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FEATURES OF THE FORMATION OF ANTI-CORRUPTION CULTURE AMONG STUDENTS

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Among the global problems of our time, on the solution of which the further development of the world community depends, the problem of corruption is one of the most acute. This problem in recent years has become widespread and has affected all spheres of public life (economic, political, cultural, educational, health care).

Corruption, being a negative social phenomenon, is reflected in the legal system of the state, the legal norms of which are designed to regulate social relations characterized as corruption. One of their distinctive features is great public importance and the harm caused to the normal functioning of society and the state as a whole.

Thus, in accordance with the State Program for the Development of Education of the Republic of Kazakhstan for years 2011-2020, approved by Decree of the President of the Republic of Kazakhstan of December 7, 2010 No. 1118, higher education plays an important role in providing professional training of competent and competitive specialists for all sectors of the republic's economy in integration with science and production [1].

However, the majority of employers, as well as society as a whole, are not satisfied with the quality of training of specialists produced by universities. Educational programs do not always meet the expectations of employers and do not meet the needs of the economy. The main cause of this problem is corruption.

The public danger of corruption in education is due to a number of circumstances.

First, a large number of citizens participating in education face various manifestations of corruption practically from the moment of birth of a child, then at school until they graduate from the university, defending a thesis and dissertation.

Secondly, it is precisely in the field of education that corruption is reproducible, it brings up nihilism in relation to law in pupils, students, graduate students, the desire to repeat the easiest way of obtaining money and other material goods. Therefore, when confronted with the head of an educational institution, who takes a bribe, a student does not consider such acts harmful or socially dangerous, but, on the contrary, considers them useful for himself and the most dangerous thing is that he is not averse to repeating such actions in the future as an office-holder.

Thirdly, a significant amount of the population is involved in corruption in the field of education, which, in turn, commits similar offenses in its professional fields, as well as educates nihilism in students in relation to law, to acts of state bodies and authorities. Having passed the "Higher School of Corruption", the student brings the experience of criminal relationships to his further "adult" life and considers corruption to be the norm of behavior and builds a corrupt state.

Fourthly, corruption is dangerous devaluation of higher education [2].

Since gaining state independence, Kazakhstan has consistently and step by step pursued the course towards the creation of effective, international standards-compliant institutions and mechanisms to combat corruption. Since 2015, an analysis of corruption risks has been carried out at the Ministry of Education and Science, based on the results of which specific recommendations were made to eliminate the identified risks. Additionally assistance and provision of methodological assistance to the implementation of educational programs on anti-corruption education and upbringing, informational and explanatory activities, and the implementation of the state social order aimed at creating an anti-corruption culture is provided.

Since the beginning of 2017, according to the information provided, in the regions the territorial departments conducted more than 500 events aimed at clarifying the procedure for conducting internal analysis (seminars, round tables, lectures and meetings). For the first time the Law "On Countering

Corruption” has defined anti-corruption education as an indispensable component of the formation of an anti-corruption culture [3]. Anti-corruption themes have been introduced into the curricula of individual subjects and disciplines.

A model curriculum “Fundamentals of anti-corruption culture” has been developed for use in the educational process by higher educational institutions in all specialties of undergraduate education. The program is used in more than one hundred universities in the development of working curricula for anti-corruption disciplines.

Along with this, since the beginning of 2017, 2448 lectures and seminars on anti-corruption topics have been organized and held with the participation of 111679 people, as well as 443 “round tables” in which 19,708 people took part, including heads of local executive bodies, representatives of political parties, civil society institutions, the media.

Chairman of the Agency of the Republic of Kazakhstan on Civil Service Affairs and Anti-Corruption A.Shpekbayev focused on the need to strengthen the fight against corruption in the field of education. According to him, the introduction of the principle of academic integrity should accompany the entire educational process. This is due to the decency of the leaders of the schools themselves.

“The education system needs transparency in the competitive selection and placement mechanisms - principals of schools, colleges, schools, and heads of kindergartens. Supervisory boards should be created in all educational institutions, separate work is needed at the level of higher education with youth and student organizations, at the secondary and preschool level with parental committees,” he concluded [4].

The most pressing issues of combating corruption in the education system were discussed at the Republican Forum of Higher Educational Institutions “Sanaly urpak - zharkyn bolashak” in Almaty. The meeting was organized by the Agency for Civil Service Affairs and Anti-Corruption with the support of Almaty Akimat and Al-Farabi Kazakh National University.

“Today, in the conditions of large-scale modernization of the country, the task of developing human capital, which is a key condition for Kazakhstan’s entry into the list of the most competitive states in the world, is coming to the fore. With the support of the Head of State over the past 15 years education expenses have grown almost 10 times. During all these years Kazakhstan has integrated into the international educational space. At the same time the educational sphere is included in the zone of heightened corruption risks. We expect the anti-corruption measures to receive broad support, including support of people involved in education,” - he said [4, 2].

Today in the country all the necessary legal instruments to combat corruption have been created. The Decree of the Head of State approved the Anti-Corruption Strategy of the Republic of Kazakhstan, important laws such as “On Combating Corruption”, “On Public Council”, “On Access to Information” have been adopted. In turn, our common task is to form an open-minded, legal and financial culture oriented towards the rejection of corruption as a social phenomenon, as well as the eradication of so-called everyday corruption.

Over the past years, much has been done in the country in terms of eliminating the roots of bribery. In particular, work has been tightened to combat corruption by amending legislation and reducing contacts between officials and businessmen. There is a law in accordance with which everyone is brought to justice, regardless of their positions and merits. In general, active work is being done in this direction, its results are obvious, which also finds a positive response in society,” said the President of Kazakhstan [5].

Today, according to the Committee on Legal Statistics and Special Records of the General Prosecutor's Office of the Republic of Kazakhstan, there were 2,452 corruption offenses registered in 2017, which is 13% less than in 2016 (2,807 in 2016). Among the recorded corruption crimes, the bulk of cases are bribery - 51% (1245), embezzlement and fraud - 21% (808), power abuse - 16% (388).

The areas with high risks of corruption continue to be education, agriculture, construction and health care. As a result of the implementation of deep operational developments in 2017, 108 systemic facts of corruption were suppressed (in 2016 - 92), with the establishment of the entire chain from performers to organizers.

To date, the country has established the institutional and legal framework for the formation of an anti-corruption culture, which is based on a rational combination of anti-corruption education and upbringing.

To solve the problems of forming an anti-corruption outlook, sustainable skills of anti-corruption behavior and raising the level of students' legal culture, anti-corruption education programs are being implemented at all levels of the education system.

The implementation of anti-corruption education in the youth student environment continues. As part of the training, students are helped to distinguish between the nature of corruption and the socio-economic, legal, cultural, and ethical aspects of countering corruption.

A number of students, deeply interested in the idea of rejecting corruption, choose topics related to anti-corruption issues for writing their scientific papers.

An important role in shaping the anti-corruption culture is played by informational and educational projects under of the Agency for Civil Service Affairs and Anti-Corruption - "From University to University", "Adal Bol", "From Door to Door", "Antivzyakta". Their common goal is to unite the efforts of the largest possible number of citizens in the fight against corruption, to develop a stable immunity and general rejection of corruption.

To consolidate the efforts of the university community in promoting the principles of academic honesty and zero tolerance, an anti-corruption teleconference was held with the participation of more than 50 leading higher educational institutions of the country.

Following the results of the teleconference, the anti-corruption relay "Adal Bol" was launched, during which students filmed and then distributed video clips on the anti-corruption theme on the Internet.

The anti-corruption relay has become very popular among students, and by the end of 2017 it covered almost all of the country's higher education institutions.

Thanks to the launch of the site "Adaldyk alany", an educational platform was created where you can find social projects, educational, creative works, video-materials and information about the carried out and planned activities, aimed at creating an anti-corruption culture. The site also contains such unique pages as "Agreement with Civil Society", "Honor and Ethics".

The major trends in the field of anti-corruption have formed the Strategy "Kazakhstan-2050", the Plan of the nation "100 concrete steps" and the Message to the people of Kazakhstan, in which the Head of State N.A. Nazarbayev set clear goals and objectives for the eradication of corruption as a direct threat to national security, marked the core guidelines and principles for uniting universal efforts in this direction.

The main emphasis in the fight against corruption is made on systematic preventive work and the implementation of effective measures to prevent corruption.

A fundamentally important role in the formation of an anti-corruption culture is played by work with the younger generation. Only the introduction of anti-corruption standards of behavior from a very young age will make it possible to eradicate this social evil. From childhood it is necessary to educate a person in the spirit of Kazakhstani patriotism and the rejection of corruption. The head of state in the current message noted that the foundations of thinking, mental and creative abilities and skills are formed in early childhood. Emphasis in education is shifting towards the 4K model: the development of creativity, critical thinking, communication skills and ability to work in a team [6].

The study of international experience in the fight against corruption in higher education shows that the most significant progress in this direction is achieved in the United States, Romania, Norway, Greece, Georgia, Great Britain, Australia, Germany, and Fiji. It has been established that the main tools for an effective response to unfair practices in education are the comprehensiveness and consistency of the measures taken (the action "Youth Against Corruption", "Say no to corruption!", "Clear exam session", etc.); improving the legal framework for combating corruption; conducting specialized trainings for teachers regarding anti-corruption issues; encouraging law-abiding high moral behavior of students and university staff. Anti-corruption practice is global, reasonable, aimed at strengthening the rule of law and improving the moral and psychological climate in educational institutions.

It has been established that an increase in the effectiveness of anti-corruption policies in higher education may be due to the following set of organizational and practical measures: the creation of an anti-corruption environment at a university; the formation of a stable orientation on anti-corruption activities among students, teachers and university staff; inclusion of educational materials on anti-corruption policy.

An anti-corruption ideology is a set of special knowledge, values, principles, assessments and beliefs that determine people's intellectual and emotional attitudes towards corruption and affect their readiness for anti-corruption activities. An effective method of forming a stable orientation on anti-corruption activities among students, teachers and university staff is planning, which includes the organization of ongoing scientific and methodological measures to combat corruption: scientific seminars, business games, round tables, online conferences, polls.

The next organizational and practical measure is the inclusion in the content of higher education of educational materials on anti-corruption policy. Training material can be presented in the form of a set of activities in a specific subject.

- Cognitive (information and abstracts, preparation of scientific almanacs, articles, reports, summaries, annotations, literature review of anti-corruption content, etc.)
- Activity-related (development of anti-corruption research and educational projects, business games, discussions);

- Interactive (participation in a teleconference, online conferences with anti-corruption content);
- Integrative (student poster competitions on the topic "STOP! Corruption", "Together against corruption", intellectual games).

It has been established that the main reasons for bribery in universities are insufficient legislation and gaps in legal regulation in the field of education; weaknesses in institutional and control mechanisms; lack of development of civil society institutions, legal nihilism of students; the opacity of the education system as a whole; the lack of a real state and public nature of education management. It is found that popular anti-corruption measures in universities are the formation of a modern and balanced system for assessing the quality of education; the introduction of mechanisms for external independent assessment of the quality of universities; development and implementation of specific anti-corruption programs, including round tables, creation of special sections of anti-corruption universities on websites, organization of anti-corruption commissions [7].

The anti-corruption culture is based on the legal culture of each person, which ultimately leads to the stability of the constitutional system, strengthening the rule of law, the availability of legislation, respect for democratic legal institutions, and strict observance of the rule of law. The assimilation of culture should be based on all the laws of communication. The education of each individual develops in the course of his interaction with the culture of the community, where the main role is played by the educational institution: schools and universities, since they are able to take the young students out of the narrow cultural framework of the niche in which they dwell.

Today anti-corruption education and upbringing is one of the most important factors in shaping an anti-corruption culture, which in turn contributes to counteracting corruption, an individual's respectful attitude towards the rights of others, recognition of the need for law, and conscious adherence to legal norms.

In this regard, pedagogical support for the formation of the anti-corruption culture of university students should be provided by such a form of the educational process, which, being built on an individually-differentiated approach, would be implemented as part of a specially organized educational activity, where each student becomes a rightful subject, aware and using available opportunities to develop anti-corruption skills.

At the same time, the teacher should motivate the activities of the students in such a way that they develop intrinsic motivation when the cognitive need is specified with the subject of the activity. Thus, a student this way develops a generalized mode of action leading to strengthening and external motives, for example, to an improvement in the results of his activity.

Thus, the teacher with the help of pedagogical support contributes to:

- Formation of students' ability to use knowledge in corrupt situations with their use in order to combat corruption;
- Developing a negative attitude towards any manifestation of corruption;
- The ability to analyze the activities of public authorities in the field of combating corruption;
- The ability to formulate a reasoned point of view on the implementation of anti-corruption actions.

Purposeful reliance on the formation of students' anti-corruption culture creates real prerequisites for enriching the educational process at the university.

Corruption is the cause and at the same time a consequence of all the problems listed above. Thus, the atmosphere of corruption in the system of higher education leads not only to a decrease in the level of professional training of specialists, but, last but not least, to the devaluation of the norms of morality and ethics. And this, in turn, leads to the degradation and disintegration of society.

So, the goal of anti-corruption education, in our opinion, is to form a culture of learning that helps to resist all corruption manifestations in all spheres of public life and to fight it. The main directions of anti-corruption education contribute to the solution of such tasks as:

- Understanding the concept of corruption and its manifestations in various spheres of society;
- The formation of basic legal literacy;
- The formation of intolerance to all manifestations of corruption.

Thus, the formation of an anti-corruption culture in the education system is one of the directions of the anti-corruption strategy of the state and consists of the rejection by the students of corruption crimes, their personalized understanding of corruption as an unacceptable and immoral act.

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АДАМНЫҢ МӘДЕНИ ҚҰҚЫҚТАРЫ МЕН БОСТАНДЫҚТАРЫ ИНСТИТУТЫНЫҢ ТАРИХИ ДАМУЫНЫҢ НЕГІЗГІ КЕЗЕҢДЕРІ

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Адам және азаматтың құқықтары мен бостандықтарының ішінде мәдени құқықты қалыптастыру - ұзақ тарихи дамудың нәтижесі болды. Адамдардың мәдени құқықтары туралы гуманистік идеялар, оларды кемсітуден қорғау, заңнамалық реттеудің нысанасы болғанға дейін олар белгілі бір әлеуметтік, экономикалық және саяси алғышарттары ретінде ғана көрініс тапты.

Адамның мәдени құқығының қалыптасуы – бұл демократиялық, құқықтық, азаматтық қоғамның маңызды міндеті деп Ғ.Р. Әбсаттаров айтқандай[1;31], бүгін адамның мәдени құқығы мен жалпы қазақстандықтың өткір мәселесін шешуде адамдар, ұлттар мен әлеуметтік топтардың алға басуды біріктіретін болашаққа тиесілі демократиялық әділ қоғамның тұрақтылығы маңызды екені айдан айық.

Теориялық тұрғыдан алғанда, адамның еркін ерік-жігері, адамның теңдігі (эгалитаризм) және адамзаттың бірлігі (эмбебаптық) идеясының пайда болуы мен дамуы, ең алдымен, қоғам дамуының заңдары бойынша, адам құқықтарын бұзғаннан гөрі, өзара құрметтеу тиімдірек болатын жүйе ретінде анықталды. Оның қалыптасуы бұқаралық санаға ене бастағанынан жаратылыстану ғылымдарында жетістіктер пайда болды. Адамдар өздерінің білімдеріндегі кемшіліктерді толтыру қажеттілігін, өмірдің қарқыны өзгергенін, жаңа техникалық жетістіктер пайда болғанын сезінді. Сонымен қатар, саяси және қоғамдық институттарды демократияландыру елеулі болды. Өнер, мәдениет, ғылым және философия дамыды, сол себепті адам өзіндік құндылықты сезінді. Осылайша, адамның мәдени құқықтары белгілі бір әлеуметтік қатынастардың нәтижесі болып табылады[2;8].

Адам құқығы, олардың генезисі мыңдаған жылдар өткен адамзаттың әлеуметтік-мәдени дамуының «мәңгілік» проблемаларының бірі болып табылатындығын анықтайтын көзқараспен келісу керек. Өртүрлі дәуірлерде бұл мәселе әрқашан саяси-құқықтық болып қалады, қоғамдағы құқықтар мен міндеттердің қолданыстағы таралуын негіздеуге мүдделі, діни, этикалық және философиялық тұрғыдан қалыптасқан әлеуметтік даму кезеңі болды. Адам құқығы - бұл адам құқықтарының қалыптасуын құқықтық нормаларды дамытумен байланысты күрделі, көп өлшемді құбылыс. Бұл адам және азаматтың барлық құқықтары, соның ішінде мәдени құқығына да қатысты сипат.

Адам құқықтары мен бостандықтарының пайда болу идеясы VI-V ғасырда Ежелгі полистерде (Афина, Рим) бостандық пен ілгерілеу жолына жетудегі ең маңызды қадам болды. Дегенмен, әртүрлі таптар мен әлеуметтік қабаттар арасында адам құқықтарының тең дәрежеде бөлінбеуі немесе тіпті