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LEGAL EDUCATION AND LEGAL BEHAVIOR AS A BASIS FOR FORMATION OF ANTI-CORRUPTION CULTURE AND ANTI-CORRUPTION CONSCIOUSNESS

The article is devoted to the theoretical and legal analysis of legal education and legal behavior, the formation of anticorruption culture and anti-corruption consciousness in the Republic of Kazakhstan. The most important direction in combating corruption is anti-corruption education, which, first of all, uses the means of legal education and propaganda. It should be noted that these areas in the implementation of legal education require coordinated efforts not only of state bodies and specially authorized persons and structures. An important role in legal education is played by all institutions of civil society, human rights organizations, and also by individual citizens, in some way connected with the process of legal socialization of the individual. The implementation of the legal educational is not limited to specific and practical measures that are associated only with the formation of legal knowledge. As a general direction, legal education is inextricably linked with the education of ethical, religious, cultural, psychological and other traditions. In their totality, these efforts contribute to strengthening the rule of law, legal order, enhancement of legal culture. Formation of negative perception of society to corruption and anti-corruption education of the population should be an integral part of moral and civic education, legal culture, awareness of their rights and obligations to society.

Key words: legal education, legal behavior, legal culture, legal awareness, corruption, fighting corruption, measures to prevent corruption, causes of corruption.

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Құқықтық білім беру мен құқықтық тәрбие сыбайлас жемқорлыққа қарсы мәдениетті және сыбайлас жемқорлыққа қарсы сана қалыптастыру негізі ретінде

Мақала Қазақстан Республикасында құқықтық тәрбие мен құқықтық білімнің теориялық және құқықтық талдауы, сыбайлас жемқорлыққа қарсы мәдениетті қалыптастыру және сыбайлас жемқорлыққа қарсы санацияға арналған. Сыбайлас жемқорлыққа қарсы күрестегі ең маңызды бағыт – бұл, ең алдымен, құқықтық білім беру мен насихаттау құралдарын пайдаланатын жемқорлыққа қарсы білім беру. Айта кету керек, осы салалар құқықтық білім беруді жүзеге асыруда тек мемлекеттік органдар мен арнайы уәкілетті тұлғалар мен құрылымдардың үйлесімді күш-жігерлерін қажет етеді. Құқықтық білім беруде азаматтық қоғамның, құқық қорғау ұйымдарының, сондай-ақ, жеке азаматтардың жеке адамның құқықтық әлеуметтенуі процесіне байланысты қандай да бір рөл атқарады. Құқықтық білім беруді жүзеге асыру тек құқықтық

білімді қалыптастырумен байланысты нақты және практикалық шаралармен шектелмейді. Жалпы бағыт ретінде құқықтық тәрбие этикалық, діни, мәдени, психологиялық және басқа да дәстүрлерді оқытумен тығыз байланысты. Олардың барлығы заңдылықтың, құқықтық тәртіпті нығайтуға, құқықтық мәдениетті нығайтуға ықпал етеді. Қоғамды сыбайлас жемқорлыққа және халықты сыбайлас жемқорлыққа қарсы оқытуға теріс қабылдауды қалыптастыру моральдық және азаматтық білімнің, құқықтық мәдениеттің ажырамас бөлігі болуы тиіс, қоғамға олардың құқықтары мен міндеттерін түсінуі керек.

Түйін сөздер: құқықтық білім, құқықтық тәрбие, құқықтық мәдениет, заңдылық, сыбайлас жемқорлық, сыбайлас жемқорлыққа қарсы күрес, жемқорлықтың алдын алу шаралары.

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Правовое образование и правовое воспитание как основа формирования антикоррупционной культуры и антикоррупционного сознания

В статье проведен теоретико-правовой анализ правового образования и правового воспитания, формирование антикоррупционной культуры и антикоррупционного сознания в Республике Казахстан. Важнейшим направлением противодействия коррупции является антикоррупционное воспитание, которое, в первую очередь, использует средства правового обучения и пропаганды. Следует отметить, что эти области в осуществлении правового воспитания требуют скоординированных стараний не только государственных органов и специально уполномоченных лиц и структур. Немаловажная роль в правовом воспитании институтов гражданского общества, правозащитных организаций, а также отдельных граждан, каким-либо образом связанных с процессом правовой социализации личности. Осуществление правового воспитательного процесса не исчерпывается мерами конкретно-практического характера, связанными только с формированием правовых знаний. Правовое воспитание неразрывно связано с воспитанием этических, религиозных, культурных, психологических и иных традиций. В своей совокупности данные усилия способствуют укреплению законности, правового порядка, повышению правовой культуры. Формирование негативного восприятия общества к коррупции и антикоррупционное просвещение населения должны являться неотъемлемой частью нравственного и гражданского воспитания, правовой культуры, осознания своих прав и обязанностей перед обществом.

Ключевые слова: правовое образование, правовое воспитание, правовая культура, правосознание, коррупция, борьба с коррупцией, меры по предупреждению коррупции, причины коррупции.

Introduction

Assessment of the legal consciousness of modern society multiplies the importance of legal education, which, along with other legal instruments, is called upon to exert influence on the behavior of subjects, to determine legal guidelines directly related to their positively aspiring activities. V.V. Sorokin correctly noted that «the corresponding level of legal consciousness is not an automatic consequence of objective needs. It is developed as a result of an independent, purposeful activity on the legal education and upbringing of the subjects of law» (Sorokin, 2002: 321)

The establishment of tasks, goals, paramount configurations of legal education requires the

characteristics of this category from the general theoretical point of view.

In the opinion of N.I. Matusow, under the legal education should be understood the purposeful activity of the state, public structures, the media, labor collectives on the formation of high sense of justice and the legal culture of citizens (Matuzov, 2003: 252) It should be pointed out that this definition includes the very essence of this phenomenon, its primary tasks and the expected results.

At the same time, T.V. Sinyukova, worked out, in our opinion, an important supplement to the definition of the concept of legal education. First and foremost, it analyzes the nature of legal education. This activity is considered as a systematic influence

on the consciousness and behavior of a person (Sinyukova, 1997: 462)

Similar to the first definition, the goal of legal education seems to be an increase in the level of legal consciousness and legal culture, however, T.V. Sinyukova clarifies the main ways of solving this problem. These include: the creation of certain internally positive views, views, value orientations, beliefs that ensure compliance with, implementation and application of legal norms.

Legal education as its natural and key goal sees the development of legal personality traits and skills. N.I. Matuzov highlights the following directions as priority in this area:

- the development of a healthy sense of law for a citizen, a progressive legal worldview;
- the preparation of a socially active person who is well aware of his rights and opportunities, has the skills to protect them by all legal means;
- education of a highly moral personality, which reacts sharply to the facts of injustice and arbitrariness, respects law and order, promotes counteraction to law violations and lawlessness.

It should be noted that these areas in the implementation of legal education require coordinated efforts not only of state bodies and specially authorized persons and structures. An important role in legal education is played by all institutions of civil society, human rights organizations, and also by individual citizens, in some way connected with the process of legal socialization of the individual.

Main part

It is necessary to distinguish between the categories of «legal education» and «legal socialization». Legal socialization is the inclusion of a person in legal relations, the acquisition of certain legal knowledge and legal beliefs, the ability to navigate in the legal space and to translate into reality the acquired legal skills. In this case, we can talk about the integrity of the desired outcomes for the society of the process of legal socialization and legal education. The differences between them are as follows:

– Legal socialization is not only a process of influencing an individual through specially developed legal methods, tools, programs and concepts for the formation of legal personality traits. Socialization can also be a spontaneous phenomenon, which is also accompanied by the development of the legal skills, knowledge, beliefs of the individual; However, their development is carried out by the

immediate social environment of a person and may not necessarily coincide with the concepts of society and the state of the legal qualities necessary for it;

– the process of legal socialization involves a more active inclusion in it of a person for whom the assimilation of certain norms, values, landmarks and their fixation in social behavior is an integral part of everyday life, that is, a natural process is that it has no strict relation to certain forms and methods legal education.

Consequently, legal socialization is a broader concept than legal education, in its arsenal there is a wide range of social and legal means of influencing a person. Legal education is more systematized and purposeful with the definition of specific methods and technologies of impact. These processes are not mutually exclusive phenomena. The implementation of the law-making function is always based on the social experience that a person has, taking into account the characteristics of the impact of his social environment and the opportunities for implementing the acquired skills and legal knowledge. Legal education is realized by the purposeful efforts of all its subjects, but its effectiveness will depend not only on the person taking part in this process, but also on the competent legal strategy, organization and combination of various forms of legal education.

A.B. Vengerov points out the synergistic nature of all that is associated with the formation of a legal culture, however, this not only does not exclude the possibility of legal education, but also makes it one of the conditions for the existence of this spontaneously developing process (Vengerov, 2000: 259)

Formation of the legal consciousness of a person is a long process, conjugated with many different factors, continuing throughout the life of a person. At each stage of its development, the individual acquires and improves not only certain legal knowledge, legal experience, but also certain legal properties.

Legal education sets as its main task the development of legal personality traits, namely those that are most closely associated with its values and legal qualities. In practical terms, they must meet the following basic requirements:

- to be stable entities of the personality structure;
- display the state-legal reality;
- determine the social value of the individual in the sphere of the law;
- make internal conditions for the further development of the «legal» content of the individual.

Among the basic legal properties of the personality, characterizing the attitude of the

individual to the law, NI. Tyurina singles out: a sense of responsibility, solidarity with law, justice, legality, legal duty, respect for law (right) (Tyurina, 2003: 188)

Under the sense of responsibility, the author understands the conscious attitude of the person to his rights and duties, understanding and evaluation of his actions.

Solidarity with law acts as a relation to legal norms, based on agreement with them, and the degree of consent of the addressee to the norm may be different, depending on the reasons underlying such consent.

The sense of justice is defined as the extent to which the personality of the state system is internalized and its right expressed in its relation to the rights and lawful interests of others, to the responsibility of one's own behavior, and to rightly act in a demand addressed to other persons.

The sense of legality is characterized as the state of the socio-legal mental frame of the individual, providing in legal situations the choice of the option of lawful behavior, the willingness to follow legal prescriptions in the specified direction, the internal mood of the individual to choose only law-governed behavior, even if in some sense it is not a verbal one. He does not respond to his interests at the moment.

The sense of legal duty indicates the nature of the individual's understanding of the significance of legal means, the degree of readiness to use them in practical activities to satisfy primarily the public interests or interests of others.

Respect for the law (law) is considered as an integral property of the legal structure of the individual, which determines the highest, developed type of legal position based on the adoption of legal norms as an intrinsic personal value, on a trustful, respectful attitude towards them, and determining the choice of behavior solely. on motives of the principle agreement with the law.

On the basis of the marked properties in the personality structure, a set of values and legal orientations develops that allow one to determine his behavior in the legal sphere, which is a sign characteristic of the level of the legal culture of the individual. Structural elements of sense of justice, as N.M. Tappanyan, can be changed artificially with effective mechanisms of formative influence (Tapchanian, 1999: 18)

The relationship between sense of justice and legal education is obvious, however, their determinism is not strict, otherwise the problem of raising the legal consciousness by measures of legal

influence would have been solved long ago. Further arguments of the researcher about the possibility of artificial change of any of the components of the structure of legal consciousness lead him to the conclusion about the objective reality of changing and improving the legal culture with the purpose of stimulating «self-justified lawful behavior». (Tapchanian, 1999: 7) With the latter remark it is worth agreeing, since the immediate goal of legal education, whatever its form, was always the stimulation of legal behavior, the development of stable, positively directed motives for behavior.

Researchers differently determine the effectiveness of various forms of legal education (legal behavior, legal propaganda, self-education) and their predictable effectiveness.

Legal propaganda (agitation) is manifested in the dissemination of legal ideas, views, official doctrines through a variety of ways, which are often defined in their totality as «legal universal knowledge». Among his main activities can be called public lectures, talks, debates, speeches. A special form of legal propaganda is the dissemination of popular legal publications – books, magazines, pamphlets, in which the level is not accessible to the reader, an explanation of complex legal questions, practical advice on protecting their rights, upholding legitimate interests. At the present time, with the use of modern technologies, the practical orientation of this form of legal education is significantly increased, due to which it is possible to talk about its «second birth» (Maltsev, 2005: 21)

Self-education as a process of independent mastering of legal knowledge and skills can be considered in two aspects:

– The theoretical level, which includes the process of independent study of legislation, raising the level of legal knowledge by practicing lawyers and theoreticians;

– The practical level assumes the direct inclusion of personality in the process of the realization of law, that is, the use and enforcement of legal prescriptions, which forms its own legal experience of the individual.

Legal education is the process of transfer and assimilation of legal knowledge, which is carried out in educational institutions of various levels (schools, colleges, lyceums, higher educational institutions). As a rule, legal education is considered necessary, but not the most important element in the process of legal socialization.

Legal knowledge is a necessary component and the most important condition, preceded by any behavioral act of personality.

Legal knowledge can be classified for several reasons:

1) according to the degree, depth of development:

– Unsystematized, that is, separate, fragmentary theoretical knowledge that does not create a common image and idea of law;

– Systematized knowledge, which, as a rule, is formed in the process of legal education and represents a complete legal representation of existing legal institutions and structures;

2) on the subject of reflection:

– general knowledge of law, its regulatory and protective functions, including knowledge of the specifics of the legal regulation of those relations to which the individual is directly involved;

– special legal knowledge necessary for the implementation of specific activities in the field of legal regulation related to the performance of legal or other legal activities;

– professional knowledge, the formation of which is necessary for the implementation of professional legal activities;

– theoretical knowledge inherent in specialists of the right theory and some categories of legal practitioners. (Tyurina, 2003: 116-117)

It should also be noted that the problem of legal education is in close interaction with the development of the individual. Today, in society as never before is great attention to the issues of improving spiritual and moral education. The system of legal education should be oriented towards the upbringing of a person who upholds a value attitude toward a world that is able to participate in solving global problems of the present, to confront social threats and challenges.

Therefore, the implementation of the legal educational is not limited to specific and practical measures that are associated only with the formation of legal knowledge. As a general direction, legal education is inextricably linked with the education of ethical, religious, cultural, psychological and other traditions. In their totality, these efforts contribute to strengthening the rule of law, legal order, enhancement of legal culture.

Spiritual and moral education of the personality as one of the directions of upbringing and teaching is connected with the solution of such important tasks of education as:

– formation of a valuable worldview foundation combining the best examples of universal ideals and principles and the national and cultural heritage;

– development and consolidation of the sense of community of the historical destiny of citizens of different nationalities living in Kazakhstan and their

belonging to a single Kazakh society with common tasks and interests;

– development of common preferences, ideals and aspirations within the framework of cultural integration while preserving the national peculiarities of the cultural identity of various ethnic and religious groups;

– formation and development of high moral and ethical qualities of the individual;

– education on the basis of values of humanism independently and universally thinking person.

Legal education determines legal practice and should be built on the basis of universal human values. In this connection, scientists identify the nearest, intermediate and final goals. They include the formation of a system of legal knowledge, the second – the formation of legal conviction, and the third – the formation of motives and habits of lawful behavior.

At present, the implementation of the law-making activity must be carried out systematically, comprehensively, taking into account the achievements of theoretical science (both legal and pedagogical) and the practical experience accumulated in the previous period on the formation of the legal consciousness and legal culture of the individual and society as a whole. The organization of the right education of the individual requires a responsible attitude towards her on the part of the whole society and the state. It should not be formal, declarative, on the contrary, its forms and methods should take into account the interests of the younger generation, be interesting for them and be oriented to a wide range of interests of young people. Competent use of modern information technologies in law-making activity will significantly increase the attractiveness for the youth audience and will enhance the effectiveness of all forms of legal education: legal propaganda, and legal behavior, and self-education.

In the Republic of Kazakhstan, a rather extensive regulatory framework for anti-corruption measures has been created, including those aimed at the ratification of a number of international agreements, and a significant number of laws and by-laws have been adopted.

Despite the existing regulatory framework, as well as the anti-corruption measures applied, law enforcement practice often can not fully solve the task of combating corruption. The main reason is the inconsistency of these measures with different forms of manifestation of corruption and the conditions that create it. The success of anti-corruption activities depends not only on the state's ability to realize its

opportunities and to use all anti-corruption tools, but also «from the fundamental reconstruction of public and individual consciousness, changes in the rules of behavior of both state and municipal employees and all citizens» (Golik, 2005: 256)

We believe that the formation of a negative perception of society towards this phenomenon and anti-corruption education of the population should be an integral part of moral and civic education, legal culture, awareness of their rights and obligations to society.

Formation of anticorruption sense of justice of civil servants should become one of the priority tasks. Among the measures for the prevention and prevention of corruption and the formation of anti-corruption sense of justice in public service systems of paramount importance and yielding the greatest positive results, several groups can be distinguished, which include:

- Legislative support of anti-corruption;
- maintenance of worthy monetary maintenance;
- availability of special anti-corruption bodies;
- careful selection of candidates for the replacement of civil service positions and staff rotation;
- a balanced system of legal restrictions and prohibitions;
- Openness of the activities of state bodies to the society within the limits of state secrets and wide coverage of the results of bringing to account for corruption;
- measures for anti-corruption education and advocacy;
- Stimulation of public participation in the fight against corruption.

The most important direction in combating corruption is anti-corruption education, which, first of all, uses the means of legal education and propaganda. In some countries, very specific methods are used for this purpose. For example, in order to form an anti-corruption sense of justice in China, special classes are held in the party school for civil servants, helping to combat the temptation to accept bribes. During such lessons, already called «anti-corruption tai chi», elements of meditation, martial arts and strength exercises are combined.

The most important factor in the formation of an atmosphere of intolerance towards manifestations of corruption in society, in our opinion, is the cultivation of an anti-corruption worldview among the younger generation. Education is one of the most active social sectors in which concrete steps in reforming the system can have a significant impact in the area of anti-corruption prevention. The effectiveness of

the fight against corruption largely depends on the civil position, the public's desire to cooperate with law enforcement agencies. The desire of people to report on the facts of corruption and their support for the «transparency» of society would not have been possible without information and education in neighborhoods, schools, colleges and universities.

The formation of such an outlook of students implies the solution of a number of tasks in the teaching process:

- provide a cumulative judgment on the historical forms of corruption, the specifics of its manifestation in various areas of life, the causes, the harmful results of this phenomenon;
- develop the ability to adequately analyze and personalize corruption as an illegal public phenomenon, relying on the historical and comparative principles of scientific knowledge;
- Develop a set of scientific and practical knowledge, in corruption-related situations that ensure behavior in accordance with positive legal and moral and ethical attitudes fixed by the state and society;
- catalyze the motivation of anti-corruption behavior (Zholovan, 2009: 9)

The National Anti-Corruption Strategy of the Republic of Kazakhstan is based on a rational combination of punitive measures, prevention and prevention and anti-corruption education and education (Fig. 1).

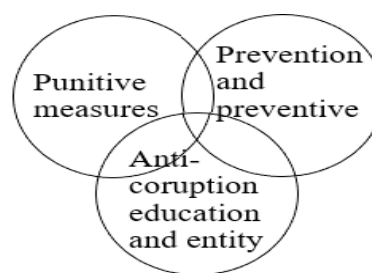


Figure 1 – Kazakhstan's anti-corruption policy

The special problem of anti-corruption education is how to avoid the danger that this program will turn into a course of informing about the possibilities of corrupt behavior. As in all other cases, when schools try to instill attitudes that are contrary to «convenient» practice of behavior, anti-corruption education requires wisdom, psychological insight and methodological skill from teachers.

The purpose of anti-corruption education is to cultivate value paradigms and formulate the skills required for the development of the young

generation of a civil worldview and beliefs about corruption as a social evil.

Objectives of anti-corruption education:

- Stimulate intolerance towards manifestations of corruption.

- Identify and demonstrate the real potential of anti-corruption measures.

- To contribute to the solution of the problems formulated in the general programs and educational standards:

- Cultivation of a value-based worldview (respect for democratic values, non-indifference to everything that happens, honesty, responsibility for one's actions, actions, continuous and stable improvement of personal, social, cognitive and cultural competence, etc.);

- realization of the expansion of opportunities (communicate, find, transfer information and dispose of it, think critically and solve problems, rationally plan and organize activities, manage temporary, financial and other resources, act creatively, initiatively, sensibly and independently, take responsibility for their own actions, communicate and cooperate, constructively resolve differences and conflicts, take part in the life of the school, the local community, society, take on the role, if necessary leader and r. n.) (Project, 186)

The basic principles of the formation of anti-corruption culture at the present stage are fixed in the Republic of Kazakhstan in the national idea «Mogilik El», the long-term program «Kazakhstan-2050» and the Anti-Corruption Strategy.

In the implementation of these documents in 2016, this institution for the first time is fixed at the legislative level and is to conduct educational, information and organizational activities.

Consider the results for each of the directions.

Anticorruption education is an important direction, since it is mainly associated with the younger generation.

As a result of joint work with the Ministry of Education and Science in the curricula of all levels of education, the issue of anti-corruption education is included (Figure 2).

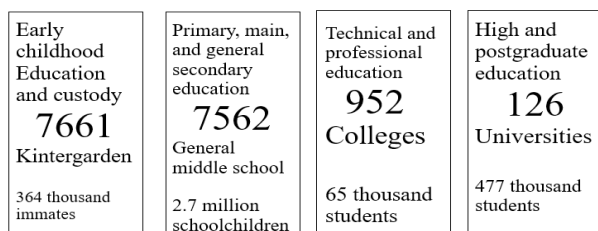


Figure 2 – Coverage of anti-corruption education in the context of education levels by the end of 2015

In the higher educational institutions, as an elective course, the discipline «Foundations of anti-corruption culture» was introduced, the training manual to which was developed by the author's team of the Agency of the Republic of Kazakhstan for Civil Service and Anti-Corruption and teachers of the Academy.

At the initiative of the Agency, the program documents of the Ministry of Education and Science, which determine the course of the educational process, are also supplemented with questions of anti-corruption education.

In particular, this is the Conceptual basis of education, and also the Program for the formation of an anti-corruption culture in the school environment in the context of spiritual and moral and civic-patriotic education.

In realization of this program in 6080 schools, or 98% clubs «Sanaly Urpaq» are created. The total coverage was almost 750,000 students, who took part in 18,228 events.

The introduction of this form of upbringing will allow students to instill principles of honesty and justice (Fig. 3).

Anticorruption education also covers about 266,000 state and civil servants, judges, law enforcement officers, workers in the quasi-public sector, representatives of the pre-entrepreneurial and civil sectors, religious and ethno-cultural associations.

More than 5 thousand events were held with them.

Within the framework of the projects «From state to government agency» and «From akimat to akimat», a series of meetings on explaining the ongoing anti-corruption policy was organized.

During the events in an accessible, interactive form, information was provided on the state of anti-corruption in government agencies and the country as a whole.

Video clips were shown about detentions for resonance crimes, as well as appeals of persons who are serving indecency and repent for co-committed acts.

Important information in the formation of anti-corruption co-knowledge is information and explanatory work. For this, proper interaction with the media is established.

Over 40 meetings were held with journalists, bloggers, editor-in-chief of publishing houses and TV channels.

More than 80 thematic headings have been created in the republican and regional media («Sibaylastypen kores», «Adal omir suru», «Femida», «Law and order», etc.).

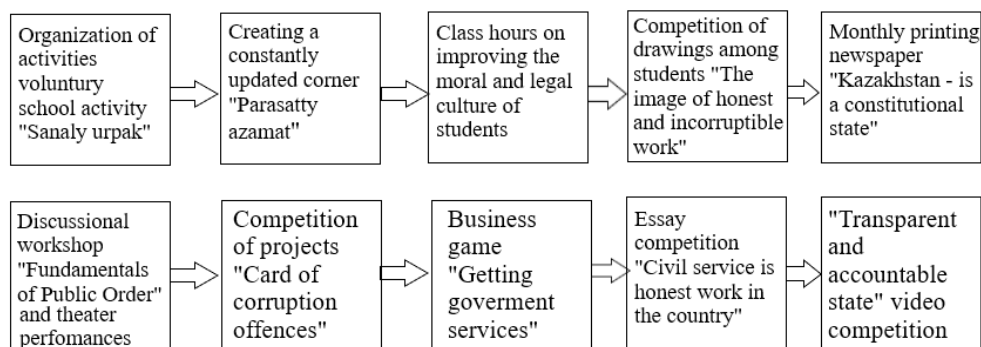


Figure 3 – The program of spiritual and moral education: key measures and forms of work

Published over 3 thousand articles, organized the translation of about 1700 videos. In the Internet there are about 8 thousand anti-corruption materials.

As a result of this work, the level of anti-corruption awareness of citizens has increased, which is confirmed by the data of sociological research. Thus, the level of people's confidence in anti-corruption policy increased by 18% (from 55% to 73%) and by 10% (from 43% to 53%) – the proportion of citizens willing to make a personal contribution to fighting corruption. (Report, 2017)

A significant contribution to the fight against corruption risks and shaping the anti-corruption culture is also made by the student youth of Kazakhstan. The Al-Farabi KazNU successfully implemented the project «University beyond corruption» whose goal is to prevent any corruption phenomena by creating a social environment that is intolerant of corruption and the introduction of anti-corruption technologies (a set of measures) at the university.

1. The first block of a set of measures is the introduction of anti-corruption mechanisms in managerial and organizational and personnel activities.

One of the key measures in combating corruption was the development and implementation of the Corporate Culture Code of PPP and staff, the Code of Honor of Students, the Regulations on the Teacher and the Regulations on the student of KazNU. The implementation of important ethical norms enshrined in these documents is aimed at strengthening the team's commitment to high professional and moral standards, contributes to creating an environment of intolerance to any socially perverse practices.

Ethics commissions operate at all faculties, which monitor compliance with these codes and develop public and disciplinary measures on violations of corporate ethics

2. In order to effectively make management decisions on combating corruption, systematic feed-

back is established through the blog of the rector and regular sociological surveys conducted by the Center for Sociological Research and Social Engineering of KazNU.

3. The next block of the project «University Outside Corruption» is the introduction of anti-corruption technologies in the educational process. In accordance with international standards, KazNU established the information and educational intranet system «UNIVER». The entire system is extremely transparent and is open in real time for viewing by the university administration. Here you can find an electronic journal of visits, academic achievements, electronic statements, which can be viewed by any of the users. The system limits the timeframe for assigning scores to the journal and estimates in the statement for teachers, generates reports on suspicious entries in the register of visits / achievements, generates examination tickets, encrypts exam papers, provides online testing, passes through the Antiplagiat system.

4. An important condition for the effectiveness of anti-corruption technologies is the creation of a healthy social environment. Only as a result of its formation there is an atmosphere of inadmissibility of not only such phenomena as bribes, extortion, pressure, embezzlement, but also plagiarism, cheating, etc. (Sheryazdanova, 2017)

Conclusion

And here the great importance is the continuity of social education, within the framework of which the student positions us not only as an object of educational influence, but also as an equal participant in the entire educational process.

In KazNU developed and actively implemented programs of civic education, aimed at the formation of patriotism in the student environment, labor and legal education, enhance anti-corruption culture.

Thus, the Al-Farabi KazNU initiated the movement to turn universities into universities outside of corruption, an impressive backlog in this direction was acquired, a positive and successful experience was acquired, which can be disseminated among the universities of Kazakhstan. (Ibraeva, 2014)

On October 8, 2013, by the Decree of the President of the Republic of Kazakhstan, a decision was made to join the Republic of Kazakhstan to the Agreement on the Establishment of the International Anti-Corruption Academy as an international organization. The International Anti-Corruption Academy was established under the auspices of the United Nations in 2010 in Laxenburg (the Republic of Austria) as an international organization that performs the functions of a center of excellence in anti-corruption, anti-corruption education, training and research.

In general, an increase in the legal culture of the population, in general, and the formation of an anti-corruption behavior model, in particular, should become a collective social project that is implemented taking into account the following requirements.

First, the task of combating corruption offenses is a joint task that can not be achieved by one particular institution or the state as a whole. It requires active involvement of the citizens themselves, in all the diversity of their organizations and associations. It is necessary to actively participate in various sectors of government in addition to the usual departments directly related to the maintenance of law.

Secondly, the most important role of the state in this collective task is to maintain communication: in expression, dissemination, explanation, approval, illustration of the importance of law and high legal culture.

Thirdly, according to the general approach to the problem in this work, a high legal culture is nothing but a good life of citizens. And it is precisely this concept that should be the pivotal idea in communication or propaganda by the state of the importance of law and legal culture. (Gatsalov, 186)

Statistics show that corruption models of behavior are especially characteristic of modern youth, which often chooses them as a priority way of solving emerging problems in various spheres. Analyzing this problem, we can say with confidence that such behavior is deviant not only from legal norms, but also from the norms of morality and ethics. Accelerated progress of this subtype of behavior is the cause of social anomalies, incorrect socialization of youth, the initial distrust of law and justice, the fall of its spiritual and moral development, the rooting of stereotypes of illegal behavior, the reduction of law-abiding, etc. It is no accident that the phenomenon of corruption at a behavioral level among young people. The state clearly understands that anti-corruption education of society is a decisive factor in increasing the effectiveness of the fight against corruption. (Satpayev, 2014: 3)

It is the anti-corruption education and upbringing of the youth, on which the future of the country depends, contributes to the solution of this problem by eliminating the underlying causes associated with mass consciousness, legal and political culture.

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