Regulatory and pedagogical aspects of the formation of anti-corruption legal awareness in educational institutions

Nikolay Sarayev^{1*}, *Natalya Antipova*¹ and *Natalia Polyanichko*²

¹Don State Technical University, Department of Criminal Law and Criminalistics, Faculty of Law, 344000 Rostov-on-Don, Russian Federation

²South Russian Institute of management Ranepa under the President of the Russian Federation, Rostov-on-Don, Russian Federation

Abstract. An insufficient level of legal awareness of Russian citizens is a serious problem of ensuring law and order and forms a general destructive background for the development of corruption. Important factors influencing the formation of anti-corruption justice are the quality level of upbringing and training in educational institutions, the consolidation and development of the principles of legal awareness among students, the change in the quality of education and training of educational institutions, including the consolidation and development of the principles of anti-corruption legal awareness among students, and traditions of respect to the law as the predominant model of social behavior, as well as overcoming legal nihilism. It is at school age that active legal socialization occurs. The main burden in the formation of value attitudes towards anti-corruption behavior should be taken by school legal education. The purpose of the study was to study the laws of the educational process on the formation of anti-corruption legal awareness among students, the development of value orientations on the inadmissibility of corruption in the future.

1 Introduction

Counteracting corruption involves not only economic, political and legal measures, but also educational tools aimed at minimizing the application of corruption in any form; reduction of its influence and neutralization of harmful consequences. It is education that can and should contribute to the creation of an anti-corruption atmosphere in society, to the development of the anti-corruption stability of an individual [1].

Today, the level of education and legal awareness of citizens not only determine the prestige of the country, but become a matter of national security. Thus, according to the Fundamentals of the State Policy of the Russian Federation in the sphere of legal literacy and legal awareness of citizens insufficient legal awareness of Russian citizens is considered to be a serious problem that prevents to ensure the implementation of the rule of law supremacy. This normative document, among the main factors influencing the

* Corresponding author: snv_571978@mail.ru

formation of a positive type of legal awareness, determines the quality level of education and training in educational institutions of various types and types, including the consolidation and development of the principles of legal awareness among students.

Experts note that the idea of corruption and related phenomena begins to take shape from a very early age. Unfortunately, nowadays it is observed more frequently among young generation that the ideal of professional achievements is not spiritual and moral satisfaction with the results of their work and a sense of accomplishment, but material prosperity and indifference to the means of achievement [2].

At the same time, the data of the study of the condition of interethnic tension, conducted earlier by one of the authors, indicate that the level of education of young people is an important factor in the genesis of local conflicts, often caused by corruption [3].

The low level of legal awareness and legal culture of the entire population forms a general destructive background for the development of corruption and the expansion of corrupt practices. The authorities and the bureaucracy often ignore the interests and rights of citizens. The solution to this problem is seen in the formation of intolerance to corruption relations, the basis of which is, first of all, the level of legal awareness and legal literacy of the population. Such impulses should include a change in the quality of upbringing and training in educational institutions, including the consolidation and development of the principles of anti-corruption legal awareness among students, the tradition of respect for the law as the predominant model of social behavior, as well as overcoming legal nihilism [4].

The study is based on the dialectical method of cognition phenomena that influence the formation of anti-corruption legal awareness of students in the process of their upbringing and education. The research methodology includes systematic, logical general scientific methods, as well as partial scientific methods: questionnaires, a method of expert assessments, a comparative legal analysis of regulatory legal acts and scientific sources covering the problem under consideration. The empirical base of the study was a survey of 100 experts from among citizens raising children, students of secondary schools, 100 college students. Object of study: the laws of the pedagogical and educational process for the formation of anti-corruption legal awareness among students. Subject of research: pedagogical and educational methods for the formation of students' perceptions of corruption as a negative social and legal phenomenon and the development of value orientations on the inadmissibility of such behavior in the future.

It is at school age that an active socialization of a person takes place, including legal socialization. It is during this period that it is necessary to form anti-corruption consciousness among citizens. The main burden in the formation of value attitudes to anti-corruption behavior should take school legal education [5]. Within the framework of UNESCO, an approximate list of the main directions and criteria has been developed by which the dynamics of the process of legal socialization of students can be evaluated. Such criteria are certain knowledge, value orientations and skills [6], which correspond to such structural elements of legal consciousness as legal ideology, legal psychology and legal behavior.

We believe that the lag in the development of anti-corruption legal psychology, which forms legal behavior, from anti-corruption legal ideology, is interconnected with the problem of the formation of value orientations. The encompassing legal reality continuously poses problems for students - the need to correlate their actions and deeds taking into account the interests of society and the order and rules established in the state. The media is full of information about corruption offenses in the millions of rubles. The lack of organization of the formation of legal consciousness of students leads to the fact that, in various life situations, schoolchildren often incorrectly assess the legal situation that has arisen, behave incorrectly when resolving certain legal issues, and transform into an internal factor in the development of consciousness and behavior.

2 Results and discussion

The scientific literature proposes to introduce into all educational institutions within the education course the study of anti-corruption matters based on the "Corruption Counteraction Law", the supplement to the "Convention against Corruption," by the United Nations[7].

According to the survey 74% of respondents from among experts have noted a lack of study in educational institutions of corruption as a social and legal phenomenon, however, more than half (63%) consider the introduction of a separate study course will contribute to the intellectual congestion of students.

Students participated in the survey indicated as information sources about corruption: the Internet (82%), television (79%), magazines and newspapers (41%), laws (39%), detective works (37%), personal observations (34%), conversations with friends (34%), training sessions (31%), family conversations (27%), feature films (25%).

It should be agreed with E.A. Pevtsova, that the problem of legal education aims specialists to solve the following problems:

- formation of a competent, from a legal and pedagogical point of view, vertical approach of educational legal courses - from propaedeutics to professional legal education;
- selection of legal information for its purposeful transfer to objects and subjects of the educational process, with the aim of forming in them the pre-programmed skills of legal behavior, legal feelings and emotions;
- identification of effective technologies for the translation of legal content, taking into account individual, psycho- physiological characteristics of the person [8].

Education is the acquisition of the ability to rational self-determination and self-improvement, the ability to develop own moral beliefs and use their minds without guidance from another person. Another Swiss teacher I.G. Pestalozzi considered comprehensive general education as the formation of the "head, heart, and hand," that is, the development of intelligence, the development of feelings, and the formation of practical labor skills [9].

It should be agreed with V.I. Andreev, who notes that the main thing in modern education and upbringing is the creative spiritual and moral self-development of the individual. Parenting will be effective if integrity, indissoluble unity of instruction and upbringing, unity of goals, content and methods of upbringing and instruction are achieved. To act effectively, the teacher must recognize the goals that are defined in government documents, translate these goals into the language of pedagogical tasks; to select the material on the basis of which educational interaction is carried out; choose adequate methods, tools, technologies in order to convey cultural and value experience to students [10].

In this regard, the institution of legal interaction as the primary element of legal life deserves attention.

In sociology, social interaction is understood as a way of implementing social connections and relationships in the system, which involves the presence of at least two subjects, the interaction process itself, as well as the conditions and factors for its implementation, during which the formation and development of the personality and social system takes place [11].

Legal interaction, like any social interaction, has an information character. Law fulfills its tasks thanks to the information-psychological impact on the personality, which obeys the general laws of information and psychology [12]. Moreover, the legal norm and the legal text are not identical, the latter is a system of signs, the interpretation of which creates a certain legal meaning, aimed at regulating the behavior of subjects by determining their powers and legal obligations. A textual rule becomes a source of law when, in social

reality, it corresponds to projection socio-mental formations that give this rule a valuable value, and corresponding social practices arise that are aimed at realizing the competencies and legal obligations of communicating entities. Thus, the legal norm is not in the text, but in the psychosocial cultural reality, realized as an ideal material phenomenon [13].

In the complex of methodological approaches developed in domestic pedagogy, the system-forming and adequate task of forming the anti-corruption culture of students is the methodology of a personality-oriented approach and a set of interrelated pedagogical principles of its implementation. As in the formation of dominant methodology of anti-corruption culture, personality-oriented approach is used in conjunction with other, justified approaches (axiological, competency-based, activity-based, culturological, reflexive) [1]. At the informative stage, cognitive-developing games should be applied, on the orientation - role-playing games and on motivational-predictive games - business games that promote the effective assimilation of legal concepts and categories that develop their own positive attitude to law, which is realized in the lawful behavior of the student's personality [14].

During the study, the authors conducted the following experiment. In the college there was determined a control group of 1st year students, in which the course of the educational process during the semester during the study of disciplines and educational work was focused on anti-corruption topics. So, while studying: works of art touched on corruption issues (M.Yu. Lermontov "Death of a poet"; He is not available to ring gold!" V. Mayakovsky " Bribery ", I. Krylov " Fox and groundhog ", etc.); history, measures to combat bribery in various historical periods were discussed (the meaning of the terms "promise", "bribe", "red tape", Catherine II 's decrees on the publication of lists of bribe takers, etc.); mathematicians solved the tasks of sentencing such crimes as petty bribery, receiving a bribe, giving a bribe, commercial bribery in the presence of extenuating or aggravating circumstances; competitions for the best propaganda poster related to the anti-corruption topic and the essay "How to overcome corruption" were held; Crossword puzzles containing terms from legislative acts were solved; meetings were organized with law enforcement officials on anti-corruption issues .

At the end of the semester, a survey of the control group and other college students was conducted. It was found that with an equal ratio of the number of students with a negative assessment of the phenomenon of corruption (96% and 91%, respectively), only 3% of students in the control group allowed them to commit corruption in the future, while among students not included in the control group, this the rate was 41%.

3 Conclusions

In that way, the means of legal awareness formation at the orientation -insulating phase of experimental work were legal assessment of the situation, which were based on plot-role-playing games. The effectiveness of the application of these situations was ensured by the use of explanatory, illustrative and problematic exposition of information material. These means contributed to the formation of the estimated level of legal awareness of high school students.

Situations of legal action, the basis of which were conversations, crosswords, essays contributed to the formation of legal awareness at a prognostic level. The backbone at all stages of the experiment was the integrated nature of the activities.

Thus, with the specifics of the content of legal education, it can be implemented in the following forms: subject, interdisciplinary, educational, institutional, design. The most appropriate integrated approach, in which all of the above forms are combined. That it seems to be the most promising, as it allows you to solve many pressing problems of modernization of a modern school: to increase the role of the educational component of the

learning process and development of students, to make the education of civic consciousness a single line of pedagogical influence.

Legal life cannot be identified only with legal being; it encompasses the spiritual sphere of the individual. The formation of the latter is associated with a system of educational activities within the state, including the consideration of national, religious and other factors.

The following areas of state policy in the field of education and upbringing of the younger generation should be noted:

1. the inclusion in the approximate basic educational program of primary general education of the tasks of introducing children to basic generally accepted norms and rules of relations with peers and adults (attentiveness to people, willingness to cooperate and friendship, helping those who need it, respect for others), as well as the development of the value-semantic sphere of personality;

2. development of the practice of teaching the basics of law in educational institutions x , supporting various options for regional models of legal education, courses that include legal topics, relevant educational programs, training and teaching aids;

3. distribution of programs of additional legal education for adults;

4. increasing the level of legal literacy of teachers; training teachers of the subject "Law" , as well as improving the professional and methodological training of teachers of legal disciplines; conducting research and experimental work in order to provide scientific and methodological support for legal education;

5. improving the level of training of professional legal personnel to fill their respective positions;

6. the dissemination of the positive experience of educational institutions of higher professional education, providing training of legal personnel, on the creation and functioning of legal clinics as a form of providing students with free qualified legal assistance to the population.

References

1. A.R Khamdeev, *Pedagogical support for the formation of anti-corruption culture of university students: abstract* (Diss. cand.ped.sciences, Kazan, 2015)
2. A.I. Komarova, M.I.Bocharov, Interdepartmental scientific collection, **2**, **40** (2010)
3. N.V. Saraev, Lawyer-Lawyer, **3**, (2012)
4. Shady M.V., Central Russian Bulletin of Social Sciences, **2**, (2014)
5. G.K. Balabushevich, Editor-in-chief, **1**, **39** (2009)
6. *Human rights, a culture of peace, democracy* (Moscow School of Human Rights, Moscow, 1998)
7. I.I. Kondrashin, Interdepartmental scientific collection, **1**, **39**, 377 (2009)
8. E.A. Pevtsova, *Legal culture and legal education in Russia at the turn of the XX-XXI centuries* (New textbook, Moscow, 2003)
9. K.M. Levitan, *Legal pedagogy* (Norma, Moscow, 2008)
10. I.N. Emelyanova *Theory and methods of education: textbook for students of higher educational institutions* (Academy, Moscow, 2008)
11. I.A. Gromov, I.A. Matskevich, V.A. Semenov, *Western sociology* (DNA, SPB, 2003)
12. A.V. Malko, *The legal life of modern Russian society*(Yurlitinform, Moscow, 2016)
13. A.V. Polyakov, *The communicative concept of law: problems of genesis and theoretical and legal justification* (Diss. PhD in Law, SPb., 2002)
14. S.V. Shiro. *Formation of legal awareness among senior students in teaching humanitarian disciplines* (Diss. cand in. ped. Sciences, Volgograd, 1999)
15. I.F. Ryabko, *Fundamentals of legal pedagogy* (Rostov-on-Don, 1973)