



SOCIO-PSYCHOLOGICAL BASIS FOR DEVELOPING ANTI-CORRUPTION BEHAVIOR FOR STUDENTS

Quliyev Erkin Karimovich

BuxDU Psixologiya va sotsiologiya kafedراسi dotsenti

Abstract:

Corruption is a major problem in many societies around the world and is one of the main obstacles to progress and progress. Corruption has a negative impact on economic growth, governance, social justice, and society's trust in institutions. In this context, it is very important to develop effective anti-corruption strategies, including conducting educational and community outreach companies. One of the important aspects in this regard is the socio-psychological foundations of the formation of anti-corruption behavior in students. This article is aimed at studying the theoretical foundations and practical consequences of this topic.

Keywords: Anti-corruption behavior, social psychology, students, education, relationships, beliefs, values, norms,

Introduction

The problem of corruption is a problem that has plagued societies for years, especially in developing countries. Unfortunately, this is a common problem in student communities and therefore it is important to study and understand the socio-psychological basis for the formation of anti-corruption behavior. Promoting anti-corruption behavior among students is important in the development of a free and just society. In order to effectively develop a strategy to combat corruption, it is important to understand the social and psychological factors that support it. By working together, educators, parents and students can foster a culture of transparency, accountability and responsible citizenship. Social psychology provides a valuable basis for students to understand the social and psychological factors that influence the formation of anti-corruption behavior. Moral development means developing moral thinking and decision-making ability. Colberg's theory of ethical development shows that people go through different stages of moral thinking, and their moral behavior is influenced by the stage of moral development that they achieve. According to Kolberg, individuals go through six phases of moral development, that is, pre-traditional morality (phases 1 and 2) traditional morality (phases 3 and 4) and post-traditional



morality (phases 5 and 6). Developing anti-corruption behavior among students requires the development of decision-making skills that allow for the recognition and response of ethical thinking and corrupt behavior. In this regard, some basic concepts and theories include:

1. **Social norms:** Social norms are rules, expectations, and standards that regulate social behavior. They are carried out through social pressure and compatibility. Social norms can play a key role in shaping anti-corruption attitudes and actions in students. For example, if students feel that they widely accept and tolerate corruption in their social environment, they are prone to corruption. Rather, if they understand that anti-corruption values and behavior are the norm, they are more likely to confront corruption.
2. **Social identity:** Social identity means that individuals belong and connect with certain groups, such as family, friends, or colleagues. Social identity can influence the formation of anti-corruption behavior in different ways. For example, if students have strong ties to a group promoting anti-corruption values, such as a nonprofit organization or a political party, they are more likely to accept those values and act accordingly. On the contrary, if they have strong ties to a group associated with corruption, such as a political sponsorship network, they are more likely to adapt to depraved norms.
3. **Cognitive dyssonance:** Cognitive dyssonance is understood to be a psychological discomfort that arises when people experience a conflict between their attitudes or beliefs and behavior or experience. Cognitive dissonance can be a useful tool for fostering anti-corruption behavior among students. For example, if students are informed of the negative consequences of corruption, such as poverty, inequality and social injustice, they may experience cognitive dissonance between their own previous views and new information. This may prompt a disproportionate change in their behavior.
4. **Social education:** The theory of social education suggests learning individuals by following and imitating others. It can be a powerful tool for fostering anti-corruption behavior among students. For example, if students observe and learn from anti-corruption examples that demonstrate values and behavior, they can accept those values and actions themselves. On the contrary, if they observe and learn from the patterns involved in depraved behavior, they can emulate this behavior.



Based on the above theoretical basis, there are several practical implications for promoting anti-corruption behavior among students. Some key strategies include:

1. **Strengthening social norms:** One of the most effective ways to strengthen social norms against corruption is to foster a culture of transparency, accountability and honesty. This can be achieved through a variety of tools, such as promoting moral leadership, strengthening anti-corruption laws and regulations, and increasing public awareness and activity. In addition, it is very important to establish cooperation between civil society, the media and scientific circles, to monitor and hold public officials accountable for their actions.
2. **Developing social identity:** Another effective way to foster anti-corruption behavior is to develop positive social identity related to anti-corruption values and actions. This can be achieved by engaging students in voluntary organizations, civil society groups, and political movements that seek to ensure openness, accountability and honesty. It is also important to give students opportunities to develop their sense of leadership and competence, develop critical thinking and reflection practices.
3. **Trigger cognitive dissonance:** A useful strategy for inducing cognitive dissonance among students is to provide them with information and experience that questions their previous anti-corruption views and values. This can be achieved through a variety of tools, including providing practical research, documentaries and testimonials of individuals affected by corruption, encouraging debates and discussions on anti-corruption issues, promoting and acknowledging anti-corruption behavior.
4. **Anti-corruption Behavioral Modeling:** And finally, anti-corruption behavior modeling is a powerful way to foster anti-corruption behavior among students. This can be achieved by providing examples that demonstrate anti-corruption values and actions, such as teachers, professors, curators and community leaders of varying degrees. It is also important to give students the opportunity to apply and apply anti-corruption values and actions in practice and in their lifetime, as well as to gain ideas and recognition for their actions.

In conclusion, the socio-psychological foundations for the formation of anti-corruption behavior in students play a decisive role in ensuring transparency, accountability and honesty in society. It is possible to develop a culture of anti-corruption that can contribute to sustainable development and social justice by strengthening social norms, developing social identity, causing cognitive



dissonance, and modeling anti-corruption behavior. Therefore, the emphasis needs to be placed on this issue in the distribution work carried out among educational programs and the population. The formation of anti-corruption behavior among students is based on a number of socio-psychological factors, including moral development, socialization, controlling perceived behavior, social norms, trust, and prevention. These factors can be effectively used to prevent corruption and foster ethical behavior among students. To encourage anti-corruption behavior among students, it is critical to develop comprehensive strategies that address these factors. Such strategies should include cooperation with education, teaching and socializing agents to advance ethical values and norms. In addition, prevention measures must be taken to investigate and prosecute corrupt acts. Developing the socio-psychological foundations for the formation of anti-corruption behavior helps students to develop a culture of honesty, transparency and accountability.

Available Publications

1. Son of Sayfullo, Z. A. (2022). MODERN METHODS OF COMBATING CORRUPTION IN HIGHER EDUCATION. ONLINE SCIENTIFIC JOURNAL OF SUSTAINABILITY AND LEADING RESEARCH, 2(10), 161-164.
2. Mirzayev, G. I. (2022). Anti-corruption in the Republic of Uzbekistan should begin with education. Issues related to improving the mechanisms for eliminating corruption risks in the field of public administration, 1(01), 101-109.
3. Solidjonov, D. (2021). TA'LIMNING RIVOJLANISHI UCHUN DIGITAL LEARNING KONSPEKSIYASINING TENDENTSIYALARI. Scienceweb academic papers collection.
4. Yo'aliyev, A., / Solidjanov, D. (2022). NEW INNOVATIVE TECHNOLOGIES AND THEIR USE IN THE EDUCATIONAL PROCESS. Journal of Young Researcher, 1(3), 198-204.
5. Solidjonov, D. (2022). IMMERSIVE AUGMENTED REALITY AND VIRTUAL REALITY TECHNOLOGY FOR EDUCATION. Involta Scientific Journal, 1(3), 249-256.