



PREVENTION OF CORRUPTION IN THE STATE EDUCATION: THE SINGAPORE AND JAPAN EXPERIENCE

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Article history:	Abstract:
Received: March 1 st 2023 Accepted: April 6 th 2023 Published: May 6 th 2023	This article analyzes the issues of preventing corruption in the field of public education on the example of Singapore. The work carried out by Singapore in the field of public education, their positive experience was studied, the issues of intro-ducing their positive achievements into our national legislation and practice were analyzed.
Keywords: corruption, public education, prevention of corruption, corruption in public education	

Today, in order to implement reforms in every field, studying the advanced experience of developed foreign countries and their comparative analysis is one of the priority tasks in the implementation of reforms. Because in the implementation of any institution or advanced practice of foreign countries into the national legal system, it is necessary to study and take into account the national characteristics and conditions of the state, international standards and foreign practice. Preventing and fighting corruption is no exception.

Accordingly, it is important to research the advanced experience of developed countries in the further improvement of the mechanisms of prevention of corruption in the field of public education, to create new methodological bases for fighting corruption in the field of public education, taking into account their specific characteristics.

Based on the advanced experience of developed foreign countries and proven practice, prevention of corruption in all spheres, including public education, is one of the most important issues in the current situation. As S.N. Gordeev rightly noted, the scientific-theoretical study of the advanced experience of foreign countries helps to identify the strengths and weaknesses of sectors in the national system [1, B.241].

Some countries (Denmark, Finland, Norway, Sweden, USA, Canada, Great Britain, Germany, France, Republic of Korea, Singapore, Japan, etc.) have made great progress in the fight against corruption.

The recognition of corruption by the governments of these countries as a serious problem that threatens national security is the main feature of the activities of preventing and fighting corruption in these countries.

Japan. A unique aspect of Japan's anti-corruption policy is the continuous improvement of anti-corruption mechanisms in all areas. In this regard, education plays the most important role in the fight

against corruption in Japanese society. For the Japanese people, corruption is one of the most terrible evils.

The word corruption is translated from Japanese as "dirty work". If a Japanese person is convicted of corruption, it is considered the greatest shame for his family [2, B.92].

Japan also has a unique experience in the education system in fighting corruption and preventing it. That is, high moral education is given to schoolchildren from the elementary grades of the school. At the same time, schoolchildren are taught moral qualities such as love for the motherland, preservation of nature, respect for elders, and warm relations with each other [3, B.314]. Explaining good and bad qualities to children during their formative years plays an important role in their development as strong-willed individuals who can resist corruption and other negative vices in the future.

Also, the high moral education of the Japanese society is one of the most important factors for the low level of corruption in Japan. Because the Japanese pay great attention to the upbringing of moral qualities in the younger generation.

From the age of four, children are taught to distinguish between good and bad. Traditionally, the purpose of education in Japanese schools is more educational than academic. The reason is that Japanese people prefer to be a good person rather than a scientist. In Japan, child education is carried out in the curriculum of public primary and secondary schools through specific subjects aimed at teaching "dotoku keiku", that is, moral education [4, B.24].

The measures taken in Japan, the attention given to education and training serve to educate children who know how to work in a team, who follow the given instructions clearly and who do not harm the people around them.



Singapore. The country of Singapore is one of the countries that has achieved great results in the prevention and fight against corruption, and former Prime Minister Lee Kuan Yew (1959-1990) is one of the initiators in fighting and preventing corruption in this country. He said about corruption, "in order for society to exist for a long time, representatives of all strata must follow the principle of honesty, otherwise society cannot exist."

"One of the easiest ways to stop corruption is to reduce the discretion of officials and focus on education and training," he said [5, B.39].

Currently, this country is among the five countries (47) with the most scientists per 10,000 people. In Singapore, the general education system consists of three levels, the country is administratively divided into four 4 education regions, and each region consists of 7 school clusters. Each of these clusters contains an average of 12-14 primary and secondary schools [6, B.342].

In the development of Singapore's education system, in addition to the reforms implemented by the state, an important factor was the inculcation of the anti-corruption mentality in the minds of children starting from primary education. Because the state implemented a number of reforms aimed primarily at preventing corruption, directing education policy to increase the level of socio-economic development of the country, and creating the necessary conditions for the development of creative abilities of young people.

The essence of the educational process in Singapore is not to fill children's brains with various scientific knowledge, but to form young people with life skills such as responsibility, mutual support, love of work, curiosity, courage and flexibility [7, B.345].

There are several positives in preventing corruption in the education system in Singapore. First of all, a transparent system of financing schools has been created. In this case, all funds allocated by the state for the financing of schools, as well as expenses related to education, will be transferred to the school fund. The cluster leaders regularly announce the income and all the expenses through the mass media. Through this mechanism, it is possible to constantly monitor the spending of the allocated funds and prevent their misuse and misappropriation.

Another important aspect is the existence of a system for the selection and recruitment of teaching staff. In this, a corruption-free system was created in the formation of the teaching staff. Singapore's Ministry of Education selects the most talented high school graduates for the teaching profession. They receive a

stipend equal to 60 percent of the teacher's salary and are given pedagogical training for at least three years.

In Singapore schools, a mentoring system is in place where qualified teachers take on new teachers as "apprentices". Simply put, the "master-disciple" system was created. This mechanism of formation of staff reserve and their selection in school education serves, firstly, to provide quality education to children, and secondly, to prevent corrupt situations and acquaintances in their selection and employment. In Singapore, teachers are civil servants. About \$12.9 billion is spent annually on education. This is 18.7% of the total state budget (\$68.6 billion). The literacy rate of the population in the country is 96% [8, B.343].

The National Institute of Education (MTI) operates in the field of teacher training in the country. This institute offers teacher retraining courses in three areas:

- 1) professional teaching;
- 2) specialist working in the Ministry of Education;
- 3) head of school administration.

Also, a corruption-free system has been created for the selection and appointment of school principals. That is, no school director can become a school director through an acquaintance or for money.

After being approved for the position of school principals by the Ministry of Education, they attend a 2-year training program at the Academy of School Principals. The first year of the academic year includes an internship for principals to develop their leadership qualities, and the second academic year to learn how to manage schools. Future leaders are also sent to foreign countries for 6-week internship. All expenses related to traveling abroad are fully covered by the state. In 2008, the Academy of School Principals, together with Singapore's Ministry of Education, developed a "mentoring" program for newly appointed school leaders. In this program, experienced leaders provide advice and guidance to newly appointed principals on school management.

In Singapore, schools have established a system of active cooperation with parents of students. That is, a special program called "Parent and school cooperation" has been developed. The following activities are carried out within the framework of this program:

- a) help to parents in creating comfortable conditions for students;
- b) effective exchange of information between the school and parents;
- v) through the "school-pupil-parent" chain, various activities are organized in cooperation (school



publications, conferences with the participation of parents);

g) providing parents with information and reports on students' mastery of subjects;

d) involve parents in school decision-making [9, B.9]. This, in turn, allows the student to monitor and influence his learning ("feedback system").

Some authors rightly noted that the practice of neutralizing and fighting corruption in the education system of the Republic of Korea and Singapore is considered the most useful for Uzbekistan. Because in these countries, every representative of the population has the right to receive information about corruption and its consequences, negative aspects for the individual, society and the state [10, B.25].

As a result of studying the experience of foreign countries, it is appropriate to introduce some positive experiences of foreign countries into our national legislation.

1. Based on the experience of Japan, it is necessary to introduce a system of high moral education to schoolchildren from primary grades in order to fight against corruption and prevent it. For example, in Japan, child education is carried out in the curriculum of public primary and secondary schools through specific subjects aimed at teaching "dotoku keiku", that is, moral education.

2. Based on the experience of Singapore, it is appropriate to develop a special program called "School-parent partnerships" in order to establish and strengthen active and permanent cooperation between schools and parents.

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