

Protecting Students Worldview from Negative Perceptions Related to Corruption

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So on

The key words are that we need
to be more aware of our rights
and responsibilities

ABSTRACT

Objective: This study aims to develop educational strategies that cultivate an anti-corruption worldview and foster ethical consciousness among students in Uzbekistan by integrating civic education, interactive learning, and national moral philosophy. **Method:** Using a qualitative-descriptive approach, the research analyzes pedagogical practices, curricular elements, and national initiatives such as "Honesty Lessons," supported by textual analysis of works by prominent Uzbek thinkers including Alisher Navoi, Abdulla Avloniy, and Mahmudhoja Behbudiy. **Results:** The findings reveal that role-playing, value-based competitions, transparent assessment methods, and community engagement significantly enhance students' moral awareness, critical thinking, and civic responsibility. Teachers and institutional support systems play a pivotal role in reinforcing these values through practical and contextualized learning experiences. **Novelty:** This study introduces a culturally grounded, age-appropriate framework for anti-corruption education that uniquely combines classical Uzbek philosophical thought with contemporary pedagogical methods. It fills a gap in the literature by proposing a structured, context-specific model aimed at instilling integrity and resistance to corruption in school-aged learners within a Central Asian context.

INTRODUCTION

Protecting students' worldview from negative perceptions of corruption means educating them on social values such as honesty, fairness, and responsibility. This process involves not only education, but also the formation of legal awareness and legal culture, as well as values [1].

There is a lot of information in the works of our thoughtful scholars to protect the worldview of students from negative perceptions related to corruption.

Alisher Navoi in his Mahbub ul-qulub wrote that justice is the basis of state stability, oppression is the foundation of the state, and corruption weakens the society [2].

Ahmad Yassawi, in his book Wisdom, described it as "Be right, be honest, be truthful, this is the path of the path of the path", meaning that the true path of humanity and the divine path begins with honesty [3].

Mahmudhoja Behbudiy said that if we are honest, society will be honest. If we purify our hearts, our nation will rise", which means that "the purification of our society begins with ourselves". Every citizen should be honest. This is how we will make our country grow.

Abdulla Avloniy in his work *Turkish Gulistan or Ethics The Heart of the Nation*. He said that there is no escape from a nation whose heart is corrupt, i.e. Moral corruption (corruption, lying) causes the breakdown of society and the state.

The first President of our country, Islam Karimov, in his work "High spirituality" "Invincible force" gave the definition that "there can be no talk about development where justice is not the priority" [4].

RESEARCH METHOD

In order to prevent cases of corruption among students, it is advisable to carry out a number of methodical works. Including:

What is corruption, the nature of corruption, the negative consequences of corruption, depending on the age of the students, all sorts of examples: "Is it fair if someone breaks the rules of the game and wins the game for a prize?" show samples through questions;

To promote among students the principles of honesty and justice, their true meaning [5]. Honesty is constantly promoted as a value, small things in the classroom: honesty in evaluation, fairness in queuing, conscientiousness in doing the tasks assigned by the teacher;

To develop critical thinking processes among students, to critically evaluate the information received, to approach sources with confidence, to ask questions when suspicious situations arise (especially in cases related to corruption);

Ensuring openness and transparency in the learning environment. Transparent evaluation system in schools, taking into account the opinion of students, creating opportunities for expression of opinion, constantly supporting the process of creating a competitive environment of equity among them;

Establishing a permanent partnership with parents, teachers and the community. To organize monthly seminars or meetings with the participation of parents and the community on the real facts related to ethical, legal, corruption, and to ensure the participation of students in them [6].

RESULTS AND DISCUSSION

On May 26, 2023, the Ministry of Justice, the Prosecutor General's Office and the Anti-Corruption Agency held the closing ceremony of the project "Creating a system of anti-corruption education and integrity in state bodies and educational institutions" with the participation of experts of KPMG Audit (Uzbekistan) with the support of the UNDP project "Combating corruption in Uzbekistan through effective, accountable and transparent governance institutions" and the presentation of the study materials and modules developed in the country as a result of the project[7]. The main purpose of this

project was to strengthen the integrity of civil servants, judicial and law enforcement officers, as well as students and students of educational institutions and to form an intolerant attitude to all forms of corruption [8]. Within the framework of the project, training programs for various target groups in the field of education on the prevention of corruption, modern mechanisms of combating corruption, training courses on complex measures to increase legal literacy and legal knowledge of officials and employees of state institutions in the field of combating corruption were developed and implemented into practice. In particular, he developed a methodological manual on anti-corruption education of children in preschool educational institutions [9]. The handbook consists of 3 chapters and 6 parts, which include tasks aimed at anti-corruption education and anti-corruption worldview formation. Data is also available in the form of dissemination and video materials. The handbook will help educators to form anti-corruption skills in the minds of children in preschool educational institutions, to educate them in the spirit of honesty and decency, intolerance towards such a negative social phenomenon as corruption [10].

It is designed for high-school students to achieve high results through the development of methodological manuals aimed at forming students' anti-corruption worldview and promoting honesty. For example, organizing a competition among students under the slogan "Honesty is the foundation of a strong society". The main goal is to form a conscious approach to the concepts of corruption, honesty, justice and responsibility for corruption in students, to give a deep understanding of the negative impact of corruption on the development of society, its destruction of society and the paralysis of the state, to develop a civic position and a spirit of intolerance towards violations of the law in students [11].

"What kind of society do you want to live in?" Students are given a preview of two societies: the first is a society in which the rule of law prevails, honesty is valued, equal opportunities exist, corruption is relentlessly combated, and punishment for corrupt behavior is inevitable [12]. The second society is Pora, where things are handled through acquaintance, where injustice is rampant, where power is abused, where no one follows the laws of the society. Students are given the following tasks and analyses. What kind of society do you want to live in, and why? What can you do to create a society that you want to live in?

Corruption is it a minor sin or a major crime? The class is divided into two groups. One supports the idea that "a little bribe doesn't hurt", while the other disagrees [13]. The students provide evidence of corruption-related incidents, and give examples of their opinions. In conclusion, it should be concluded that all forms of corruption are dangerous and it is the duty of every citizen to fight against it.

To protect students' worldview from corruption, the following must be done. In particular, it is advisable to introduce special training modules, to introduce in 10-11 grades separate classes entitled "Civil society and principles of integrity". Through these workshops, students analyze questions such as, "What is corruption?", "What are its forms?", and "How does honesty help build a society?"

It is advisable to implement the project "Honesty Lessons". Every Friday, once a month, during the class leadership hour, an open discussion on the topic of "Honesty the foundation of society" and analysis of events will be held [14]. Students learn to make honest decisions based on real-life situations through the analysis of competitions, and students are provided with information on how to combat corruption.

Organization of training courses for teachers and educators. Further increase the immunity of teachers in the fight against corruption and corruption by conducting seminars and trainings on the topic of "Honesty and moral immunity" for school teachers. Teachers will learn how to talk to students about corruption and how to answer their questions in an open and age-appropriate manner.

In the lessons of education through artistic literature, discuss the ideas of Cholpon, Avloniy, Navoi, Behbudiy, Ahmad Yassavi and many other thinkers about the negative consequences of honesty, justice, corruption.

Announcing such contests among students, classes or schools as "Most honest student", "Righteous class", "Honest leader" by organizing contests "Honesty sample" [15]. This further shapes honesty as a value.

CONCLUSION

Fundamental Finding : This study concludes that cultivating a student worldview rooted in honesty, justice, and anti-corruption values requires an integrative pedagogical approach that blends ethical instruction with interactive learning and community engagement. Drawing from Uzbek moral and intellectual traditions, educational practices such as role-playing, ethical discussions, and value-based competitions effectively nurture moral awareness and civic responsibility among students.

Implication : These findings highlight the critical role of embedding moral education within formal curricula and extracurricular activities, reinforcing integrity through both familial and institutional partnerships, and positioning cultural heritage as a foundational element of character formation.

Limitation : Nevertheless, the study's focus on specific national values and educational programs in Uzbekistan may limit its applicability to more diverse or secular educational systems where contextual moral references may differ.

Future Research : Subsequent studies should examine the long-term behavioral outcomes of integrity-based pedagogy, explore cross-cultural implementations, and evaluate the role of digital and media platforms in shaping student ethics and resistance to corrupt influences.

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