

Content of the Universal Competence on the Ability to Form Intolerant Attitude towards Corrupt Behavior

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Abstract: The requirements of federal state educational standards of higher education are prescribed to form universal competencies in students of intolerant attitude towards corrupt behavior. This process is of a systemic nature and cannot be effectively solved by applying a separate technology or studying specific prohibiting norms of law. The interdisciplinarity and uncertainty of the corruption problem led to the construction of the study based on the use of a complex of methodological approaches: humanistic, systemic, activity-based and axiological. To analyze the causes and motives of corruption-related crimes, a study was conducted of the attitude to corruption manifestations of 3276 law enforcement officers, as well as 573 former employees of various law enforcement agencies convicted of committing corruption crimes. The ability to form an intolerant attitude towards corrupt behavior is expressed in a meaningful choice by the subject of a position to counteract corruption risks in all areas of his life, based on the corresponding values (honesty, care, independence, discipline, responsibility, diligence, simplicity, courage, justice), which must be formed in the process of specially organized anti-corruption training.

1 INTRODUCTION

The importance and relevance of measures to improve the effectiveness of countering corruption is beyond dispute. Over the past 10 years, over 3 million breaches of anti-corruption legislation have been identified in Russia. In 2019, 234.7 thousand breaches of anti-corruption legislation were identified and suppressed in Russia, more than 30 thousand corruption crimes were registered. What is more, all tendencies in the structure and dynamics of corruption crime exist and develop.

In the Russian Federation, "corruption" is not only a concept of criminal law, but also a collective term for various types of offenses - from disciplinary offenses to criminal offenses. The broad meaning of the concept of "corruption" touches all spheres of life of the state and implies a violation of the legal and social foundations of the development of society on the basis of the transformation of state service into a means of enrichment. The consequences of unfounded enrichment are: economic damage to the state, lowering of moral and ethical standards of


citizens' behavior, distortion of the boundaries of social justice and legal consciousness.

To actualize the importance of preventive measures to prevent corruption offenses, the Ministry of Science and Higher Education, starting from 2019, introduced the universal competence "Able to form an intolerant attitude towards corrupt behavior" in the federal state educational standards of higher education "3++" within the formation of a civil position among students.

It is out of question that the problem of the formation of a student's intolerant attitude towards corrupt behavior is of a systemic nature and cannot be effectively solved by using a separate technology or studying specific prohibitive norms of law.

2 RESEARCH METHODOLOGY

Taking into account the complexity, interdisciplinarity and significant role of pedagogical mechanisms in the study of the formation of a student's intolerant attitude towards corrupt behavior led to the construction of the research at the levels of

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philosophical, general scientific and specific scientific methodology (Yudin, 1978). The research was based on the use of a complex of methodological approaches: humanistic, systemic, activity-based and axiological.

The use of a humanistic approach (Asmolov, 2008; V.A. Slastenin (Slastenin and Chizhakova, 2003) G.I. Chizhakova and others) made it possible to assess corruption relations in the state as a problem for each individual person. The systems approach (V.I. Novosel'cev (Novosel'cev, 2006), V.N. Sadvskij (Sadvskij, 1974), A.I. Uemov (Uemov, 2004) and others) was used to characterize intolerant attitudes towards corrupt behavior. The axiological approach (L.V. Baeva (Baeva, 2004), M.S. Kagan (Kagan, 1997), V.A. Yadov (Yadov, 2013) and others) made it possible to assess and substantiate the formation of the subject's readiness for corrupt behavior and the suppression of such behavior. The provisions of the activity-based approach (L.S. Vygotskij (Vygotskij, 2000), S.I. Zmeyov (Zmeyov, 2002), I.S. Kon (Kon, 1984), A.N. Leont'ev (Leont'ev, 1975), V.A. Yadov (Yadov, 2013) and others) made it possible to substantiate the coordination of actions to implement intolerance of corrupt behavior, to consider the peculiarities of the formation of motives and needs.

We analyzed the causes of corruption-related crimes in order to identify the system and technologies of training intolerant attitude to corrupt behavior from 2009 to 2018, during which we conducted a study of attitudes towards corruption manifestations of 3,276 law enforcement officers, as well as 573 former employees of various law enforcement agencies convicted of committing corruption crimes. In the course of the analysis of corruption crimes in Russia and the results of the survey, the features of psychophysiological protective mechanisms were identified and described in the formation of a positive or neutral assessment by the subject of a breach of the law. The findings made it possible to reveal that the convicted law enforcement officers have a slightly different view of the questions posed, looking for self-justification in the answers for the crimes committed and changing their status. The defence mechanism for justifying one's criminal activity is designed to neutralize, on a subconscious level, the adverse impact of the committed offense on the moral and ethical state of the employee. Thus, when answering the question: "What do you think is the reason for such a high level of corruption in law enforcement agencies?", 67% of the interviewed employees and 81% of convicts from among former employees indicated the absence of a

systemic anti-corruption education. Among the most effective measures for the formation of anti-corruption behavior, 79% of the interviewed convicts from among former employees noted the need to educate civil officers in order to acquire knowledge.

3 RESEARCH RESULTS

To clarify the content of the concept of "the ability to form an intolerant attitude towards corrupt behavior", we turn our attention to the consideration of the category of "intolerance" as hostility, unwillingness to accept and tolerate anything (Efremova, 2000).

Refusal to commit any actions is the basis for the normal and harmonious development of an individual. "Even in the cornerstone of modern morality - in the ten commandments - eight of the ten commandments are in the nature of a prohibition, restriction ("Thou shalt not kill", "Thou shalt not steal"...), and only two prescribe a specific type of behavior," - says I. D. Frumin (Frumin, 2011).

In order to characterize the concept of "intolerance", we address to the analysis of the subject's activity. V.A. Yadov (Yadov, 2013) introduces the concept of "dispositional hierarchy", which is understood as the product of the collision of needs and situations (conditions) in which the corresponding needs can be satisfied and are fixed in the personality structure as a result of experience. The logical and psychological consistency of activity is achieved by matching the levels of the hierarchy. The behavioral system of the dispositional hierarchy is structured and brought into a state of stable integrity, depending on the processes occurring in the cognitive and emotional subsystems.

Coordination of the student's activities on intolerance of corruption should be achieved by the correspondence and consistency of the levels of the hierarchy:

- elementary fixed attitudes based on the needs for the physical existence of the student;
- social attitudes based on the student's assessment of himself as a member of society;
- the general (dominant) orientation of the interests of the student's personality based on the formed need and identification of himself as a citizen who has certain duties to society and bears the corresponding responsibility;
- value-based orientations for the goals of life and the means of achieving them, justified by the higher social needs of the individual in self-development and self-expression.

An intolerant attitude towards corrupt behavior implies the stabilization of the internal consistency of the student's personality, the prevention of a possible conflict of value orientations, the satisfaction of which is possible with the help of corrupt behavior. In activities on intolerant attitude towards corrupt behavior and compliance with anti-corruption standards of official behavior, mental modeling of a possible life situation, an assessment of circumstances, an analysis of possible alternatives of behavior, a mental assessment of their effectiveness and a rational decision taking into account the experience of the subject, accumulated knowledge, spiritual and moral states, are of particular importance.

The basis for an intolerant attitude towards corrupt behavior is the formation of values and value orientations that determine this type of activity. The formation of values that determine the corruption combating should be based on the subject's independent choice of various possible options for behavior and building a life line. A person as an individual is characterized by the ability to think critically, make a conscious choice and accept the consequences of his choice for himself and society as a whole. The result of the formation of values that determine the corruption combating should be the ability not only to understand the world, society, the state and the processes taking place in it, but also to have the skills to change part of public relations and counteract negative life situations and corruption processes.

To highlight the values that determine the intolerance of corrupt behavior, we address to foreign experience in combating corruption.

K. Komalasari, D. Saripudin (Komalasari and Saripudin, 2015) identified the following values that determine corruption combating: honesty, hard work, courage, responsibility, independence, justice, discipline, modesty, attention. S. Sarmini, U. Nadirokh, T. Suyanto, M. Swanda (Sarmini, Totok and Ulin, 2018; 2017) analyzing the anti-corruption culture in Indonesia, identify anti-corruption values: honesty, responsibility, courage, justice, openness, discipline, simplicity, hard work and care. R. Asia, based on the study of the experience of anti-corruption education in Nigeria, points out the necessity of regular training in the values of fairness, hard work, responsibility, honesty and obedience (Romina, 2020)

Vidu, E. Indravati, D. Muliani, (Widya, Ena and Desy, 2020) analyzing the models of anti-corruption education in Indonesia, direct attention to the need to consider the most relevant issues of moral education

aimed at the formation of values: honesty, care, independence, discipline, responsibility, hard work, simplicity, courage, justice.

The comparison of the values we have identified (Nikolaev and Godunov, 2019) made it possible to identify the following main values that determine the choice of corruption combating: honesty, awareness, independence, responsibility, disinterestedness, rationality. At the same time, value orientations towards combating corruption determine the focus of the subject on the formation and evaluative attitude to the system of fixed values. They determine the solid refusal of the subject from entering into corrupt relations and the ability of anti-corruption activities.

Considering the world experience of education in the field of corruption combating, it is necessary to highlight the special studies of Dr. V. Amukova and prof. S.O. Gung (Wycliffe, 2013) In their research on anti-corruption education, scientists pay attention to the role of moral factors in the formation of anti-corruption consciousness. Scientists focus on the formation of the student's morality, his understanding of the legal provisions regulating the fight against corruption. Special emphasis is given to the importance of practicing specific practical situations of combating corruption, which greatly facilitates the choice of behavior in a situation of corruption risks.

The works of K. Komalasari, D. Saripudini (Indonesia), which indicate that education for the eradication of corruption should take the form of an intersection between character education and civic education, are of great importance. Anti-corruption education is integrated into the content of the civic academic programme and should be based on value-based learning and a contextual approach to teaching and learning. These provisions are of particular importance in the development of the concept of preparation for anti-corruption activities in a higher educational institution of the Penal Enforcement System and require more detailed development.

K. Komalasari, D. Saripudini define the following provisions as conditions for the effective implementation of values as part of preparation for anti-corruption activities:

- educational modules that develop values should be easily understood by learners and presented in a simple language;
- the content of training should include the concepts and meanings of combating corruption, the principal directions of fight against corruption;
- preparation for anti-corruption activities should be integrated into the content of the academic

programme and be based on value learning and a contextual approach to learning;

- anti-corruption values must be known and understood by trainees. This requires their implementation and adaptation in everyday life.

It is critical that the anti-corruption values highlighted by scientists are common values that are necessary for the formation of a law-abiding citizen of the state. V. Amukova and S.O. Gunga (Wycliffe, 2013) point out that it makes sense to integrate anti-corruption training into various academic disciplines (civic education, history, politics, religion, economics or ethics). We agree with scientists on the issue of the interrelationship of various fields of knowledge, their general orientation to achieve the result of combating corruption. Although most disciplines are not relevant to the fight against corruption, they are all implicitly related to it. These provisions of V. Amukova and S.O. Gunga are associated with the fact that the acquired knowledge raises moral issues and forms the concept of public benefits and social justice, which are the key to understanding the need to fight corruption.

Let's consider the main points of the experience of organizing anti-corruption education in Indonesia. Thus, Sarmini Sarmini, Ulin Nadirokh, Totok Suyanto (Sarmini, Totok and Ulin, 2017; 2018), analyzing the anti-corruption culture in Indonesia, point out that anti-corruption education should be based on various educational activities aimed at forming students' knowledge about concepts, principles, cause and effect relationships, negative consequences, overcoming and preventing corruption and criminal corruption. This will broaden the knowledge of the trainees and provide an understanding of anti-corruption materials that will help to avoid deviant behavior in the future. M. Mukodi, A. Burkhanundin, H. Hadi Abdullah (Mukodi, Afid and Haryono, 2019) prove the effectiveness of combatting corruption through educational institutions in Indonesia. A crucial point is related to raising and developing the idea of combating corruption for students based on the formation of anti-corruption perception, modeling training and developing a strategy for the implementation of anti-corruption education.

Parji, F. Chasanatun examined the effectiveness of the model of anti-corruption education through the biographies of different people. Thuswise, examples in anti-corruption education come from many people in society, including teachers, school principals, national heroes, as well as individuals themselves; there is a relationship between the ability to read,

motivation to search for information and emotional mastery in learning (Parji, 2019).

Teachers play an important role in the implementation of preparation for anti-corruption activities in the Penal Enforcement System. For example, the findings of a survey in Mexico show that teachers are considered the second most important professional group in the fight against corruption, second only to the family. Teachers are the bearers of values such as honesty and honor, which can have a determining influence on the future professional relationships and behavior of students. A survey in Nigeria gave similar results - even in a poverty stricken country where corruption permeates all spheres of society, citizens consider the integrity of the personality of teachers to be the main factor in the formation of students' attitudes towards corruption (Stealing the Future).

V. Amukova, S. Gunga (Wycliffe, 2013) note that teachers of anti-corruption training must have the knowledge required and skills to effectively manage the transfer of content to students. The teacher's approach to teaching should take into account the cognitive level of the learners and their ability to understand the knowledge being received. The transmission of significant conclusions and thoughts is fundamental for the professional activities of teachers. Their actions are critical to ensuring quality anti-corruption training and should help each trainee to fulfill their potential.

In view of this, for the formation of universal competence in terms of the ability to form an intolerant attitude towards corrupt behavior, the student must

know:

- the state of the problem of corruption relations;
- origins, concepts and meanings of corruption relations;
- legal and regulatory framework of combating corruption;
- corruption risks in professional activities;
- the content of the values that determine the refusal of the subject to enter into corrupt relations;
- be able to:
 - observe the norms of morality, ethics and law;
 - analyze corruption relations;
 - control incoming information about corruption, come to appropriate conclusions;
 - identify and prevent corruption risks in professional activities;
 - analyze and adjust internal needs to prevent entering into corrupt relations;
- possess:

- the skills to use knowledge about corruption relations in various fields of activity;
- the skills of independent preparation for anti-corruption activities;
- the skills of analyzing and correcting attitudes towards events and subjects related to corruption risks.

4 DISCUSSION OF RESULTS

It is significant that, given the systemic nature of the problem of corruption in modern society, it is impossible to assert that a student, after completing training for anti-corruption activities, will never participate in corrupt behavior and not violate the system of prohibitions and restrictions. Human activity is a complex category, it is not always predictable and amenable to analysis. It is of immense complexity to unambiguously predict the needs of the subject that appear under the influence of the external environment and life circumstances and the activities to meet them.

The ability to form an intolerant attitude towards corrupt behavior and comply with anti-corruption standards of service behavior includes a procedure for assessing the significance of objects and phenomena by the subject, as a result of which the subject's attitude to the evaluated object is established in order to determine its meaning. Assessment suggests mutual comparison with our subjective views and ideas, which perform the function of a criterion, measuring tool, norm in the assessment process, and thereby allow us to come to a value judgment (Sutuzhko, 2008).

The subject of the assessment is the ability to meet the actual needs of the subject, or such elements that are associated with the meeting these needs. The basis of the assessment is the point of view of which the assessment is made (Sutuzhko V.V., 2008). Internal bases express the emotional sphere of the subject, his feelings, sensations, positive and negative emotions related to the mental sphere of likes and dislikes. External bases are oriented towards the cognitive sphere, they reflect the knowledge of the subject, formed by the relationship of the mental and social nature of the reality surrounding a person. The measure of assessment is a certain equivalent, which can be almost any of the values or norms available to the subject. The assessment process puts the subject before the need to decide which of the equivalents to give preference in the assessment. This choice involves not only the previous experience of the

subject, but also the actual interest in the assessment process.

An important component of assessment and decision-making is a mental dialogue, as a result of which the value-based attitude rises to the rational-ideological level. M.S. Kagan (Kagan, 1997) points out that assessing the possibilities and alternatives of behavior, the human brain chooses one of the behavioral options, and this process is not always conscious. Mental dialogue is the result of a split personality into different subjects, in the collision-conjugation of spiritual positions of which the system of values of a given integral personality is perceived. Its perception is the development by the subject of the main content, the conceptual core of his self-comprehension.

Particular attention should be paid to the top priority of the subject's choice of anti-corruption behavior from a variety of other possible behaviors. We cannot but agree with the opinion of V.A. Yadov (Yadov, 2013), who considers the behavior of the individual from the perspective of hierarchically organized actions.

Thus, a positive or neutral assessment of corruption relations by the subject leads to a violation of the assessment of the current situation within the bounds of the law, a possible preference for criminal behavior. In the meantime, goal-setting is significantly adjusted, a single behavioral act changes the distant life goals of the pursuit of imaginary material well-being. The structuring of the activity of the ability to form an intolerant attitude towards corrupt behavior is systemic in nature, which includes single behavioral acts, habitual actions, behavior in the professional sphere and integral consistent behavior of the subject.

5 CONCLUSION

In the choice of behavior, awareness and meaningfulness of his activities is required from the subject. In the matter of combating corruption, this provision is of particular importance. E.N. Osin and D.A. Leont'ev (Osin and Leont'ev, 2007) state that only a meaningful life has a perspective, is conscious and is determined mainly by the goals that we set ourselves; it is authentic and driven by possibilities. A meaningful life is not only inherent, but also coherent, holistic; in the course of realizing the meaning, a person transforms the world around him, structures it according to the logic of meaning, and the natural world becomes a humanized world, acquires coherence.

The ability to form an intolerant attitude towards corrupt behavior is expressed in a meaningful choice by the subject of the position of countering corruption risks in all spheres of his life, based on the corresponding values, which must be formed in the process of specially organized anti-corruption training.

Formation of the ability of trainees to tolerate corrupt behavior implies an understanding of responsibility before society for the consequences of decisions made and for the interests of the country as a whole, and conscious law-abiding behavior.

The value-based orientations of anti-corruption activities should be coordinated at the level of the formation of demands and the consistency of the assessment of emerging situations and activities to satisfy them. In the activity on the formation of the ability of an intolerant attitude towards corrupt behavior, mental modeling of a possible life situation, an assessment of circumstances, an analysis of possible alternatives of behavior, a mental assessment of their effectiveness and a rational decision taking into account the accumulated knowledge and the spiritual and moral state are of particular importance.

The main attention in training should be paid to strengthening individual legal consciousness of trainees. The values available to the trainee require analysis and comparison with the relevant legal regulations. This analysis is required to determine the goals of training activities. This will allow the trainee to understand personally for himself what is meant by corrupt behavior, adapt and include in his system of values the system of prohibitions and restrictions in the field of anti-corruption legislation.

When organizing anti-corruption training, it is advisable to use special tasks to develop general civic responsibility, form trainee's responsibility to others, make objective decisions in conditions of moral choice, form the personal responsibility of an official and personal example. Special attention should be paid to teaching staff, their anti-corruption behavior, values, ability to present and structure material, make meaningful inferences and analyze information.

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