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### DEVELOPMENT OF RISKOLOGICAL COMPETENCE AMONG PROSPECTIVE TEACHERS WITHIN CONTEMPORARY EDUCATIONAL PARADIGM

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#### Abstract

This article examines issues related to developing riskological competence among prospective teachers within contemporary educational paradigms. It highlights the importance of equipping future educators with skills necessary to identify, assess, and manage risks effectively in an increasingly complex and uncertain environment. The study discusses various strategies aimed at fostering this competency through targeted training programs, practical exercises, and collaborative learning experiences. Furthermore, it emphasizes the need for reforming teacher education systems to ensure that graduates are well-prepared to navigate modern challenges successfully.

**Keywords:** Riskological competence, teacher education, contemporary educational paradigms, risk management, pre-service teachers, professional development, curriculum enhancement, mentoring programs, technology integration, uncertainty and unpredictability.

In today's rapidly changing world, the role of teachers has evolved significantly. With globalization, technological advancements, and societal transformations, educators face new types of risks and uncertainties. These include health crises like pandemics, cybersecurity threats, social inequalities, and other unpredictable



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events. Consequently, there is a growing demand for teachers who possess not only subject-specific knowledge but also advanced risk management capabilities. The concept of “riskology” refers to the systematic study of risks and their impact on individuals, organizations, and societies. In the context of education, riskological competence involves understanding potential hazards, assessing their likelihood and severity, and implementing preventive measures or mitigation strategies. This skillset enables teachers to create safer learning environments while promoting resilience among students.

However, despite its significance, the development of riskological competence remains underdeveloped in many countries, including Uzbekistan. Therefore, addressing this gap requires concerted efforts from policymakers, academics, and practitioners alike.

### **Literature Review**

Several studies have explored different aspects of riskological competence in teaching contexts. For instance, Ulrich Beck's seminal work "Risk Society" argues that modernity itself generates unprecedented levels of uncertainty and danger, necessitating novel approaches to managing these risks (Beck, 1992). Similarly, researchers such as Charlene Latimer emphasize the critical role played by teachers in preparing students for an unpredictable future (The Future of Risk Management in Education, 2015).

Moreover, empirical evidence suggests that effective risk management can enhance both student outcomes and institutional performance. Studies conducted by Nazirahmat Mursalimov demonstrate how digitalization impacts teacher competencies, highlighting the necessity of incorporating risk assessment techniques into pre-service teacher training (Formation of Teachers' Competences in the Context of Digitalization, 2019).



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Despite these insights, existing literature reveals several gaps concerning the integration of riskological principles into mainstream pedagogy. Specifically, few initiatives focus explicitly on enhancing teachers' capacity to deal with emergent risks systematically. Addressing this deficiency will require innovative solutions tailored to local needs and circumstances.

### **Methodology**

To investigate the current state of riskological competence among prospective teachers in Uzbekistan, we employed mixed methods research design combining quantitative surveys and qualitative interviews. Participants included final-year undergraduate students enrolled in teacher preparation programs across three major universities nationwide.

Data collection instruments consisted of standardized questionnaires measuring participants' self-reported abilities regarding risk identification, evaluation, prevention, and response. Additionally, semi-structured interviews were conducted with selected respondents to gather deeper insights into their perceptions about risk-related challenges faced during their academic journeys.

Preliminary findings indicate significant variations between institutions regarding curricular emphasis placed on risk management topics. Some departments offer specialized courses focusing exclusively on crisis preparedness, whereas others integrate relevant concepts sporadically throughout general coursework. Overall, however, most trainees reported feeling inadequately equipped to handle high-stakes situations requiring quick decision-making under pressure.

These preliminary results underscore the urgent need for systemic reforms targeting improved instruction quality vis-à-vis riskological competencies.



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### **Results and Discussion**

Our analysis yielded four key themes reflecting areas where improvements could be made:

**Curriculum Enhancement:** Incorporating more explicit content related to risk analysis, contingency planning, emergency protocols, etc.;

**Professional Development Opportunities:** Providing ongoing workshops/seminars focused specifically on honing risk management acumen;

**Mentorship Programs:** Establishing mentorship schemes pairing experienced faculty members with novice instructors seeking guidance/advice;

**Technology Integration:** Leveraging digital tools/apps designed expressly for simulating risky scenarios and testing learners' responses thereto.

Addressing each theme individually would contribute substantially towards strengthening overall readiness against unforeseen adversities confronting schools worldwide.

Nevertheless, certain limitations must also be acknowledged. Firstly, our sample size was relatively small compared to total enrollment figures within participating institutions. Secondly, cultural factors unique to Uzbek society might influence individual interpretations of what constitutes acceptable versus unacceptable levels of exposure to perilous conditions. Lastly, further longitudinal investigations spanning multiple cohorts may provide additional clarity regarding long-term effects associated with enhanced riskological proficiency.

### **Conclusion**

As highlighted earlier, cultivating robust riskological competencies among aspiring educators represents a pressing concern given rising complexity characterizing today's classrooms globally. By embracing proactive measures outlined above-curriculum revisions, continuing education opportunities,



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mentoring networks, tech-driven simulations-we stand poised to equip tomorrow's leaders better than ever before. Ultimately, achieving sustainable progress hinges upon collective commitment from all stakeholders involved, ensuring no child gets left behind amidst mounting volatility enveloping twenty-first-century schooling landscapes.

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