

Fighting Corruption: A Subject of Pedagogical Research

Sarvar Makhmudov¹

¹ Doctor of Pedagogical Science

Annotation:

The article analyzes in detail the nature and causes of corruption, interdisciplinary connections, comprehensive scientific approaches to the study of the problem of corruption, the development of intolerance towards manifestations of corruption, the acquisition of knowledge, skills and abilities necessary to combat corruption, the relevance of developing standards of anti-corruption behavior. Pedagogical concepts and factors for preventing corruption were also reviewed, pedagogical technologies for combating corruption, organizational and pedagogical conditions and proposals for their use in preventing corruption were developed. The author has developed the expected results of anti-corruption education, processes of integration of anti-corruption education, principles, tasks of anti-corruption education, main components of the anti-corruption education system, anti-corruption competencies, functions of anti-corruption education.

Keywords: Corruption, the problem of corruption, interdisciplinary connections, integrated scientific approaches, manifestations of corruption, intolerance, the fight against corruption, standard, pedagogical concept, pedagogical technologies, anti-corruption education, educational integration, competence, functions of anti-corruption education.

Introduction

There are several destructive phenomena that negatively impact Uzbekistan's development and its formation as a legal, democratic, and social state. Among them, corruption is one of the most disastrous. As a socio-legal negative phenomenon, corruption not only threatens the economic security of the state but is also considered a national problem in all countries worldwide. In any state, a high level of corruption can completely destroy values, traditions, ethics, legal foundations, and the essence of social justice.

An analysis of legislation on combating corruption, legal and normative documents, scientific research, law enforcement, and public practice leads to the conclusion that using results of interdisciplinary connections and a multidisciplinary scientific approach is effective in understanding the nature and causes of corruption and developing preventive technologies. However, it must be noted that there is still an insufficient number of scientific works aimed at early detection of corrupt relationships and prevention mechanisms.

Currently, the strong foundation for Uzbekistan's future is to develop intolerance toward corruption among young people, equip them with the necessary knowledge, skills, and competencies to fight corruption, and establish behavioral standards that discourage corruption.

The goal of this research is to examine pedagogical concepts and factors for preventing corruption, develop pedagogical technologies for combating corruption, and create organizational and pedagogical conditions for using these technologies effectively.

Emphasizing that education is the most powerful tool for changing the world, through the education system, it is possible to cultivate knowledge, skills, and competencies to combat corruption, educate young people who can resist corruption, and enhance public awareness of legal rights and responsibilities.

In our view, developing a comprehensive and systematic approach to anti-corruption measures requires not only legal studies but also insights from other academic fields. Specifically, it is necessary to establish a system of intolerance toward all forms of corruption, develop anti-corruption awareness and culture, and introduce mechanisms for preventing the influence of corruption, and use methodologies and tools from various disciplines. Understanding the essence of corruption-related offenses, their causes, and motivations plays a crucial role in reducing the likelihood of corrupt behavior.

The fight against corruption necessitates the enhancement of the regulation of educational activities focused on addressing the causes and conditions that facilitate corruption. This includes revising educational standards within the continuous education system to reflect these priorities and developing methodological support for anti-corruption education.

The anti-corruption approach we are considering, which aims to eliminate the causes and conditions enabling corruption, is fundamentally linked to the use of pedagogical technologies, which form a core component of this pedagogical approach.

The most important element of anti-corruption prevention efforts, and the foundation of the fight against corruption in all its forms, is the use of anti-corruption pedagogical technologies. This is the only way that can potentially change people's attitudes toward corruption.

Anti-corruption education is an educational process aimed at serving the interests of individuals, society, and the state, based on educational programs developed within the framework of state educational standards and implemented in educational institutions. It focuses on shaping an anti-corruption worldview and addressing issues related to enhancing students' legal awareness and legal culture.

Methodology

One of the most important tasks of modern education is to instill in young people the understanding that corruption is fundamentally incompatible with the values of a legal and democratic state. The level of public education and legal culture is not only a matter of national reputation but also a crucial factor in national security.

In this regard, no one can deny the vital role that early education—starting from preschool and continuing through school—plays in creating an anti-corruption environment and fostering individuals who stand against corruption.

The primary goal of anti-corruption education is to develop an anti-corruption mindset, instill strong moral values, shape civic responsibility, and reinforce stable anti-corruption behavior patterns.

An anti-corruption mindset involves a negative attitude toward all forms of corruption and a clear perception of oneself as existing outside corrupt schemes.

The main expected outcome of anti-corruption education is the formation of individuals who:

- Do not tolerate for corruption in any form;
- Understand that corruption threatens state security;
- Are capable of eliminating corruption by legal means. Anti-corruption education should be integrated both vertically and horizontally into the educational process.
- Vertical Integration ensures continuity and coherence of anti-corruption education based on students' age.
- Horizontal Integration involves incorporating anti-corruption education into the educational process at every stage of lifelong learning. It should not be limited to just primary or secondary schools; rather, it should continue throughout a person's entire life.

At each educational level, anti-corruption knowledge, skills, competencies, and the methods of teaching them should be adapted to the specific characteristics of that stage. The content and teaching approaches should gradually increase in complexity, from simple to more complex, based on the students' developmental levels.

In the preschool and school education systems, anti-corruption education should be implemented through programs aimed at developing moral, legal, and civic culture. This can be achieved through activities such as classes, competitions, games, discussions, debates, and interactive training sessions, tailored to the age and level of the learners.

It is important to base this on the following principles:

Principle of Systematicity: Anti-corruption education should be implemented as a comprehensive system, integrated vertically and horizontally.

Principle of Consistency and Complexity: The goal is to form an anti-corruption worldview, as well as to establish standards of anti-corruption behavior and an active civic stance.

Principle of Considering Age Characteristics: This principle is essential for developing educational materials and working effectively with children. The level of understanding of the essence of anti-corruption efforts differs between primary school and general secondary school students. Therefore, it is necessary to prepare educational materials on this issue, taking into account the age characteristics of the learners. Otherwise, anti-corruption measures may be ineffective or even dangerous. Young children, especially in primary schools, may not be ready for certain realities of life, and such information may cause unnecessary stress and anxiety.

Anti-corruption efforts should not be disconnected from the continuous education process. The ideal approach is to implement the educational process using anti-corruption education technologies within the system of lifelong learning. This is the most effective way to combat corruption.

The objectives of anti-corruption education are as follows:

- Familiarizing students with the conceptual framework of corruption: the essence of corruption, its objective and subjective causes, and consequences;
- Encouraging intolerance towards corrupt practices;
- Exploring the possibilities for combating corruption.

The main components of the anti-corruption education system are:

- The presence of knowledge and skills among educators regarding anti-corruption efforts;
- Regular, systematic, and impartial coverage of corruption as a criminal act in the educational institution;
- Solving corruption-related issues through cooperation between educators and students;
- Engaging in pedagogical activities to form an anti-corruption worldview among students.

Today's students live in a different educational environment compared to their peers of the past decades. The era in which modern children live is vastly different from the education system shaped by their parents and teachers. Today's generation of children is not in need of information! It is everywhere – in the classroom, during breaks, and at home. They receive all the information they need, especially unnecessary information, from various gadgets 24 hours a day, 7 days a week. Modern children are bombarded with data, news feeds, countless chats, contextual ads, and other forms of information streams. However, they are not given the **TIME** necessary to analyze, think, compare, or simply understand the information being absorbed. (Finding, discovering, and effectively using this time is the main task of a modern, competent educator).

Results and Discussion

Modern students are fundamentally different; they need to communicate with their peers, share experiences together, and exchange ideas in harmony. Here, we are not referring to the effectiveness of the numerous events held in educational institutions (where only educators and event guests typically lead the activities). Communicating with peers, engaging in joint activities, and sharing ideas together mean something entirely different—they imply a broader, deeper meaning.

The anti-corruption efforts we propose focus on eliminating the causes and conditions that enable corruption. Through a pedagogical approach, essential qualities will be developed in students—independence, creativity, and goal achievement. Educators and event participants will directly or indirectly guide the thoughts and reflections of the students in the right direction.

In these events, the educators' activities (lectures) should not be the primary focus, but rather the students' activities (expressing opinions) should take center stage. In the educational and upbringing activities of educational institutions, the development of an anti-corruption stance in individuals should not be limited to formats like lectures, supervision, and leadership. Instead, priority should be given to practical exercises, role-playing games, and training sessions that allow students to actively participate.

The formation of an individual is a complex and very lengthy process, and its results are not always immediately apparent. This reflects the difficulty of the teaching profession. A teacher cannot immediately see the outcome of their work after performing their duties. However, after some time, we realize how valuable the positive results are. It is important to understand how responsible this work is and that after some time, a negative result may become observable, and this negative outcome is nearly impossible to correct.

The education system faces the task of shaping individuals who can adapt to the changes occurring in modern times, today and in the future. A modern individual must not only possess fundamental competencies and initiative, but also have a sense of responsibility, accountability, and high moral

and human virtues, as well as the ability to resist the destructive influence of extremist and corrupt forces.

There are various formats for identifying and describing an individual's anti-corruption virtues in science. These are divided into two types: one reflects and describes individual characteristics, while the other represents a general collection of anti-corruption virtues, defining the formation of integrative personal virtues through education.

To implement the above tasks, the education system, in collaboration with all fields of science, must develop a clear action strategy and a set of pedagogical technologies for shaping the qualities and virtues of a modern individual, as outlined above, in an increasingly complex world. This involves creating a model of the modern individual, and defining the qualities and virtues associated with anti-corruption.

The pedagogical aspect of the fight against corruption involves defining the objectives of anti-corruption education, where it is necessary to clearly understand which personal virtues align with the anti-corruption personality. Based on content analysis, anti-corruption personality traits have been classified, including fairness, selflessness, impartiality, humility, and others. Intellectual parameters such as knowledge and legal literacy are also considered.

In pedagogy and psychology, anti-corruption characteristics, qualities, and virtues are considered through a holistic personality model. The objectives of anti-corruption influence are seen as "anti-corruption orientation," "anti-corruption resilience," "anti-corruption stance," and others. The formation of an anti-corruption personality involves the following:

A general understanding of the essence of corruption, its content, objectives, subjects, forms and types, areas of implementation, and the specific manifestations of corruption in various areas of societal life.

Formation of spiritual, moral and cultural qualities;

Formation of the foundations of legal literacy;

Encouraging members of the society to counteract corruption activities;

The formation of intolerance towards all forms of conflict of interests.

In this regard, the following measures are required:

The formation of a conscious attitude towards corruption, the creation of spiritual "immunity" to corruption-related offenses, and on this basis, the development of competencies to prevent corruption;

Formation of a model of citizens' behavior in which hatred of corruption, moral resistance and intolerance to it will prevail;

Overcoming legal nihilism, expressed in the denial of legal values, disrespect for laws and norms;

Full provision of legal literacy through continuing education.

Anti-corruption education is aimed at ensuring the vital activity of a certain social system, its key feature is a holistic and systematic approach to all moral, legal, economic, political, technological, environmental, socio-pedagogical and socio-psychological aspects of corruption.

Anti-corruption education is the main factor in uniting members of society in their intolerance to corruption and determines the success of society in combating corruption offenses.

The formation of anti-corruption competence provides for the following qualities among members of society:

The ability to recognize corruption as a social phenomenon;

Ability to critically and objectively assess situations, events, and information related to corruption;

A clear understanding of the essence of the fight against corruption and the ability to use all possible measures to reduce it in various fields of life and professional activity.

Anti-corruption competence also implies that everyone should know and be able to:

Explain the necessary parts of the laws and define their scope;

Apply legal knowledge in life to fight corruption;

Find a way out of difficult legal situations and use them to protect your rights and interests.

Anti-corruption education includes the following functions:

Cognitive function is characterized by a person's understanding of corruption phenomena. In the process of its implementation, the processes of combating corruption in various systems of society are studied and explained. It is not limited only to identifying the cause-and-effect relationships of corruption, but is aimed at in-depth study of the essence of corruption, its main causes and problems of combating corruption;

Modeling function serves as the basis for the formation of models of behavior and actions in the fight against corruption. In the process of its implementation, standards of anti-corruption behavior are created that comply with legal norms;

Regulatory function allows you to adapt anti-corruption actions to legitimate requirements.

Research shows that anti-corruption education can significantly influence the regulation of legal processes in this area, contribute to the preservation and strengthening of law and order in society, unite various social groups, as well as create conditions for citizens to respect the law, which, in turn, contributes to the effective functioning of the legal system.

The formation of anti-corruption competencies among students helps to increase their civic engagement, helps them to exercise their rights, ensure security and legal protection. The development of anti-corruption competencies contributes to the improvement of legal literacy of every person, which ultimately leads to the stability of the constitutional system, strengthening the rule of law, transparency of legislation, respect for democratic legal institutions and strict observance of laws.

Thus, the following aspects should be highlighted in spiritual and moral education:

1. The development of personal responsibility for one's actions based on the norms of conscience and social justice;
2. The introduction of a set of pedagogical technologies aimed at shaping students' anti-corruption worldview;
3. Systematic educational work, including a program of spiritual and moral education for students;
4. Ensuring active participation of students in social and civic initiatives;
5. Organization of volunteer anti-corruption movements based on mentoring traditions;
6. The introduction of the idea of perception of corruption as a social evil into pedagogical technologies.

In general, the evolution of corruption phenomena, which have a devastating impact not only on the economy of the state, but also on the whole of humanity, forces us to seriously think about the need for active spiritual, moral and educational work with young people.

In the system of measures to prevent corruption, it is necessary to strengthen the role of pedagogical science, which, based on its main task, should form among the population, especially among the younger generation, a system of knowledge, values, views, beliefs, interests and skills necessary for the functioning and development of society.

Since corruption and related phenomena pose a direct threat to both society as a whole and personal development, it is necessary to make greater use of the achievements and opportunities of pedagogical science.

It should be noted that the lack of interrelation of pedagogy with jurisprudence and criminology leads to the continuation of corruption phenomena. However, prevention (from the Greek *profilaktikos* – warning, preventing) is the basis and an integral part of pedagogy.

The relevance of the scientific study of the possibilities of pedagogy in the fight against corruption lies in the fact that pedagogy, unlike jurisprudence and criminology, forms positive qualities and virtues in each person and in society as a whole.

Take a look at the analysis of the study of corruption in the framework of scientific fields. In this case, corruption is defined as an object of research within the framework of jurisprudence, sociology, economics and political science, and is considered through a system of conceptual apparatus and methodology of these sciences.

Science	Research Subject	Main Areas of Research
Law	Corruption – the abuse of power for personal interests. Corruption is considered the most covert form of crime.	Imperfection of legal documents, corruption of legal norms, and the misalignment of laws with the norms that directly impact them.
Sociology	Corruption – a complex social phenomenon, a product of society and social relations.	Corruption as a social institution, arising from conflicts between various social groups and values in society, as an element of the governance system.
Economics	Corruption as a form of socio-economic relations, including corrupt payments, bribes, and expenses.	Socio-economic indicators of corruption: 'Corruption Perception Index', 'Bribery Index', 'Global Corruption Barometer', etc.
Political Science	Corruption as a method of using power for political influence.	Social-political consciousness, political culture, and the corruption of political institutions.

For the systematic study and research of corruption as a phenomenon, it becomes necessary to consider it as a subject of research in other sciences, in particular philosophy, history, pedagogy and psychology.

Below we will consider relevant and promising (little-studied or unexplored) areas of corruption research.

Science	Research Subject	Main Areas of Research
Philosophy	Corruption as a philosophical category, the philosophical ontology of corruption, the epistemology of corruption, and the philosophical anthropology of corruption.	The social philosophy and history of corruption, the nature of corruption from moral and ethical perspectives, the corruption caused by the decline of aesthetic ideals.
History	Corruption as a disruptive and disorganizing factor in social development.	The dynamic development of corruption in various historical periods; the cultural and historical conditions of corruption.
Pedagogy	Purposeful and systematic development and formation of an individual's resilience against corruption.	Development of a pedagogical influence system and technologies to prevent offenses; studying corruption behavioral mechanisms and improving anti-corruption tools.
Psychology	Corruption as the behavior phenomenon of an individual.	Systematic identification of corrupt behavior; motivational, value-based, and semantic determinants of corrupt actions; resilience against corruption and personal characteristics; tendency to corruption, and others.

Obviously, an integrated approach to corruption research can produce the expected result.

Conclusion

In particular, the study of the problem of corruption as part of pedagogical science contributes to improving the legal literacy of citizens. The study of laws, their respect and awareness of their rights, as well as compliance with the Constitution and legislation is the duty of every citizen. Ignorance of the laws leads to their non-compliance. However, as you know, ignorance of the law does not exempt from responsibility.

References

1. Zaharyuk T., Martsiniak-Paproska K. Pedagogika protiv korrupcii kak patologicheskogo yavleniya // Ros. nauch. zhurn. 2015. № 5.
2. Nikolaev S.M. Ponyatie i sushchnost' antikorrupcionnogo vospitaniya // Istoricheskie, filosofskie, politicheskie i yuridicheskie nauki, kul'turologiya i iskusstvovedenie. Voprosy teorii i praktiki. 2011. № 7.
3. Vannovskaya O.V. Lichnostnye determinanty korrupcionnogo povedeniya // Izvestiya RGPU im. A.I. Gertsena. 2009. № 102. S. 323–328.
4. Rumyantseva E.E. Protivodeystviye korruptsii v sisteme shkol'nogo obrazovaniya // Narodnoe obrazovaniye. 2012. № 10. S. 38—45.

5. Balabushyevich G.K. K voprosu o formirovanii antikorrupsionnogo soznaniya uchashchikhsya obrazovatel'noy shkoly // Pravo i sovrem. gos-ba. 2016. №4. S. 35–41.
6. Lopashenko N.A. Korruptsiya: metodologiya issledovaniya kak nauchnaya osnova antikorrupsionnoy politiki // Antikorrups. politika v sovrem. Rossii. Saratov, 2006. S. 40–75.
7. Mahmudov S.Yu. Informatsionnaya bezopasnost' v zerkale pedagogicheskikh izdaniy // “InfoCOM.UZ”. – Toshkent, 2015. -№9. – B. 48-49.
8. Mahmudov S.Yu. Il'miy-pedagogik va o'quv-metodik nashrlardagi informatsion tahdidlar monitoringi: Tahlil, rejalashtirish va amalga oshirish // Usuliy tavsiyanoma. – Toshkent: UzbPFITI nashri, 2005. -116 b.
9. Mahmudov S.Yu. Il'miy-pedagogik va o'quv-metodik nashrlar orqali o'qituvchilarda informatsion tahdidlarni oldini olish mexanizmi // Monografiya. – Toshkent: UzbPFITI nashri, 2017. -159 b.
10. Mahmudov S.Yu. Ta'lim tizimini isloh qilishning asosiy omili – pedagoglarning kasbiy kompetensiyalarini rivojlantirish // Xalq ta'limi. – Toshkent. 2023. -№1. – B. 6-10.