



ETHICAL CODES IN EDUCATIONAL INSTITUTIONS OF UZBEKISTAN AS A TOOL TO COUNTER CORRUPTION IN THE NATIONAL EDUCATION SYSTEM

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Article history:		Abstract:
Received:	August 7 th 2022	This article is devoted to the topical issue of improving the effectiveness of combating corruption in the education system of Uzbekistan. The article's aim is to show the potential of the application of ethical codes in the education system as an effective means of combating corruption in all the educational institutions in Uzbekistan. The research methods were the following: analysis of scientific literature and legal acts, comparative legal analysis, induction, deduction and modeling. The article's author comes to the conclusion that the scientific community has developed and applied many effective mechanisms for combating corruption in the education system, based on systems of monitoring, control, prevention, and the use of legal instruments. However, in the Republic of Uzbekistan there are no ethical codes for teachers in educational institutions, which are very effective in Western countries. The article's author proposed an algorithm for the development and adoption of the ethical code of a teacher and making changes to it, which allows you to regulate in detail all aspects of the professional ethics of teachers.
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The national education system can be corrupted in several ways, including through its educational functions, through the supply of goods and services, as a result of inappropriate professional behavior, and in the areas of taxation and property.¹

Corruption extends to all areas of planning and management, information systems, school construction, recruitment, career advancement (including reward systems) and the appointment of teachers, the supply and distribution of equipment and textbooks, the allocation of funds (stipends, subsidies, etc.), conducting examinations and issuing certificates and diplomas, holding events outside educational institutions, etc.

The scientific literature² describes different types of consequences of corruption in the education system, in particular:

¹ Любкина Н.А., Лубский Р.А. Коррупция в сфере высшего образования: основные проблемы и способы их разрешения в современном российском обществе // Юрист-правоведъ. – 2018. – №3 (86). – С. 48.

² Момотова О.Н., Руденко М.Н. Особенности изучения коррупции в сфере образования // Экономика и социум. – 2016. – № 9 (28). – С. 16; Акунченко Е.А., Вырва П.А., Дамм И.А. Основы

- Corruption leads to waste of financial resources, as in other public sectors.

- The costs of corruption in education arise when schoolchildren and students are denied access to education due to special requirements for admission; when misallocation of talent occurs as a result of bribery in examinations; when corruption (illegal manipulation and favoritism) is formed and cultivated among the younger generation of citizens, since they are personally involved in corruption.

Such consequences are not typical for any public sector. They are intertwined with the basic functions of the education system, hence the corruption that generates them depends on education.

In terms of staff (especially teaching staff) and population served, the education sector is the second or even largest sector of the state. Educational services are intended for all families with children of preschool and school age, as well as for young people and all those who have decided to study. This means that so many people in the country suffer from the consequences of corruption in the education sector, activities in this area take on significant social and

коррупционного просвещения в сфере образования / под ред. И. А. Дамм, Н. В. Щедрина. – Красноярск: АСТ, 2016. – С. 63-64.



financial implications, making corruption in the education sector a politically sensitive issue.³

Tighter legislation and the establishment of well-managed institutions are not enough to prevent corruption unless citizens actively demand accountability from government and public institutions. Indeed, ethical education for students will help in the fight against corruption, since young people are the future of any state. Anti-corruption education cannot work in isolation. The environment in which children and young people learn has a decisive influence on the formation of their views. Therefore, ethical education should be part of the effort to change relationships and behavior in the education sector (particularly teachers and educators), and it is also necessary to improve management and increase social control over employees in this sector.

Measures to combat corruption in the education sector should extend to the entire educational environment, which values integrity, good governance with an effective, transparent and accountable mechanism for public control over how the sector operates and spends resources. When analyzing the problems of corruption in the education system, it is important to understand that the attitude of citizens is essential for ensuring good public administration.

Weaknesses of the education system: personnel, financing and public procurement. Potential weaknesses in the HR sector include, in particular, imperfect legislation and management guidelines that do not adequately address corruption, as well as a failure to enforce existing legislation, a lack of transparency in public administration, oversight and control, and a lack of incentives to work effectively.⁴

Measures to overcome the aforementioned potential weaknesses include the following:

- Adoption of ethical codes of conduct, strengthening the legal framework and raising awareness on results orientation and prevention of corruption;

- Introduction of transparent criteria and procedures for appointment, career advancement and remuneration;

- Integration of monitoring into the civil service system, development of appropriate procedures and institution building to ensure reliable and maximally independent systems for receiving complaints and

³ Момотова О.Н., Руденко М.Н. Особенности изучения коррупции в сфере образования // Экономика и социум. – 2016. – № 9 (28). – С. 17.

⁴ Акунченко Е.А., Вырва П.А., Дамм И.А. Основы коррупционного просвещения в сфере образования / под ред. И. А. Дамм, Н. В. Щедрина. – Красноярск: АСТ, 2016. – С. 78.

working with them by specialists with authority, competence and experience to detect and prevent corruption in the personnel system of the education sector.⁵

Ethical behavior in the field of education should be the norm and go unnoticed because of its impeccability. In this regard, the integrity policy should be aimed at recognizing and encouraging high standards among civil servants and educators in order to set an example for other officials. If this happens, manifestations of corruption are insignificant and are reduced to isolated cases, receiving a negative assessment in society and severe punishment from the competent authorities.⁶

One of the manifestations of corruption is gifts to civil servants and teachers, which often turn out to be very expensive. In the Republic of Uzbekistan, a ban on receiving gifts by civil servants is not provided for by the legislation on the civil service.⁷ We believe that in it, as well as in the Civil Code of the Republic of Uzbekistan⁸, it is necessary to reflect the corresponding prohibition, by analogy with Russian legislation⁹. At the same time, ethical codes of conduct for teaching staff should be adopted at the level of educational institutions, in which the same standards should be indicated as in relation to civil servants.

The Law of the Republic of Uzbekistan "On Education"¹⁰ contains a norm related to the ethics of

⁵ Сычева А. В. Коррупция в сфере высшего образования: коррозия правосознания // Ученые записки Крымского федерального университета имени В. И. Вернадского. Юридические науки. – 2015. – Т. 1 (67). – № 4. – С. 21.

⁶ Макарова М.Н. Проблема коррупции в высшем образовании: взгляд студентов // Право и жизнь. – 2019. – № 5. – С. 61.

⁷ Сенат одобрил закон о государственной службе // Gazeta.UZ. 28.05.2022. – URL: <https://www.gazeta.uz/ru/2022/05/28/law/> (дата обращения: 27.07.2022).

⁸ Гражданский Кодекс Республики Узбекистан (Часть первая). Утвержден Законом Республики Узбекистан № 163-I от 21 декабря 1995 года) (с изменениями и дополнениями по состоянию на 20.04.2022 г.) // Online.zakon.kz. – URL: https://online.zakon.kz/Document/?doc_id=30421270 (дата обращения: 27.07.2022).

⁹ Федеральный закон «О государственной гражданской службе Российской Федерации» N 79-ФЗ от 27.07.2004 (с изм. и доп. от 30.12.2021) // Правовая система «Консультант плюс». – URL: http://www.consultant.ru/document/cons_doc_LAW_48601/ (дата обращения: 27.07.2022).

¹⁰ Закон Республики Узбекистан «Об образовании» №РЗУ-637 23.09.2020 // Lex.UZ. – URL:



teachers, who must take them into account in their activities (the Article 46 "Pedagogical workers in the implementation of pedagogical activities are prohibited from committing actions that contradict the norms of morality and ethics"). In this regard, it can be stated that the ethics of teachers is currently a moral and legal category. It should also be noted that the updating of the regulatory framework of the education system has led to the fact that ethics has come under the control of the educational organization's management bodies. In this regard, educational institutions should develop and apply local acts that present the ethical standards of teachers.

Model codes of ethics for different categories of educational organizations (preschool, secondary, higher, additional education) could be useful. It is also important to provide methodological support to employees of various educational institutions. This will make it possible to summarize the existing experience of relevant activities and introduce the most successful specialized developments into the education system.

Ethical codes of pedagogical workers should be based on the Constitution of the Republic of Uzbekistan¹¹, the Law of the Republic of Uzbekistan "On Education" and other current legislation of the state, including provisions on human and child rights, universal moral principles (justice, responsibility, tolerance, democracy and solidarity).

It should be noted that the scientific community has been actively involved in the development of ethical codes for teachers relatively recently, therefore these regulatory documents are quite loyal, they do not contain specific strict requirements and harsh sanctions in case of their violation. In general, the ethical code of teachers is focused on the formation of a culture of fair trusting relationships, support for a high level of professional pedagogy; protection of professional honor and human dignity; regulation of the policy of relations between all participants in a single educational process.

Structurally, it is advisable to divide the ethical code of pedagogical workers into several main sections, which may have variable names and wordings, but in essence express the same thing:

Section I contains the main norms of the legislation of Uzbekistan, on which this document is based, the main concepts used and their definitions, including a description of ethical and moral norms and principles of pedagogical activity;

<https://lex.uz/ru/docs/5013009> (дата обращения: 27.07.2022).

¹¹ Конституция Республики Узбекистан от 08.12.1992 // Lex.uz. – URL: <https://lex.uz/docs/35869> (дата обращения: 27.07.2022).

Section II includes requirements for the personality and professional activities of a teacher. In particular, it refers to the fact that the teacher should strive to become an example for students (the reputation of the teacher as the highest professional value). In this regard, he needs to make high demands on himself, in all circumstances to maintain self-control and refrain from uncivilized or immoral behavior.

Section III is devoted to the peculiarities of the professional relationship of a teacher with students, fellow teachers, parents of schoolchildren, and the administration of an educational organization. Communication with students should be respectful, friendly, demanding and impartial. The teacher has no right to humiliate the honor and dignity of students on national, gender, religious, age and other grounds.

Section IV previews control over compliance with the provisions of the code of ethics and responsibility for their violation.¹²

In general, all ethical codes of pedagogical workers are developed according to this structure, however, there may be more sections if their individual provisions are described in detail and separately. Analysis of the structure of the ethical code proposed by N.E. Popova and O.A. Eremina, showed that it does not contain a section regulating the practice of giving gifts. In this section, we propose to reflect the minimum value of gifts that employees of educational institutions can accept (for example, in Russia, the value of a gift cannot exceed 3,000 rubles¹³). Acceptance of more expensive gifts must be agreed by the employee with the head of the educational organization or transferred to its administration as a gift to the institution. Such gifts can be stored, for example, in the museum of a school (university) or used for their intended purpose in the educational process (if this is equipment for training). Gifts of small value that can be accepted by teachers include: flowers, sweets, stationery, postcards. In this regard, it seems appropriate to resolve this issue in order to avoid conflict situations in the future. In practice, this means the need to prescribe in the code of ethics those holidays and memorable dates that the school (university) celebrates, the traditions that exist in the educational organization associated with the

¹² Попова Н.Е., Еремина О.А. Профессиональный стандарт «Педагог»: от теории к практике // Педагогическое образование в России. – 2017. – №3. – С. 17-18.

¹³ Гражданский кодекс Российской Федерации (ГК РФ) N 51-ФЗ от 30 ноября 1994 года (с изм. и доп. от 25.02.2022) // Правовая система «Консультант плюс». – URL: http://www.consultant.ru/document/cons_doc_LAW_48601/ (дата обращения: 27.07.2022).



peculiarities of national culture and the practice of giving gifts. The document should indicate a clear list of gifts that an employee can receive. This will make the Code of Ethics an important tool in creating a culture of gift giving for all participants in the educational process.

The Code of Ethics of a pedagogical worker refers to the local regulations of an educational organization. Local regulations of educational institutions are internal documents developed and adopted by the management bodies of educational organizations in accordance with their competence, defined by Uzbek legislation and constituent documents of employers, establishing norms (rules) of a general nature aimed at regulating managerial, personnel, financial, economic and other functional activities of educational institutions.

A single clear procedure for the development of local acts in educational institutions has not been established by law, in connection with this, all educational organizations determine this procedure independently. If a problem arises related to giving gifts at school, it is advisable to make changes to the Code of Ethics of a teacher: develop and adopt a section in this local act that regulates the rules for giving gifts in an educational organization.

Thus, the scientific community has developed and applied many effective mechanisms for combating corruption in the education system, based on systems of monitoring, control, prevention, and the use of legal instruments. However, at present in the Republic of Uzbekistan there are no ethical codes of teachers in educational institutions, which are very effective in Western countries. The algorithm for developing and adopting the ethical code of a teacher and making changes to it (with a section on regulating the practice of giving gifts in an educational institution) allows you to regulate in detail all aspects of the professional ethics of teachers. This ensures the clarity and conciseness of the information presented in the document, as well as the convenience and clarity of perception when familiarizing teachers with it. The development of an ethical code in an educational organization is a serious and responsible matter, since it is important to provide for all possible aspects of the ethical behavior of a teacher in his professional activities in this document. The provisions of the code must be understandable, practically feasible, and compliance with certain provisions of the document must be monitored so that in case of violations, liability arises. In this case, the introduction of ethical codes will become a new effective mechanism for combating corruption in the education system of Uzbekistan.

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