

THE MAIN WAYS TO INCREASE THE EFFECTIVENESS OF MEASURES TO PREVENT CORRUPTION AND COMBAT CORRUPTION IN THE FIELD OF EDUCATION

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Among the defining measures for the Prevention of corruption in the educational sphere, as a rule, are such non-legal measures as an increase in the wages of educational workers and a general increase in the financing of educational institutions. Experts argue that the effectiveness of the existing wage system for employees of the educational sphere is insufficient, which leads to a lack of interest in ensuring the quality of student training. In particular, the principle of financing educational institutions based on the number of students leads to the fact that the educational institution seeks to fill out all the vacancies in the entrance exams, while the level of training of applicants will no longer be a decisive factor in admission.

Teachers face the problem of removing students who do not complete the curriculum from the ranks of students, and this, in turn, causes dissatisfaction from the leadership (again for the above financial reasons). With a significant increase in the transparency of the provision of Educational Services, a clear combination of criteria for making certain management decisions, there is a need for a gradual transition from "quantity" to "quality" of student training.

The formation of an anti-corruption worldview among schoolchildren and students of the CPSU is one of the ways to increase the level of legal consciousness of citizens, their assimilation of patterns of legal behavior and, as a result, the formation of law and order in society. Without a high level of legal consciousness, it is impossible to create a state governed by the rule of law. It should be noted that at present, the possibility of forming an anti-corruption worldview is presented within the framework of legal education in the lessons of Social Sciences, in particular, the basics of law.

When studying these courses, students get an idea of corruption as a mass phenomenon, corruption as a crime, about the measures of existing responsibility for this crime. At the same time, the development of social and economic relations, changes in the life of society and changes in state requests create new problems that require the search for new approaches to legal education. In particular, we are talking about introducing a special anti-corruption component into it.

The anti-corruption worldview should be purposefully formed in the process of education and training. In fact, this area is becoming one of the most relevant at the present stage. Currently, corruption is seen as one of the threats to public security, along with phenomena such as terrorism and extremism. Anti-corruption education of students should become an important part of state policy for the formation of a citizen with appropriate personal qualities. When graduating from the university, it is necessary that the state has a number of state and municipal employees who have an anti-corruption outlook on the EAEU.

In the last decade, when describing the current socio-political and economic situation in the country, the negative reality of the active spread of corruption in all branches of power, as well as in many areas of the life of the state and society: Health, Science, Education, etc. tell. Corruption in education has a special and much wider resonance in society. Corruption in education reduces its level and quality, undermines the moral foundations of the younger generation and ultimately threatens the spiritual and moral health of society.

It should be noted that the organizational resources and regulatory framework for the fight against corruption are mainly aimed at combating corruption, minimizing or eliminating its negative consequences, while such an important area as prevention is not yet properly developed and requires attention from the point of view of studying the existing positive experience and developing recommendations for its organization.

Despite the development of anti-corruption legislation for more than ten years, the level of knowledge of the measures taken by the population at the state level and the personal capabilities of the fight against corruption in this area remains very low. Against the background of a serious focus on the problem of

corruption in society as a whole, there is not enough level of anti-corruption education, educational efficiency and, as a result, the formation of an anti-corruption worldview.

The anti-corruption worldview is a component of a scientific, philosophical worldview and is characterized as a simple system of views of a person on the world, on an individual and on a person's place in the world. The anti-corruption worldview can be described as a set of knowledge, views and ideas about the essence of corruption, its causes and forms of manifestation in society; skills for analyzing and recognizing corruption situations; skills and standards of behavior in accordance with legal and moral and ethical standards.

Work on the formation of the anti-corruption worldview of students at the university is an important component of the Anti-Corruption Program of the educational institution. This program provides for: the functioning of the information and legal environment within the University; diagnosis of the state of corruption at the University; Organization of educational work with students; regular training of the teaching staff on short-term anti-corruption educational programs or the development of a course on the fight against corruption. comprehensive program of professional development; the use of the anti-corruption component in various forms of educational work; minimization and exclusion of the risk of corruption at the University.

The information and legal environment of the university is a set of tools and methods for the formation and use of a regulatory framework that regulates the legal relations of participants in the educational process operating within the framework of the general university information space.

The information and legal environment of the university makes it possible to quickly and efficiently familiarize participants in the educational process with the legislative regulatory framework, internal local regulation, provides an opportunity to clarify the necessary legal norms, as well as conduct monitoring on the current situation. On the University's website there are legislative acts in the field of anti-corruption, in the section of the University's website "anti-corruption" there is a virtual exhibition "corruption: nature, scale, fight against", which contains publications reflecting the pressing problems of corruption, the main documents regulating the legal, organizational and moral foundations of the prevention and fight against corruption. Teachers of Legal Sciences, lawyers regularly organize online consultations on issues of combating corruption. The information and legal environment of the university, organized in this way, allows students and employees to quickly familiarize themselves with regulatory materials and inform about various forms of work on anti-corruption education.

The second component of the Anti-Corruption Program is the monitoring of the state of corruption and the study of the effectiveness of anti-corruption education. The purpose of these studies is to analyze the effectiveness of the work of professors and teachers on the formation of students' anti-corruption worldview. The objectives of the study are as follows: to determine the attitude of students to the problem of corruption in higher education; to analyze the level of understanding of the phenomenon and mechanism of corruption by students; identification of the main causes of corruption in higher education; analysis of the situation at the University; determination of the degree of participation of students in corruption relations or readiness to participate;

Assessment of the quality of anti-corruption work carried out at the University; the preparation and implementation of measures to prevent and combat corruption relations is of paramount importance. To conduct the survey, a questionnaire is developed, including 12 questions. Types of questions-closed, Open, semi-open.

To the question: "What does the word 'corruption' mean?" - five answers were presented in the questionnaire; you can select several answers or offer your own version. Most of the participants in the 2016 survey found that corruption is the abuse of an official position for a personal position (1036 people – 64%), money bribes (985 people – 61%), the use of budget money for selfish purposes (482 people – 30%). Then follow the options: a bribe in the form of an expensive gift (392 people – 24%), which will provide others with the necessary benefits for selfish purposes (178 people. – 11%). 43 respondents (3%) gave their definition of corruption. The results of the 2017-2018 studies did not disclose.

Significant deviation in the choice of answer options. Thus, in the course of the study, it was found that most students correctly understand the content of the term "corruption" and the mechanism of corruption relations.

The second question of the questionnaire was eaten, aimed at determining the opinion of the respondents about the reasons for making a choice in favor of people's corrupt behavior – bribery. 8 possible answers have been provided, several can be selected or your own version can be offered ate. Among the reasons

mentioned, the respondents of the studies described consider the main ones to be the complexity of the problem or the obstacles that exist in society for its positive solution (administrative, economic, legal). In our opinion, it was important to clarify the reasons for the bribery of students of educational institutions.

The analysis of the results revealed the following trends: if in the 2016 study the main reasons for student bribery were called "teacher and science factors", then in the 2018 study, firstly, the number of answers decreased. to these questions, secondly, respondents began to call subjective reasons often (ignorance studies the subject, laziness, etc..)

Then the students were asked to answer whether they themselves, in some cases, are ready to choose a model of perverted behavior and bribe.

The analysis of the distribution of answers shows a positive trend-a decrease in the share of those who are ready to bribe and an increase in the share of those who are not ready to choose a model of perverted behavior.

Two-thirds of respondents in all three studies did not get into corruption situations, the proportion of respondents

The unanimity that some students are ready to bribe is confirmed by the analysis of the answers to the question about the knowledge of legal responsibility for corrupt actions: only 66% of respondents, according to 2016, and 78% – are familiar with the norms of law in 2018 and yega to the norms of law. the idea of criminal liability for bribery and receipt. About a third (32%) of the students surveyed, according to 2016, did not plan to apply anywhere if they were aware of any cases of corruption. In 2018, this figure decreased to 24%. At the same time, only every sixth of the respondents spoke about the need to increase the level of legal consciousness of students in 2016, and in 2018 yesa spoke every second.

Answering the question of what needs to be done to minimize corruption in the educational system, yekan said that all three research respondents offered to strengthen the trust in the control of intermediate knowledge, increase the salary of teachers, dismiss employees who have exceeded their official powers, and increase the level of legal consciousness of students.

In a comparative analysis of the results of sociological surveys in 2016-2018, a slight decrease in negative indicators was found, which indicates the effectiveness of educational work on the formation of an anti-corruption worldview. At the same time, they became confirmation of the need to expand the forms and methods of work in this direction and conduct it constantly.

In the process of developing students ' anti-corruption worldview, a large role is played by a teacher who is directly involved in the implementation of educational programs and uses various forms of extracurricular work

Thus, during the study of the subjects" law", " jurisprudence", in lectures and seminars on the topic" fundamentals of Criminal Law", students discuss issues of anti-corruption legislation, which are included in the work programs of these disciplines. Within the framework of the study of the disciplines" history", " economics", " sociology", corruption is considered as a socio-historical phenomenon, the essence of which, the reasons for its emergence and spread are analyzed. Among the lectures of students at scientific and practical conferences, Anti-Corruption Research is presented. The curricula of the curricula include the facultative disciplines" business etiquette "and" professional communication", in which students, in addition to the corruption component, discuss issues related to ethical, corporate norms of business communication. The program "fundamentals of the student's corporate culture and business ethics" of the lecture hall for first-year students provides for familiarizing students with anti-corruption legislation, local regulations, the Basic Rules of the university "code of ethics", regulates the relationship between students, teachers and removes rules for the Prevention of unfair practice of staff education, determines the behavior of ways in.

Various types of extracurricular work at the University are useful in terms of involving students in the process of forming an anti-corruption worldview. It has become a tradition to hold a week of anti-corruption measures (in early December), during which a number of educational, cultural, information, entertainment and other events are organized with the participation of students, university employees and representatives of law enforcement agencies. These are social advertising contests "no corruption", a selection of videos "I am against corruption", the publication of articles in the university newspaper, Anti-Corruption leaflets, posters, the development and production of Wall newspapers'. Meetings with representatives of law enforcement agencies are organized in the form of discussions and active informal communication: their goal is not only to provide

information about the state of affairs to suppress corruption crimes, but also to discuss current issues, analyze specific situations, topics.

In the process of forming an anti-corruption worldview, an important role is played by the self-government of students. The chairman of the Student Council is a member of the University Commission on the Prevention of corruption violations, all decisions of which are made taking into account the opinion of the Student Council. Every year on the initiative of university students, the "fight against corruption"quests" corruption and the fight against it " are organized, the participants of which are university students and scientific and pedagogical workers. Quests are an interesting and effective form of anti-corruption education. The quest program was developed by the Student Council. The quest is attended by one team, experts and spectators from each faculty. According to the tasks of the quest, participants must recognize the corruption component in the proposed situations, convince the participants in these situations not to commit illegal actions. The competitive spirit of such forms of work gives impetus to further education in the field of anti-corruption.

Thus, in the educational environment, the tendency to be aware of the issues of the fight against corruption and to acquire Anti-Corruption behavioral skills is being formed popular and authoritative.

The directions of work on the formation of an anti-corruption Worldview are diverse and numerous. It is important that it is comprehensive, built on a permanent basis, scientifically based and methodologically robust. Special requirements should also be imposed on employees who are engaged in anti-corruption education. To this end, educational seminars on the fight against corruption, a test of knowledge on legislation on the fight against corruption are regularly organized at the University.

Thus, as part of the monitoring research, the university launched a frontal test project to find out the anti-corruption legislation and local documents of the University. In December 2016, frontal tests of participants in the educational process were carried out through the information and educational environment (IOS). 2,225 students and 470 university staff were tested. The respondents correctly named local regulatory documents that largely set anti-corruption standards of the behavior of university employees. However, are measures taken to protect 80% of employees and 70% of trainees " in legislative and local documents when they inform pedagogical workers and interns about corruption?". These data indicate the need to strengthen the legal consciousness of students and university employees.

The formation of an anti-corruption worldview is facilitated by the direct work of the educational institution to minimize and eliminate the risk of corruption in all spheres of university life. This means monitoring compliance with legal and ethical standards and improving the regulatory framework. At the same time, it is necessary to constantly monitor not only the local regulatory framework, but also possible changes in legislation. Thus, in order to maximize the self-government of students in the process of developing and accepting local documents of educational organizations, "the development and adoption of local regulations relating to the rights of students and employees educational organizations are carried out with the participation of representatives of student councils, parental councils, other representative bodies of students, as well as in order and

These formulas increase the importance of students 'self-government opinion in decision-making by the administration of educational institutions and strengthen the responsibility of students' self-government bodies for fulfilling and complying with the requirements of local documents. In addition to the requirement to know legislation in the professional field, we consider it appropriate to include it in professional standards, in addition to the requirement to know anti-corruption legislation in relation to professionals in the Corruption Risk Zone.

Thus, the study of the problem reveals the role of the teaching staff and students' self-government in the process of forming the anti-corruption worldview of students, shows the forms and methods of work that can be recommended for use in the organization of educational activities in order to expand and concretize knowledge in this area, to have the skills to analyze, assess.

The data of the listed sociological surveys demonstrate generally positive trends that reflect the level of effectiveness of work on anti-corruption education, include the use of various methods and forms if it is constantly organized, and include all participants in the educational process.

An analysis of the problem shows that it is necessary to create a concept and a single methodological approach to the process of forming the anti-corruption worldview of students. Based on the existing positive

experience, methodological guidelines for the organization of anti-corruption education, education should be developed to form an anti-corruption worldview.

Now studying scientific heritage, socio-political activities and acquaintance youth charity of our above-stated ancestors is considered one of the main urgent objectives of the modern intellectuals.

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