

Psychological Approach To Riskology

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Abstract. *In modern riskology, a certain amount of research experience has been accumulated on risk issues. Therefore, first of all, it is necessary to classify theoretical approaches in order to determine the definitions of the main features of riskology. To do this, it is expedient to refer not only to the social, but also to the economic, cultural and statistical features of the studied phenomena.*

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Understanding the content of a risky situation allows the subject to “solve” the risk by choosing or using one of the available alternatives, i.e., encourages the risk to take action. This can be achieved under full or sufficient capacity area conditions, and determining the level of risk in such conditions through the proportionality of the probabilities of winning or losing increases the reliability of the risk assessment level.

This action means that the risk is motivated because the risk is focused on the predominance of the situations in the activity. If the possibilities are uncertain, if it is not possible to determine the probabilities, i.e. if the utilization rate of the event is low in the current situation, non-motivated risks arise.

The process of teaching design, within which teaching is being planned before its classroom application, includes an account of factors that influence the effectiveness of teaching. The teacher within the access of various scientific fields can draw information on each factor separately. In this way, the analysis of "risk in teaching" is a distinct interdisciplinary process. Under these conditions, risk is defined as a situational view of activity when the uncertainty consists of failures that result in failure. Uncertainty in exiting a risky move does not imply uncertain situations of risk, but rather suggests that success has a probabilistic nature that depends on the level of specific opportunities. An approach that sheds more on the individual-personal description of activity has shown widespread application in psychology, and the concept of risk has three interrelated meanings in psychology:

- Risks in the scale of the expected discomfort of operational failure;
- Risks of attempting to lose an entity in one way or another;
- The choice of action between the two options is less attractive but reliable, more attractive but less reliable risks.

The advantage of this approach is that it builds empirical confidence in the impact of management and the ability to apply it in practice, as well as supporting students in the social sphere.

In the second half of the twentieth century, in the context of "secondary" modernization and industrialization (industrialization) in developing countries, risk has become an integral part of modernity.

In the 60s of the XIX century, risk became neutral only because it was the subject of specific sciences and became the object of interdisciplinary research and gained the status of a general science concept, began to spread in the field of education.

Irrespective of the area of risk occurrence, i.e., in the field of technology, economic activity, education, or individual behavior, its genesis has been associated with a state of uncertainty.

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

In general, uncertainty is defined as a category whose characteristics are explained by:

- The realization of multifaceted opportunities (in the initial state of the process and its development);
- The existence of a relationship in the interactions between the properties and state of events (its product is the absence of distinct boundaries between them).

Ultimately, risk began to emerge as a way to resolve risk uncertainties, turn them into reality, and resolve conflicts in the course of multivariate events.

The globalization of technological risks in the late twentieth century has required the development of new ways of thinking, understanding and the introduction of universal ethical and humanistic directions in modern pedagogical riskology.

Thus, knowledge of rationalization factors and risk tolerances has increased interest in the socio-cultural basis of risk.

There are many social changes taking place in society today that are encouraging young people to face

new social conditions. The patterns of socialization inherent in the parents of today's youth are of a different importance. In this regard, today's young people are radically different from the older generation in terms of their activities and social experience.

The change in the structure of social relations encourages the "younger" generation to establish intensive contacts with new social intermediaries, such as the market, relations with the employer, employees, commercial services (education).

Young people's interest in education, professional activity, critical assessment of their financial situation, full employment to achieve their desired potential are constantly increasing, such as reading, studying, researching, taking risks when necessary to innovate.

Novelty, innovation is associated with innovative risk. As the period of growing up in youth passes, this leads the young person to deny past experiences when it comes time for self-affirmation. But it is important to keep in mind that if self-affirmation, the attainment of a higher position, occurs through denial, it can lead to positive or negative consequences. Teachers take "teaching decisions" both during the preparation and the course of Successful preparation, however, requires an analysis of the overall teaching process regarding probable "risk in teaching" factors. Risk analysis in teaching is a complex process that takes into account a number of factors included in the teaching design procedures. Therefore, "risk in teaching" management is a part of teaching design based on information and data provided by "risk in teaching analysis", aiming at reducing or, if possible, avoiding any negative effects on learning outcomes.

In modern riskology, a certain amount of research experience has been accumulated on risk issues. Therefore, first of all, it is necessary to classify theoretical approaches in order to determine the definitions of the main features of riskology. To do this, it is expedient to refer not only to the social, but also to the economic, cultural and statistical features of the studied phenomena. This creates an opportunity to perfectly analyze the scientific concepts used in the development of the research direction, to realize their internal interrelationships and interdependent features.

In the scientific literature, theoretical and conceptual approaches to risk problems are considered in the context of a comprehensive modern social context, which is very important in a comprehensive analysis to determine all the factors, their diversity, to shed light on the objective content and nature of risk.

When considering the essence of pedagogical risk as socio-economic and psychological phenomena, it is worth noting the views of modern Russian society. It is a society where risk has not become a daily, normal situation, it does not fall within the scope of the stable characteristics of the "lifestyle" and is therefore dangerous and destructive. At the same time, children, adolescents, have fallen into the shell of social space (crisis), and the events that have covered the spiritual, political, economic spheres of public life over the past twenty-five years are characterized by uncertainties. Thus, the threat of pan-European modernized adolescents and young people intensified and socialized in the 1990s, along with the appearance of a specific crisis.

This is compounded by the usual setbacks inherent in the social crisis, which affected 70 percent of the country's population as a result of the socio-economic coup.

The clear content of the risk stems from the activities that arise as a result of the need to overcome the numerous risks that await travelers, traders, to prevent constant risks to the lives of others, trade activities, to overcome them. These situations, which occur as a result of vital needs, give the concept of "risk" the meaning of danger, intimidation. According to researcher D. Lupton, it means protecting oneself from natural disasters, various epidemics, human losses, and dangers.

The word "risk" in Russian comes from the Spanish and means "rock", "reef" and is associated with 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 risks in nature can be assessed and controlled using scientific methods. However, the human factor at risk was seen more as protection from risk or by joining risky activities and winning. According to their relationships, individuals fall into two categories: those who try to avoid risky situations and those who are prone to risk. If some prefer safe options, avoid risky situations, while others seek to cover the potential benefits, the costs incurred.

Later, more precise mathematical methods began to be used in risk measurement. The initial 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. These facts show the importance of pedagogical risk, the need to update its theoretical foundations and improve the risk management system for the rational use of pedagogical risk in practice.

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