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Students' Opinions on the Risks in Education

Valentina E. Musina, Marina A. Sergienko, Svetlana B. Shatokhina and Tatyana V. Sulima
Belgorod State University, 85 Pobeda St., 308015 Belgorod, Russia

Abstract: This study focuses on the risk of a problem as a new paradigm of social development. The objectives of the study include: to analyze the essence of the concept of "risk" and the specific risks arising in the field of education, to identify their main types; determine the socio-cultural and anthropological aspects of the impact of these risks on the formation of different life strategies of students. The researcher draws the reader's attention to the absence of a single general scientific approach to the analysis of the concept of "risk" and describes the various aspects of the consideration of the problem, existing and developing in science: realistic, sociological, socio-cultural, ontological and anthropological.

Key words: Information society, risk, risk education, sociological, ontological, anthropological approaches, questionnaires, focus group discussion

INTRODUCTION

Education most important social institution designed to address the key problems of society and to ensure its mechanisms of cooperation, adaptation, assimilation.

According to the purpose, this sphere of human life is designed to educate the human in man, filling it with values and meaning. This is especially true in today's information society. The acceleration of social change, the swiftness of scientific and technical progress, changes in the interaction with the environment of society on the one hand, enhance human capacity and on the other-threatened society with their negative consequences. The activities of modern man more associated with such phenomena as the randomness and uncertainty. Society constantly generates risks which become dominant unavoidable aspect of social production. Principally unavoidable and increasing the risk scale-global social problem needs a comprehensive theoretical and practical learning. For this reason, the scientific risk analyzes relevance acquired special importance in a society where it has penetrated into all spheres of life, including education (Adam *et al*., 2000).

In this study, we attempt to provide a brief description of the risk of a new paradigm of social development, its causes and consequences; analyze the nature and specificity of the risks arising in the field of education, to identify their main types; determine the socio-cultural and anthropological aspects of the impact of these risks on the formation of different life strategies and the needs and capabilities of students.

MATERIALS AND METHODS

Currently has not developed a unified scientific approach to the analysis of the concept of "risk". Given the above, we believe that students' opinions about the problems of risk in education and other spheres of activities is very important. The realistic aspect of the study was used in economic and legal sciences, to determine the nature of risk and determine the time of its occurrence and the problems of calculating the consequences (Mae, 2001; World Economic Forum, 2014). No part of sociological aspect, formed mainly on the basis of the philosophical sociology that involves the study of the risks of modernity in a broad channel-like phenomena of social reality that already has a lot of concepts but there is still no unified conceptual framework (Beck, 1992). The ontological dimension is aimed at analyzing the risks of modernity which associated primarily with the phenomenon of technology. But the problem is only the consideration of a triangle: the man-machinery-being. (Heidegger, 1979), the ontological dimension. The anthropological aspect is based on the understanding that the development of the global reality the crucial role played by phenomena and processes on the anthropological level.

The above-mentioned aspects of the review, identified research methods: theoretical analysis of

Corresponding Author: Valentina E. Musina, Belgorod State University, 85 Pobeda St., 308015 Belgorod, Russia

Table 1: Data about yeas of education and the faculties of respondents-students of BelSU, enrolled in undergraduate

Faculty	Year of study	Respondents (people)
The Historical-Philological Faculty	2nd	40
	3rd	42
	4th	38
Faculty of Foreign Languages	1st	65
The Institute of Ontercultural	2nd	57
Communication and International Relations	3rd	39
	4th	25

philosophical, sociological, anthropological and pedagogical research; synthesis, comparison, grouping, systematization; practical-written survey; mathematical and statistical data processing, clustering, analysis and theoretical interpretation.

In addition, we used a method common in sociology the method the focus group. Focus group discussion of the problem of risks in the sphere of education; promotes better understanding by the respondents of the research problem; contributed to the emergence during the discussion of new ideas. This allowed the researcher to be included in the discussion, directly considered opinions of participants of focus groups on the issue and to obtain enough information about their attitudes, feelings; language.

During the pilot survey used questionnaires open and closed to establish the borders of the problem field, perceived by the students. Surveyed nearly 300 students enrolled in bachelor courses at the Belgorod State University (BelSU (Table 1).

The representativeness of the sample was determined by the above-mentioned differences on faculties and years of study (Table 1). The selection of the experimental groups was also used structural identification method (a group of the students was a micro model of the general population). The survey involved students of History and Philology; Faculty of Foreign Languages Pedagogical Institute, the Institute for Intercultural Communication and International Relations BelSU.

RESULTS AND DISCUSSION

The origin of the concept of "risk" which has become one of the key characteristics of modern society is the subject of scientific debate. According to one version of this concept comes from the French "risque" and the Italian "risico"-"foot of the mountain" from Here to risk is "to maneuver between the rocks" which in principle reflects the risk status of the person.

Originally, this concept had more of a sense of the sacred, meant "fate", "luck" and was associated in the minds of men with the divine will. Later it was associated with danger, mainly caused by natural disasters.

Since, the second half of the twentieth century modern society as a whole qualifies as a 'risk society" (Beck, 1998). In the researches by Beck (2005), the risk is seen as the result of modernization in the transition from industrial society to risk society in which risk becomes a determining factor of the social environment. Giddens (1991a). Developing this concept analyzes the risk as an element of globalization processes. Luhmann N. refers to the ontological foundations for the study of risk and raises the issue of the relationship of risk and rationality (Luhmann and Norman, 1973).

The concept of "risk" in the modern sense appeared in the philosophical discourse recently but very quickly came to be regarded as a generalization of category that is comparable to such categories as "meaning", "value", "freedom", "personality" (Skorodumova, (2013). As mentioned above, still has not developed a unified scientific approach to the analysis of the concept of "risk". Because of this there is a need for integral approach to the phenomena of risk that would unite completely compatible with each other from different directions. Belyaev (2013), thinking that such an approach can be philosophical in the article about the problems of riskology (Belyaev, 2013). The researcher emphasizes that philosophy sees in the risk of the problem: it looks at risk through the eyes of ontology, epistemology and morality. The risk is ontological object is there a approach to knowledge and a subject with significant regulatory potential. It cannot be ignored and it is not yet understood.

Consider the different characteristics of the phenomenon of risk. In the framework of the sociological concept of risk is now regarded as a potential possibility of some danger, the possibility of some bad event or undesirable situation. Risk is characterized by "magnitude" and the magnitude of the risk in turn is determined by two key indicators) the probability of occurrence of some hazard or undesirable event) the degree of destructiveness, of the evils of this danger. Malignancy is seen on the anthropological level and on a social level-for companies. The latter should be assessed by reference to the extent of social danger (Horuzhiy, 2013).

In this thesis, Panfilova and Lyubchenko (2012) risk is interpreted in the ontological sense as a characteristic of our being in the world, meaning is constantly present possibility not to be, to be realized to achieve our goals,

our permanent residence between being and nothingness. The reseachers stresses that the sociocultural basis risk-the duality of our existence, its separation exists and tribute to, the real and the ideal. At its core, it is the choice of the mode of action which goes beyond existing norms of Behavior in the framework of standards is not risky the risk creates the desire to achieve the goal by using abnormal.

Risk analysis must take into account the social context, cultural environment of its production and existence. Therefore, the development of socio-cultural aspect of this problem is extremely relevant today as it considers the risk as fundamental category that is comparable to such categories as "meaning", "value", "freedom", "personality" and others. Risk as a social phenomenon has its own specifics which is determined, firstly, the purpose (for which is performed a risky action) and secondly, the degree of risk than are willing to take risks for the sake of achieving this goal (Frankl, 1990).

Its most important reason is that the quality of human activities as goal-setting. The movement to the goal is task with many unknowns which create a situation of uncertainty and hence risk. Other socio-cultural basis risk is such an important characteristic of our being as freedom, the opportunity to choose goals and ways of achieving it. Freedom means not the governess of human existence in the world, there are many opportunities that can be implemented or not implemented depending on the particular circumstances and their own efforts. The third socio-cultural basis risk-the existence of social hierarchy, the "top" and "bottom" of the social system which corresponds to a hierarchy in the value system that guides the efforts of the individual to achieve what is considered valuable and by definition is elusive. Values provoke risky behavior because the direct efforts of the individual on the attainment of rare and difficult (Beck, 1992).

Life strategy of modern mass of the individual is ambivalent and contradictory. On the one hand, it focuses on consumption, on the pursuit of pleasure related to the consumption of different kinds of goods. But on the other hand, life strategy the mass of the individual focused on achieving success, meaning victory in the competition for status and prestige. These different objectives presuppose that individuals have opposite qualities: passive extravagance and hedonism in the consumption process and prudence, the ability to concentrate all forces in the process of competition.

Develop life strategies is a necessary integrative mechanism of the entire life of a person because determines the vital strategy as a dynamic system perspective and long-term orientation of the actor in the future with the aim of transforming it in a particular sociocultural space (Reznik, 1996). Addressing the problems of modern society and values and broadcast the content of cultural patterns of the majority of philosophers and culturologists of the 20th century, have negative views about social changes. Most philosophers and culture experts gives a negative assessment of ongoing social changes. They produce such negative processes as more primitive value-semantic sphere of culture; narrowing of cultural horizons and extend beyond purely utilitarian and hedonistic interests of the individual consumer; spread the ideology of passivity, permissiveness, vulgarity, kitsch; reduction, under the influence of mass culture (Giddens, 1991b).

Solving the problem of our study, we identified the risk characteristics of both a new paradigm of social development. Designating them, consider the possible impact of these risks on the formation of life strategies, needs and capabilities of the students who took part in the polls.

To study students' opinions about the nature of risks in the sphere of education, they were offered open-ended questionnaire with the following questions: To explore the opinions of students about the nature of the risks education risks they were offered a questionnaire of open type with the following questions:

- What risks, in Your opinion, exist in society today?
- Whether the teaching activities with risks? What (what risks)?
- What risks in Your opinion, exist today in education?
- Should there be any innovations in the field of education risk? Please specify: what and why and what-not?

The students "answers, presented below, have revealed the extent of students" understanding of the main risks of the current system of education. They have identified the following risks (Table 2).

To assess the risks identified based on the methodology of focus groups, when in the course of the preliminary survey and subsequent discussions in the classroom, participants made their evaluation is not on the established knowledge and on assumptions based on their own social experience.

Focus group participants suggested ranking a list of identified risks, grouped previously in the field of education in order of importance, complexity or "danger" and justifying their positions, indicating significant nuances that go unnoticed in the formulation of questions

Table 2: Risk groups identified by the students during the comprehension of the proposed questions

Risk groups identified by the students	Its characteristics
The risk 1; "The risk of incompetented graduates"	The risk not the ability to solve professional problems; risk not to achieve the desired level of education; the risk of discouraging students to continue to study the subject; the risk of incorrect understanding of a particular topic, the risk of failing to keep in sight of each student; the risk of not achieving the educational goals of the lesson; the risk is not to educate full-fledged citizens of society; the risk of the inability to shape scientific worldview of the child; risk not to achieve the desired level of education, the risk is not to educate full-fledged citizens of society; the risk of their wrong actions or words to cause harm to the child
The risk 2; "The risk of inefficiency of basic general education" examination test,	The risk of lowering the level of students' knowledge; risk of insufficient qualification of teachers; the risk of reduction in the number of graduates; the risk of increasing the number of students who have not passed the the risk of conservatism; the insufficient level of methodological readiness of the teacher; the risk of adjustment difficulties, risks associated with the organization of the educational process: a large volume of teaching load; the risk of psycho-emotional overload of students, excessive demands for certification (the exam),the complexity of curricula, the introduction of new subjects
The risk 3; "The risk of ineffective system of higher education"	Risk issue of unqualified professionals; risk insufficient funds to provide high-quality training; risk lack of warranty work in the chosen specialty; risk not receive a sufficient number of highly qualified personnel, who are able to solve complex problems; risk failure to provide the required level of cultural and moral development of the graduates; risk get the document on higher education and find a job in his profession; risk training unskilled graduates; risk reduce the level of education in general, risk reduction literacy specialists risk introduction of new programs in education, only theoretically aimed at positive risk of excessive high cost of education
The risk 4; The risk of not receiving results from the use of innovative teaching methods	The risk of initial rejection of new information (e.g., the GEF, about which we can only say deferred); the risk of receiving a negative result; the risk of harm to the health of children from computerization of the educational process; the risk of failure, unless there are adequate experimental confirmation; the risk of inefficiency and unprofitable this innovation, risk for many teachers who are not ready to such changes
The risk 5; The risk of increasing the of students in the University	The risk for the state which seeks to create in the society a good working layer, the risk of increased number competition which potentially lowers the chances of admission of certain students; the risk for graduates in the labour market; the risk for heavy industry in connection with possible future labor shortages; the risk of devaluation of higher education and this leads to the risk to society that is associated with the release of unskilled professionals

Table 3: Rresults of the rating averaged estimates obtained in this group of students

Variables	Rating	Percentage
The risk of incompetent graduates	1	25
The risk of inefficiency of basic general education	2	24
The risk 3: "The risk of ineffective system of higher education"	3	18
The risk 4: The risk of not receiving results from the use of innovative teaching methods	4	12
The risk 5: The risk of increasing the number of students in the university	5	8
The risk of insufficient funding. Dishonesty of a number of officials	6	7
Dishonesty of a number of officials	7	6
Total	100	-

and discussion. Ready list of 5 nominations proposed to expand. The process of ranking was accompanied by a description of each category ("risk formula"). Nominations consciously offered in a chaotic manner and to display the "responsibility" when answering introduced unequal factors for which are notoriously low level of importance.

Table 3 presents the results of the rating averaged estimates obtained in this group of students. Focus group participants-senior students in addition to the previously identified risks are allocated as follows:

- The risk of insufficient funding
- Dishonesty number of officials

Note, however, that students have not been able to establish interconnection honey underfunding of education and increase the number of students and possible risks (effects) of such a relationship. Thus, the survey and conduct the discussion in the focus group confirmed our basic assumptions that:

- Students are aware of the risks in education, call them
- Progress in the reform of secondary and higher vocational widely discussed, including the risks
- Students noted the link between the successful introduction of new standards and the achievement of full coherence of the whole educational community
•They distinguish between internal and external level, the level of the individual and society

At the final stage of the research, we have offered students the closed type questionnaire to determine their readiness for professional work in the conditions of risk caused by innovation. The questionnaire and analyzing the results are presented by the diagram in Fig. 1.

Analysis of students' views suggests a theoretical and motivational readiness of students to professional work in the conditions of risk caused by innovation. However, the comparative analysis presented in this application of judgment, not quite the same as they had

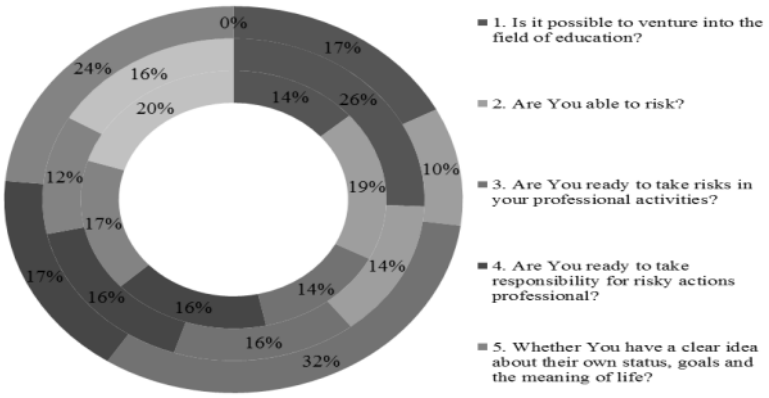

Fig. 1: Opinions of students of readiness for professional work in the conditions of risk

previously identified risk education. For example, the risk of incompetence finds practical unwillingness of students to professional work in the conditions of risk.

CONCLUSION

Identified by us on the basis of analysis of the socio-cultural and anthropological research risks affecting issues throughout the education and determine the risks of their own education. Social transformation of the era of information and globalization require a search for new models of education, allowing a person to overcome the alienated attitude to himself, to others, to society and life. Need anthropological reorientation of education-it is important to include a component socio-cultural return man lost in the society of intense competition spiritual values. This is feasible in the realities of the information society, including the social and anthropological education risks that need to learn to manage

Summing up, it should be noted that the development of the Information Society at its present stage, called knowledge society is contradictory, connected with the objective requirements of the development of the society and those anthropological risks that arise at the same time. The most important requirements are: the need for self-identification, the new knowledge and its respective activities, trust.

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