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IV. PROFESSIONAL SKILLS OF AN EXPERT AND THEIR MODELLING



RISK MINIMIZATION OF TEACHERS' PROFESSIONAL ACTIVITY TRANSFORMATION IN AN EDUCATIONAL ESTABLISHMENT

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Summary. The article deals with the risk-orientation issue in the teachers' professional activity transformation in an educational establishment. It describes ways to minimize and compensate the potential risks of teachers' activity transformation.

Keywords: teacher's professional standard; teachers' professional activity; transformation of teachers' professional activity.

Modern Russian educational reforms are aimed at teachers' professional activity transformation, improving the educational achievements and bringing the level of education to international. The central figure of the reforms is the teacher. The teacher's professional standard was issued in 2013 [4], has been procrastinated several times and not been implemented so far. However, we believe that a certain standard implementation is already possible in educational establishment, if to consider the productive experience of teacher's professional activity standardization in foreign countries. As some of them successfully introduced the teacher's professional standards in their countries, achieved and still hold leading positions in the ratings of international procedures for assessing the quality of education [5].

In this context, it becomes topical to consider the teachers' activity transformation in a risk-oriented way. The approach allows mobile adaptation and transformation of activities based on potential threats and possible losses of resources, coordination and respond in a timely manner to the needs and deficits of the internal conditions of an educational establishment, ways and means of minimizing and compensating them.

Historically, the term "risk" dates back to sea trade and means dangers, threats or losses from natural disasters [3, p. 141]. In general, at that time risk was directly related to the concept of *safety*. With the beginning of the industrial revolution and the development of civil society, the concept of risk enters the social spheres of a person and related to the degree of *probability* of an event or activity in professional life. [1, p. 25]. In the second half of the XX century, risk becomes a general scientific term and an integral part of the modern world [1, p. 26]. At the time it means *uncertainty*. However, in the age of technological globalization the meaning of the risk concept is actualized and gets geographic,

political, cultural and other aspects [2]. The role of a person is considered the main one. It gets the meaning of *subjectivity*, implying the analysis and control of potential risks and possible threats.

Chronological retrospective of the risk concept allows to identify and list its characteristics which are relevant to the present day. They are presence of uncertainty, inevitability of choice, predictive evaluation of possible alternatives and subjective analysis of the result. Listed above risk characteristics are becoming particularly topical in the rapidly changing circumstances these days. Based on the teacher's professional standard requirements and principal risk characteristics in this paper we go along with V. Y. Shkurko's definition of a risk as "the probability of a danger to a subject (group of subjects) in the future as a result of it (them) performing any purposeful action to use opportunities" [6, p. 64].

On that basis, we defined six groups of risks of teachers' professional activity transformation in an educational establishment in the frame of its standardization. *Strategic risks* are based on changes in the current legislation requirements, competitive advantages of the educational establishment – its environment, social and current conditions, etc. *Economic risks* are related to the financial issues, such as lack of funding and budget cuts, lack of allocations to provide emergency needs for the functioning of an educational establishment, etc. *Informational risks* are based on the level and degree of information reliability for all the participants in education – students, teachers, parents, as well as getting their constructive feedback. *Personnel risks* are the key risks of a teacher's professional activity transformation and deal with the content, organizational and methodological activities of a teacher in an education establishment. In case of poor and inefficient work with pedagogical personnel it may cause other risks of the further functioning and development of an educational establishment. Image-related risks concern the discordance between the image positioned by the educational establishment and the image accepted by the public and stakeholders (parents and students). *Digital risks* are among the most relevant, as they are directly related to the implementation of the digital economy in our state. Nevertheless, we have to remember that digital opportunities entail digital difficulties, such as risks of breakdown of equipment, continuous updating of software and hardware, confidentiality of data processing, etc.

Having analyzed the possible risks of a teacher's professional activity transformation in an educational establishment, we tried to find ways to overcome or minimize them (see Table 1).

Table 1.

Risk characteristics and ways to minimize them

Risk description	Ways to minimize
<i>Strategic risks</i>	
Changes in the current legislation requirements of the Russian Federation	Promptness of making changes to the current educational establishment papers
Lack of teachers' professional activity transformation support	Working out the package of accompanying documents – local regulatory and instructional acts
<i>Economic risks</i>	
Lack of education establishment funding	Funds reservation, organization of supplementary paid educational classes
Lack or inappropriateness of the material and technical base	Применение цифровых инструментов свободного доступа.
<i>Information risks</i>	
Misunderstanding of the goals and content of the teacher's professional standard	Promotion of openness and accessibility of information field
Excess of current educational establishment papers	Schedule or timeline of teachers' professional activity transformation
<i>Personnel risks</i>	
Teacher's denial to follow new requirements of the teacher's professional standard	Informing, studying the requirements of the teacher's professional standard, working in the form of active practices
Dismissal, outflow of qualified personnel	Creating conditions for teachers' value – participation in expert groups of the State Exam, peer-to-peer training, mentoring practices
Teachers' professional degradation	Introduction of practices for the prevention of professional teachers' burnout and tiredness
Lack of digital practice	Purposeful teachers' training in the use of digital resources
<i>Image risks</i>	
Disunity of the teaching staff	Conducting events on a productive atmosphere, educational organization values
Lack of material, technical, methodological, digital and other resources of an educational establishment	Signing network cooperation agreements with professional educational establishments and software organizations, IT cubes,

Risk description	Ways to minimize
	conducting classes on their platforms
<i>Digital risks</i>	
Personal data breach	Setting regulations and circle of people to access educational digital platforms of an educational establishment
Overestimation of digital resources and underestimation of the teachers' educational role	Students and teachers' training to use digital resources

As we can see, the risk-oriented approach actualizes the uncertainty impact on the set goal achievement and makes transformation possible – from weak conditions into the strong ones, precisely from a risk into a chance. We suppose that very approach helps achieve setting goals, identify possible opportunities and potential threats, and in general, allow to increase effectiveness of teachers' professional activity transformation in the frame of its standardization.

Thus, we get the opportunity to identify advantages of predictive conclusions of potential risks and finding possible ways to minimize, compensate, and, if possible, eliminate them. As we can see, in the risk-based approach context, the level of forecasting of direct and indirect threats, possible risks and potential opportunities of an educational establishment increases when following the requirements of the teacher's professional standard in the Russian Federation.

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