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Anti-Corruption Education of Junior Schoolchildren from the Perspective of Comparative Pedagogy

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Abstract

Introduction: the article substantiates the expediency of organizing and conducting educational work on the formation of an anti-corruption worldview in younger schoolchildren; characterizes anti-corruption education of junior schoolchildren in terms of the ethical and legal approach that unites representatives of progressive domestic and foreign pedagogical schools; describes Russian and foreign innovative models for anti-corruption education to strengthen morality of children and form their inner readiness to behave in accordance with socially accepted ideas. The relevance of the study is due to the insufficient coverage of the problem of anti-corruption education of younger schoolchildren in terms of their ability and readiness to adequately perceive and comprehend corruption in terms of describing effective forms of organizing educational and extracurricular activities. *Methods:* theoretical analysis of the research problem, comparative analysis, generalization and systematization of pedagogically significant information and normative documents, description of elements of pedagogical experience based on Russian and foreign sources of information. *Purpose:* to substantiate the importance of organizing anti-corruption education in primary schools, as well as to identify innovative approaches in the Russian and foreign experience to organizing anti-corruption education of younger schoolchildren. *Results:* when studying the pedagogical theory and practice presented in scientific and methodological works of Russian and foreign authors, the author comes to a conclusion about the importance and expediency of anti-corruption education of younger schoolchildren. The comparative analysis reveals common trends and differences in anti-corruption education of primary school children in different countries. General trends reflect the priority attention to the development of the child's ethical and legal axiosphere in the course of his/her inclusion in various types of interactive activities. The most obvious contradiction between Russian and foreign practices lies in the content area. In domestic models of anti-corruption education of younger schoolchildren, emphasis is placed on morality and provides for the direct linking of the object of understanding to specific corruption-related events and facts. In foreign countries younger schoolchildren are absorbed in specific anti-corruption context, which ensures convergence of educational work with real life and increases effectiveness of anti-corruption education. A cross-cultural comparison of the considered pedagogical approaches indicates the relevance of using foreign experience in domestic practice against the background

of the existence of different pedagogical views on the essence of anti-corruption education. The information obtained in the course of this study can serve as a basis for determining the content and means of anti-corruption education by primary school teachers in solving a wide range of tasks of educational work with younger schoolchildren, as well as changing pedagogical consciousness of those teachers whose pedagogical activities are focused on the priority use of information and educational tools. The study is relevant for law enforcement agencies, including the Ministry of Internal Affairs and the Federal Penitentiary Service working with cadet classes, focused on forming law-abiding behavior in children and preventing development of illegal behavior of future employees, civil servants beginning from primary school age.

Key words: corruption; anti-corruption education; primary school; junior schoolchildren; ethical and legal axiosphere; moral qualities of personality; pedagogical experience; comparative pedagogy.

5.8.1. General pedagogy, history of pedagogy and education.

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Introduction

The terminological construct of “anti-corruption education” is widely used in Russian school pedagogy. On the one hand, this circumstance reflects the existence of challenges emanating from corruption, the breadth and depth of which really threaten the national security of the country; on the other hand, it means the pedagogical community’s desire to develop, test and use effective anti-corruption tools and mechanisms on an ongoing basis. School plays a significant role here. It should do a lot to ensure that anti-corruption norms become not just a sum of knowledge for its students, but also a synthesis of moral and legal attitudes that determine human behavior. School has sufficient capacities to ensure the integrity and consistency of anti-corruption education, which can cover all stages of school education from the first to the eleventh grade, ensuring continuity between the stages and an organic link between the educational process and extracurricular activities of students.

Of particular importance in the chain of step-by-step anti-corruption education of students is the initial link, since the age of 7–10 is characterized by active enrichment of children’s worldview and laying the foundations of a moral personality. It is the age of younger schoolchildren, a sensitive period for the intensive formation of moral habits of behavior and moral feel-

ings of a person. An important personality trait of primary school age children is their need to assert themselves in their new social status, a status of the pupil, which means the appearance of a desire to comply with the norms and accepted traditions of law. Such norms and traditions are set at school in the course of regular and extracurricular educational work carried out by individual teachers and the teaching staff as a whole. Strengthening the personal authority of younger pupils among peers and adults is largely determined by their attitude to categories such as “justice”, “honesty”, “equality”, etc. The knowledge gained in elementary school forms the basis both for relevant establishment of socially significant relationships and accumulation of experience in performing socially useful tasks significant for future life [6, pp. 42–58]. In this period of age-related development, children begin to perceive themselves as persons capable of being the author of their own development and benefiting others. Younger pupils strive to determine their own personal resources within co-existence with other people and feel the need to position themselves as subjects ready for a responsible attitude towards themselves and close people [10, p. 72]. In other words, younger schoolchildren’s awareness about social norms and traditions, as well as their understanding of the necessity to follow such norms, are important

for persons of this age, since they facilitate their entry into a diverse social world and a system of public relations. Younger schoolchildren get the experience of normatively defined communication and satisfy their diverse cognitive needs in joint activities.

It is no coincidence that in the education of students of primary school age, the target priority is to create favorable conditions for acquisition of socially significant knowledge – knowledge of basic norms and traditions of the society in which they live. The Federal State Educational Standard for Primary General Education fixes the formation of an initial idea of a person as a member of society, about rights and responsibilities, respect and dignity of a person, moral and ethical norms of behavior and rules of interpersonal relations [11]. The Standard stipulates the development of independent and personal liability for their actions based on ideas about moral norms, social justice and freedom as one of personal results of education of a younger pupil. Thus, a child of primary school age acquires social experience based on moral ideas and ethical norms. Taking into account the fact that the anti-corruption module is one of the fundamental areas of social experience, it can be argued that when implementing anti-corruption education in primary school, the main attention should be paid to the formation of moral qualities of a person.

The problem of anti-corruption education of younger schoolchildren, although it occupies an important place in the general subject of pedagogical work, has not yet been sufficiently studied. There are dissertation studies on anti-corruption education, but they are usually focused either on older age groups of pupils, mainly university students, or officials in the civil service. Our analysis of scientific research devoted to the problem under consideration allows us to state that specific issues of anti-corruption education of younger schoolchildren are considered mainly in scientific articles and textbooks containing methodological and practical recommendations on the organization of the educational process. It should be noted that there are no dissertations and monographs on this topic. There are only few works revealing general aspects of anti-corruption education of schoolchildren without differentiating pupils by age and levels of general education.

An example is the monograph “Anti-corruption education in modern schools: socio-pedagogical support”, written by a team of authors under scientific editorship of O.N. Zhuravleva. A special emphasis in this book is placed on the information and educational direction, which, according to the authors, can be implemented by means of strengthening the anti-corruption component in teaching academic subjects involving the study of legal and moral and ethical topics [5, pp. 30–31].

The analysis of the problem coverage shows that issues indirectly related to anti-corruption education of younger schoolchildren are considered in dissertation and monographic studies, in which this area of educational work is characterized through the prism of legal education. In this regard, it is interesting to refer to the Doctor of Sciences (Pedagogy) dissertation of N.I. Eliasberg on the topic “Humanistic foundations of the legal education system at school” and the Candidate of Sciences (Pedagogy) dissertation of E.A. Andreeva “Moral and legal education of younger schoolchildren”. In the works of these authors, the methodological guideline is an axiological approach that allows us to consider anti-corruption education from the standpoint of the ethical and legal context. The axiological approach to anti-corruption education of younger schoolchildren presupposes determination of personal qualities, the possession of which is incompatible with corrupt behavior. The list of such qualities includes dignity with the inherent desire of a person to protect his/her honor; humanity, including the desire to take care of other people; communication skills, involving the ability to work together; conscientiousness; a sense of justice; willingness to resist lies; resilience: self-confidence, etc.

Research

As a system, the ethical and legal context of anti-corruption education of younger schoolchildren is presented in the Saint Petersburg Model educational project, developed by N.I. Eliasberg, which received justification in her dissertation. The Saint Petersburg Model project is universal in relation to various branches of school legal education, including anti-corruption education [14, p. 330]. Taking into account the deep validity and successful verification of this model in the educational process of a

number of schools, it can serve as an example in the organization and implementation of anti-corruption education around the country.

This model provides for step-by-step ethical and legal education of students in “small steps”, their fulfillment of social roles relevant for a certain age and mastering social experience. Principles of ethical and legal education of schoolchildren can be divided in three groups of humanistic ideas, such as democratic principles of law, values of humanistic ethics and experience of humane pedagogy focused on respect for man. Primary school students are included in the propaedeutic course “Me and My World”, focused primarily on the disclosure of the content of moral and legal norms by pupils themselves. An important role in this can be played by various extracurricular activities of schoolchildren, such as themed holidays, contests, role-playing games, etc. This model allows the child to feel self-confidence, experience a sense of self-worth, determined by the ability to express his/her point of view correlated with moral principles [5, pp. 10–12].

E.A. Andreeva identifies and proves pedagogical conditions that can ensure successful anti-corruption education. They are the following: school functioning as a moral and legal space with the system of moral and legal relations in lessons and extracurricular activities; joint activities of children and adults to maintain foundations of legal and moral norms; using a variety of educational, material, moral, psychological, socio-economic and other means, which are the source and object of effective educational activities of school; creating a democratic school climate; enhancing anti-corruption culture of teachers, etc. Highlighting the mode of interactive interaction, E.A. Andreeva attributes dialogue, discussion, and play to the main methods of moral and legal education [6, p. 7].

It is worth mentioning that, if at the turn of the 20th–21st centuries anti-corruption education of younger schoolchildren was considered as one of the directions of legal education, then in recent years it has become an independent direction. Modern formation of the national school of anti-corruption education of schoolchildren is largely connected with the activities of scientists and practitioners of Saint Petersburg and the Republic of Tatarstan. Of scientific

interest is the project of anti-corruption education developed by scientists and practitioners of Saint Petersburg, including S.V. Zholovan, E.N. Baryshnikov, N.V. Grigoryan, L.M. Belovitskaya, M.V. Boikina, etc. According to the authors of this project, formation of a positive attitude to law enforcement is the key task of anti-corruption education in primary school, while analysis and discussion of various forms of interaction between citizens and law enforcement officials are the priority means of achieving it.

In real life, the sources of corruption abuses are often citizens determined to resolve their issues bypassing the established rules. In various situations, they may bribe either at their discretion or under pressure from an official. Taking into account this circumstance, the logic of the pedagogical decision in the organization of anti-corruption education is as follows: if a child has the idea that an official or a law enforcement officer initially acts exclusively in accordance with established norms and does not allow abuse in his/her professional activity, then a person from childhood understands unacceptability of a bribe.

The embodiment of the idea to form a respectful attitude to public service and law enforcement practice is achieved by including a series of business games in the content of education of students in grades 1–4. The Keepers of Order role-playing game is an example of one of them. During this game, younger schoolchildren will learn about various professions in the law enforcement sphere. In the practical block, they will be involved in a kind of social tests aimed at introducing children to the norms of interaction with people who personify ensuring order. The most typical social tests include practices involving younger students in ensuring order in their classroom. Children are given certain assignments, for example, to control behavior of their classmates from a position of situationally established rules of behavior. Indicators, such as compliance with the requirements of the duty officer, absence of attempts to “negotiate” something contrary to established rules, assistance to the duty officer, act as indicators of a correct attitude towards the “keeper of the order”. According to the authors, the project does not provide for the use of situations describing realistic examples embodying corruption.

The project authors consider it important to use not just one role-playing game, but a system of similar events. A creative approach to creating game scenarios, in their opinion, ensures that students learn the role of law-abiding citizens who negatively perceive corruption. In general, the described educational project is aimed at bringing children to the realization that teachers, officials or law enforcement officers do not establish norms of behavior, but only act as guardians of general rules [7, p. 10].

Methodological recommendations of teachers of the Republic of Tatarstan K.F. Amirov, D.K. Amirova, R.R. Zamaletdinov, E.M. Ibragimova, L.E. Kirillova, A.E. Kirillov, I.T. Sagdeev, I.V. Safronova, I.M. Fokeeva, and G.R. Khamitov have practice-oriented ideas [8–11]. They consider anti-corruption education in relation to younger schoolchildren as a system of activity of an educational organization, which is carried out in line with the following areas of children's social practice: familiarization with the lives of wonderful people; getting an initial idea of traditional moral norms; familiarization with basic rules of behavior at school and in public places; recognition of good and bad deeds; getting initial experience of moral relationships in the classroom and school, etc. [8, pp. 10–16]. Priority forms of anti-corruption education of younger schoolchildren are conversation, watching movies in the process of studying educational invariant and variable subjects, theatrical performances, literary and musical compositions, discussion of actions and behavior of different people in a pedagogically organized situation, games, etc. Events corresponding to the listed forms are filled with moral and ethical content and at the same time do not provide for the consideration of specific examples of corruption [8, p. 16].

At the stage of formation of the national school of anti-corruption education of children, it is reasonable to consider foreign experience. Familiarity with the world experience is a factor in the development of open pedagogical thinking, in which everything valuable recorded in foreign education models is crystallized. The reasonable use of international pedagogical experience has significant educational capacities, therefore, it is necessary to develop our own system of anti-corruption education taking into account relevant global processes. When

forming an anti-corruption culture of Russian citizens, it is important to rely on comparative ideas about achievements in anti-corruption education in Russia and abroad.

The idea of ways to overcome corruption that unites Russia and foreign countries is significant: both in the Russian and international consciousness, the main means of combating corruption are law enforcement practice and educational projects. The high weight of legal measures in Western countries is confirmed by the words of Francois Valerian, Chair of Transparency International, "corruption will flourish until justice systems are not able to punish offenders and keep governments in check" [12]. It is worth mentioning that the analysis of anti-corruption policies of countries with the lowest corruption index shows that the system of anti-corruption education including a variety of effective developments is, along with legal tools, one of the significant directions of such a policy.

As for the foreign approach to overcoming corruption, to a large extent it is built in accordance with the following concepts: social prestige that really brings personal satisfaction to an official is determined by his/her honesty; an important practical way to change behavior of a corrupt official is to change the worldview of a group of people who make up his/her environment towards an extremely negative attitude towards corruption [13]. According to this understanding, in order to strengthen the supremacy of anti-corruption legislation, it is necessary to create a cultural climate in which corrupt officials will be ashamed of what they are doing. The most popular foreign models of anti-corruption education are based on the implementation of changes in culture and traditions that determine acceptable anti-corruption behavior. In this sense they are of unconditional interest to domestic teachers.

Studying foreign experience, it should be borne in mind that in the context of comparative pedagogy, when studying a particular issue, it becomes important to compare interpretations of basic concepts as forms of thought focused on the phenomenon under study, since the interpretation of the same concepts may differ in different countries. Since corruption is the initial phenomenon in anti-corruption education, when studying international experience, it is necessary to consider foreign trends to inter-

preting concepts of “corruption” and “anti-corruption education”.

While there is no unified interpretation of the concept of “corruption” in the global legal lexicon, in most countries there is a prevailing trend, according to which the definition of this term is most often interpreted in line with the Civil Law Convention on Corruption (1999). So, it is requesting, offering, giving or accepting, directly or indirectly, a bribe or any other undue advantage or prospect thereof, which distorts the proper performance of any duty or behavior required of the recipient of the bribe, the undue advantage or the prospect thereof [14].

As for the terminological construct “anti-corruption education”, there are differences in using the term “vospitanie” (“vospitanie” means “to feed up”) in Russian in Russian and English in the meaning of the personality formation. It is important to emphasize that, regardless of this understanding, the essence of anti-corruption education in English and Russian pedagogy is the same: anti-corruption education means a purposeful specially organized process of pedagogical interaction between a teacher and a pupil regarding the formation of anti-corruption personality traits in pupils, including anti-corruption literacy, stability, activity, etc. The most demanded moral anti-corruption qualities include dignity, honesty, integrity, etc. Various foreign sources indicate that it is moral anti-corruption qualities that are given the greatest importance [15–17; 12; 13; 18].

The experience of countries that have achieved significant success in the anti-corruption field deserves special attention. To date, the relatively acceptable level of corruption in the sense of its insignificance is observed in the states occupying the first 20 places out of 180 in the Transparency International rating. They are Denmark, Finland, Norway, New Zealand, Sweden, Singapore, Switzerland, and England. So, there are 20 such countries out of the total number of states – 198 [12]. High anti-corruption indicators in these countries may indicate that they use comprehensive systemic anti-corruption tools, both legal and educational.

The experience of anti-corruption education of children in Denmark is of particular interest, since this country traditionally occupies a leading place in the list of countries by the corruption perception index and is considered the

most favorable in terms of a low level of corruption [12]. There are other reasons that determine the interest in the Danish experience of anti-corruption education.

First, the Danish approach to anti-corruption education of the population provides for a clear definition of the methods and means used in relation to population groups belonging to different age categories. With regard to primary school children, the Danish experience puts advanced pedagogical support at the forefront of anti-corruption education, in which the main emphasis is on indirect methods of education aimed at preventing corruption in line with the formation of unacceptable attitudes towards it.

It is also important that in Denmark, the society is actively involved in various anti-corruption education projects, which, in our opinion, should become the universal norm. By participating in anti-corruption educational projects, public associations and individual active citizens of Denmark have the opportunity to influence the content and results of officials’ activities. Anti-corruption education in Denmark is carried out under the slogan “Zero tolerance” to corruption in any form [13]. In accordance with this slogan, education is in line with the introduction of the population to the norms of morality. This is achieved through a system of funds addressed to both civil servants and ordinary citizens. Civil servants must strictly observe requirements of the ethical codes of official conduct. Formation of a legal culture of ordinary citizens is carried out from an early age with the help of educational projects, such as the Education against Corruption educational project, implemented by Denmark and Lithuania. The idea of the project is to form students’ intolerance to corruption through the capacities of additional education within the school club. School teachers also take part in the project. Children are involved in trainings, during which models of anti-corruption behavior with regard to the age of schoolchildren are worked out. Trainings are preceded by special testing to determine the extent to which participants possess strategies for anti-corruption behavior.

Methodological support of the teachers involved in it is another area of this project. Teachers receive special training, which allow them to deepen and systematize their own knowledge about corruption, as well as to master

the methodology and methods of transmitting information about corruption to their students so that such information is clear to elementary school students and arouse their interest. Master classes, seminars, debates, meetings with specialists, discussions, concerts, poster and photo contests, flash mobs, etc. are conducted [16, pp. 17–23].

It is no less interesting to study the practice of anti-corruption education of younger schoolchildren in countries with traditionally high levels of corruption. One of these countries is Nigeria, a state that ranked 171 out of 180 in the Transparency International rating in 2023 with a corruption perception index of “25” with a maximum index of “90” [12]. It should be noted that in recent years, there has been an active rise in anti-corruption education of primary school children in Nigeria, which is largely associated with the proactive pedagogical activity of Onyinye Ough, a Nigerian writer, author of four children’s books, producer of a number of animated films on the topic of corruption. In addition, Onyinye Ough is the executive director of Step up for Social Development and Empowerment in Nigeria, an anti-corruption non-governmental organization. Her teaching experience is popularized on the official UNESCO website and is recommended by this organization for wide use around the world.

Onyinye Ough considers the inclusion of children in an educational program based on the use of storytelling technology to be an effective form of anti-corruption education for younger schoolchildren. Storytelling is a pedagogical technology that is based on the use of stories with a certain structure and an interesting character. It is aimed at solving pedagogical tasks of training, mentoring, development and motivation. Storytelling is chosen by the author of the educational program as the most effective way of transmitting information and knowledge, as well as encouraging children to socially approved actions based on instructive stories. This tool combines psychological, educational and other aspects; it allows not only to effectively convey information to the child, but also to inspire him/her to act in accordance with anti-corruption conviction [18]. Storytelling makes it possible to influence the emotional sphere of the educated; it is relatively easy to convey necessary information; to teach norms

and requirements that are accepted in society; to form an understanding of the uniqueness and value of each person; and to clearly show the unity of word and deed.

According to Onyinye Ough, younger schoolchildren are unspoiled by corrupt “vices of society” and need mandatory “vaccination against corruption” with the help of a special educational program. The anti-corruption program includes 3 types of storytelling: storytelling, which includes a narrative about real corruption events; storytelling, based on fictional stories with a corrupt context; storytelling as a way of self-realization of children through their inclusion in anti-corruption creative activity. In the educational program proposed by Onyinye Ough, storytelling acts as a technology aimed at obtaining information for children that causes an emotional protest against corruption. This technology gives anti-corruption education of children a procedural character; at the same time, the educational process includes three consecutive stages.

The first stage (“sessions”), involves reading stories and watching short animated and feature films with their subsequent discussion. The books used in the educational program contain two types of stories: serious stories and comics. Children read books at home and at school, aloud and to themselves; teachers and parents also read stories. Public reading aloud, which involves alternately voicing a certain fragment of the book by each participant, is called a “reading session” in this technology, and this form is one of the main ones at the first stage of the project implementation. Watching films are called “film sessions”. Among the films that evoke the strongest emotional response, Onyinye Ough singles out the cartoon “Emeka’s Money”. It is an animated film lasting fourteen minutes, the plot of which vividly and figuratively connects the poverty and misery of the inhabitants of a large city with specific corruption events. The result of the first stage, according to the author of the educational project, should be the formation of an extremely negative attitude towards corruption in children because of its harmfulness. The interest of children in participating in the sessions is determined by the fact that storytelling takes into account such characteristics of younger adolescents as the tendency to associate themselves with a heroic

character in a cautionary tale, to project the actions and deeds of such a character onto themselves, to see in the hero of the story the "ideal self".

The second stage of the educational program is called "testing". This stage is aimed at finding out the level of achievements of children before and after their participation in the sessions. The focus of the study of behavioral manifestations of younger schoolchildren, first of all, is the ability of program participants to show resilience in situations of corruption risks, as well as the tendency of children to lie. The central event of this stage is the business game "Behavior in situations of corruption challenges". Children, performing situational tasks, take part in creative contests to write their own stories, poems and songs, as well as draw comics with anti-corruption content. The analysis of products of the creative activity of the participants from the standpoint of certain criteria allows us to identify the dynamics of anti-corruption awareness of children and the orientation of attitudes towards corruption.

The third one is dedicated to rewarding children who have shown high results with diplomas, gifts and prizes.

The storytelling technology includes, in addition, special training for Nigerian teachers to conduct anti-corruption education of younger schoolchildren. The voluntary involvement of teachers in the project is facilitated by a specially created comfortable environment conducive to free and relaxed professional communication. Thus, training events for teachers, as a rule, include watching a film on the topic of corruption and then its discussion in a cafe "over pizza". Project participants find it interesting to watch "Frost/ Nixon" filmed in 2008 and dedicated to the famous series of interviews given to British journalist David Frost in 1977 by US President Richard Nixon five years after the Watergate scandal, which led to his resignation. The film contains extensive material that encourages the viewer to condemn corrupt actions of high officials.

The effectiveness of the storytelling technology as a tool for anti-corruption education of younger schoolchildren is confirmed by the results revealed during its application. During diagnostic procedures, it is revealed that at least 55% of children participating in this educational

program demonstrated a persistent rejection of corruption. At the same time, as a rule, the proportion of students for whom vote buying in school elections may be acceptable decreases by 20%. The author of the program considers an important achievement to be the fact that the vast majority of participants refuse to be bribed in situations in which they are asked to hide the truth about a bad deed [18].

Consideration of different models of anti-corruption education on the example of foreign countries, one of which is the most successful in the fight against corruption, and the other is among the unfavorable states, allows us to identify the presence of valuable experience, establish socio-political, legal and pedagogical conditions that determine positive manifestations in the field under consideration. The presented information can serve as a basis for forecasting possible consequences when transferring the described anti-corruption education systems as a whole or their individual components to the conditions of the Russian educational environment.

Results

An analytical review of the domestic and foreign experience of anti-corruption education of younger schoolchildren helps formulate our view on the problem of anti-corruption education of younger schoolchildren.

Anti-corruption education of schoolchildren is a systematic, controlled, organized, systematic and purposeful process of influencing pupils' consciousness with the whole set of diverse forms, means and methods in order to form their self-esteem in circumstances of corruption risks and challenges. Anti-corruption education of schoolchildren is one of the most important tasks of a school that has sufficient capacities to strengthen its students' sense of self-worth, the ability to resist injustice and humiliation, arrogance and cynicism.

The age of 7–10 years is favorable for the perception of anti-corruption values of a personal plan, since such values are identified by most children with certain personal qualities that, in their opinion, should be inherent in a person. Such qualities include justice, dignity, honesty, humanity, etc.

Anti-corruption education of younger schoolchildren involves acquisition of such a volume of anti-corruption knowledge, the content of

which is determined by the social roles that are characteristic of younger schoolchildren, as well as the urgent tasks of their socialization.

It is advisable to carry out anti-corruption education of younger schoolchildren in line with an ethical orientation. It includes the study of moral norms as basic rules of behavior, formation of ideas about the rules of behavior in various circumstances, and development of moral and ethical personality traits. Formation of ethical views in children of primary school age is more associated with emotional experiences and experience of specially organized activities.

The most successful models of anti-corruption education, presented in domestic and foreign experience, include elements of ethical and legal education, in the content of which the unity of axiological, informational, creative and activity components subordinated to the general “personality-forming” function is concentrated.

With the existing pluralism of pedagogical solutions, the most characteristic difference between foreign models of anti-corruption education of younger schoolchildren is the enrichment of its content with specific corruption-relevant material closely related to everyday life and bringing educational work closer to reality.

Conclusions

1. Against the background of the anti-corruption legislation formed in Russia, overcoming

corruption with the involvement of educational means can significantly increase its effectiveness. The coverage of anti-corruption education of younger schoolchildren can serve as a prerequisite for building a favorable forecast regarding the formation of an unacceptable attitude towards corruption in a growing person in his/her later life.

2. Theoretical understanding of the problem of anti-corruption education of younger schoolchildren is presented in the scientific works of Russian and foreign researchers interested in the formation and structuring of the anti-corruption space by pedagogical means.

3. An important area of domestic pedagogical research may be the correlation of existing approaches of the Russian school of anti-corruption education of younger schoolchildren with foreign pedagogical practice. The use of foreign experience is relevant, since there is a common understanding of the importance of including a moral component in anti-corruption education, enriching educational work with a variety of meaningful and methodological tools can significantly increase its productivity. The integration of variable approaches that have proven themselves positively in solving problems of anti-corruption education in different countries is also interesting from the point of view of expanding the possibility of cross-cultural information exchange.

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