologies, and create conditions for the holistic development of their students. Therefore, integrating risk management components into the educational programs of pedagogical universities is a priority task

aimed at preparing highly qualified and competent specialists.

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