

Theoretical and Methodological Aspects of the Formation of Anti-Corruption Mechanisms in the System of Higher Education of the Russian Federation

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ABSTRACT

Relevance of the study lies in the fact that modern higher education in the Russian Federation are increasingly approaching the critical state - despite attempts to reform and use of successful foreign practices, our country is still lagging behind in the role. The aim of the article is the formation on the events that occurred in the country over the past two decades, the conclusion that Russia is characterized by unpredictable "rules of the game" and, as a consequence, the future unpredictable. The leading method of research is the modelling method, Indication, and prognostic methods. Identified prospects that Russian society is developing in a legalized falsification of higher education is reflected in the media and formally legalized the issuance of diplomas of higher education to persons not mastered the full competencies, required not only educational standards, but also the labor market. The significance of the results obtained might be expressed as follows: Indicators of Education falsification are "custom-made" evaluation and qualification works of students. Plagiarism, rough compilation when writing papers, the active use of cribs in the control of knowledge of students is a systemic phenomenon in the modern high school, that is, in fact, the falsification of knowledge. Thus, in today's society formed the "cult of the diploma" the presence of higher education, and not the real competence, with the help of which the professional career and the life of a citizen in a civilized world.

KEYWORDS

Eurasian Economic Union, higher education, corruption, competence, prevention of corruption

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Introduction

Nowadays successful countries are high intellectual capacity, whereas the country, characterized by inattention to education and research, are threatened by stagnation and the risk of lagging behind the global growth of social progress, and as a result, the danger of the transition to the status of social outsiders.

In the context of the reform of the main task of the Russian higher education system is to create a qualitatively new system of training of highly qualified professionals and the post-industrial era, meeting the requirements and challenges of our time. These challenges and actualize the modern transformation processes, generating before the formation of the need to develop new approaches to training

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and education of the younger generation of scientific and philosophical understanding of the world, needed to solve global problems and the future development of the noosphere (Vernadsky, 1991).

At the present stage of higher education, as a factor of civilizational self-determination of young people, there is no alternative, because the obvious crucial role of knowledge in the evolutionary development of mankind. In the context of the noosphere without knowledge it is impossible not only further advance of modern civilization, but its preservation. This is high school is able to provide the necessary knowledge to new generations of people, whereas it received diplomas legitimize in society and in the labor market professional activities in the relevant specialty.

However, the current situation where 90% of school leavers enter higher education, an objective system of higher education devalues and destroys the system of secondary vocational education due to low demand. However, this situation can not last long, as the integrated development of the education system is only possible through all its levels.

The development of secondary vocational education at present takes place in an effort to reduce the number of university entrants and treated as a separate stage for low-skilled occupations. At the same time, in the world, for a number of occasions and occupations is high school education is sufficient qualification. The ratio of higher education as the minimum level of education creates human desire for 100% admission to universities and their end and state the desire to limit this process look like the initiatives to reduce the overall level of education in the country and are perceived negatively.

Thus, it is necessary to create conditions that would be relevant for the understanding of the public and employers need to develop secondary vocational and higher education. This will require not only an increase in funding and the creation of a material base, but also reduce the number of those who need a degree just for the sake of having it. Develop a systemic understanding of this situation, employers and society should significantly reduce the number of people wishing to enter higher education and to training highly qualified specialists in demand on the labor market.

At the same time a huge number of problems that arise in the higher education system, the most threatening is corruption. As an extremely dangerous and complex, this phenomenon permeates all structures and the public body's cells. Striking most spheres of public life of Russians, increasing social tensions, corruption generates uncertainty among the population in the ability of the authorities to carry out organizational and practical measures to overcome the systemic crisis, including in the field of education (Becker et al., 2013; Aklin et al., 2014; Beets, 2005; Wing, 1998; Wood, 2010).

Methodological Framework

There are fundamental differences in values of citizens of those countries in the educational space which higher education should be integrated (Abramov and Sokolov, 2016). This discrepancy cannot be overcome only one institutional reform of higher education in the Russian Federation. Obviously it should occur a revolution in the minds of those who are focused on getting the real competence and a document on higher education and sees it as a vital means of career development (Abramov, 2015). Successfully integrate into the Eurasian and European space of higher education and science will be able to only those Russian citizens, for whom

ideological value is availability of competitive competence, and not of the diploma. As in Western Europe, USA, Canada and other developed countries is valued competitive competence, it is easy to predict a growing trend of outflow of Russian intellectual elite. (Walker, 2016) This corruption is not only opposed to the constitutional and social order, but also a reason for the growth of the Russian shadow economy and economic crime. At the international level, the Russian Federation has already acquired a reputation as an extremely corrupt state, as evidenced by its consistently high rating level of corruption (Sokolov, 2016; Eicher et al., 2009), which generally have a negative impact on the integration processes in the field of education.

In modern scientific literature has formed a number of concepts on the issue of corruption in higher education, defined and designed a variety of approaches to the definition of its essence, formation and functioning. This research problem has attracted considerable attention of scientists working in different subject areas, among which are the works of authors such as D.W. Walker (2016), K. Becker, C. Hauser and F. Kronthaler (2013), A.L. Osipian (2009), T. Eicher, C. García-Peñalosa and T. Ypersele (2009), M.L. Gomez (2000), P.G. Wilhelm (2002).

The aim of the article is an analytical examination of the causes of corruption spread in the Russian system of higher education. Based on the results the authors made an attempt to identify possible paths and theoretical and methodological basis to develop mechanisms to address the problem under investigation. It should be noted that corruption in education is generated and distributed, primarily disadvantages of public relations system, the key role which belongs to the state as an institution of public authority. This lack of a unified system of anti-corruption leads to systemic reasons for escalation in the Russian society and escalating this dangerous social disease epidemic.

Results

The causes and triggers corruption, may be disclosed through the identification of corruption (Tables 1, 2).

Table 1. Institutional factors of corruption

<i>Factors</i>	<i>Content</i>
political	failures in policy reforms; political instability, unstable political institutions; office functions imbalance of powers; lack of effective control over the activities of the authorities; uncertainty and unfounded anti-corruption policy
economic	the economic crisis; criminalization and hide economy; excessive state intervention in the economy
organizational management	imperfect system of organization of power; inefficient system of government; hypertrophied powers of the bureaucracy; imperfect formation of power structures
legal	failure in government rule of law; unsystematic, unjustified change of legislation
Ideological	the absence of a clearly defined ideology of public service and state of the system of values
moral and psychological	demoralization of society, devaluation of moral values; the spirit of uncertainty and insecurity; non-recognition of the public corruption as a social evil

Source: Compiled data (Riera et al., 2013).

Table 2. Infrastructural factors of corruption

<i>Factors</i>	<i>Content</i>
Fundamental	imperfection of economic institutions and economic policies, as well as the political decision-making system, inadequate competition, excessive state intervention in the economy, etc.
Legal	lack of a clear legal framework, frequent changes in economic legislation, failure to comply with international law, inadequate penalties for corruption offenses, etc.
Organizational-economic	inadequate system of control over the distribution of public resources, a large territory management problems, cumbersome and inefficient bureaucracy, relatively low wages of employees, etc.
Information	the opacity of the state mechanism, information asymmetry, the presence of off-shore zones, etc.
Social	clan structures, nepotism, exploitation of "friendly relations", the tradition of giving gifts, bribes, etc.
Cultural and social	bureaucratic system of rules of conduct; mass culture, aimed at the condescending attitude to corruption

Source: Compiled data (Zhou and Tao, 2009).

Considering the causes of corruption in the Russian system of higher education, paying special attention to the following:

1) lack of academic awards from educators. In the Western tradition it assumed that the teacher's remuneration consists of financial and academic benefits (the pleasure of teaching, free graphics, ability to work in multiple locations, to engage in creative work, etc.). In our country, the academic fee is much lower, because the teacher has the burden of a bureaucratic load. In the West, an academic award compensates the gap in salaries, whereas this does not happen in Russia;

2) the low wages of teachers in the background of the growing caseload and insufficient opportunities for self-realization of highly educated people leads to the temptation to fill up the budget by corruption (Wu and Zhu, 2016);

3) undermined the system of academic status. Academic hierarchy of today is no longer line up for the academic principle. Most academic status is given to those who have administrative and financial resources. Value same academic resources significantly understated;

4) reduced teacher status in society. The work of the teacher and his social status does not have the proper respect in society. Moreover, the spread opinion that the teachers are the ones who could not realize itself in commercial structures, or in public administration;

5) the high degree of specificity teacher assets. educational services market is specific in that the "buyer" (student) is often completely powerless, and "vendor" (teacher) has absolute power. Amplifies this situation is a neutral attitude to corruption by the management of universities and students themselves;

6) the established order, according to which the circuit formed corrupt get credit or exam. The reluctance of teachers to participate in such schemes may cause negative attitude of colleagues. This pattern can be called "corruption spiral": information about existing orders transmitted by word of mouth graduate students - younger, maintaining their efficiency and "efficiency";

7) The decline of morals and the spread of corruption in all spheres of social activity. Unfortunately, corrupt officials, and the Bribe Payers society actively

criticizes. Moreover, the ability to bribe, in some cases, encouraged and put the man credited with - a man in demand, as is able to "negotiate", "solve the problem";

8) the emergence of a large number of "free". In recent years, thanks to the influence of various factors in the mass media students formed a substantial layer free. First, it contributes to unemployment - not being able to find an acceptable job, young people are in higher education institutions to provide "self-employment". Second, universities come a large number of young people who do not want to serve in the army, and considering how to study the possibility of extension;

9) Low public interest in quality education. In many parts of Russian society there is a fundamental lack of understanding of the importance and effectiveness of education, as well as the acquisition of deep and diverse knowledge. This is reflected, for example, in the formal institutions of the requirement, organizations and even private firms to the level of education of employees and workers. However, even large federal and regional officials are caught annually for the purchase of fake diplomas of higher education, as well as the defense of dissertations with a high degree of incorrect loans and the lack of scientific novelty;

10) To strengthen the economic pressure on the universities. States are cutting financial support of the higher school in the world. Even the most prestigious universities are busy increasing the cost-effectiveness of its activities. Thus, commercial considerations are leading in academic affairs. And since only a few institutions unable to provide an adequate income in new conditions, most are hostages of corruption;

11) reduction of the qualification of the teaching staff of universities. Reducing salaries of teachers and low social status lead to the fact that the universities are held unqualified personnel. These employees are not able to adapt and to convey to the student the basic values of a traditional university education, including intolerance of corruption (Factor and Kang, 2015);

12) the presence of threats, pressure and blackmail. Possible psychological resistance teacher corruption pressure quickly offset by cash or by other mechanisms, often reinforced by all sorts of threats, including complaints (for example, extortion) in the administration of the university, the prosecutor's office, police, calls for support to "credible people", and then all the criminal environment. Given these circumstances, deny a student the teacher practically cannot, and often goes to the violation of the law. Once on the "corrupt needle", a teacher in the future awaits the offerings himself takes the initiative in the formation of corrupt relations (LaMagna, 1999);

13) imperfect system of licensing and accreditation of higher education institutions. Evaluation of the university is carried out mainly on quantitative indicators, which tends to leave the school in any way. For example, to achieve the target of qualifying parameters (including the availability of teaching staff associate professors, doctors, professors), every effort is made to make them larger. Not the level of qualifications and professional skills, and the availability of a scientific degree and academic status to determine the attitude of teachers and the possibility of joining the university (Delavallade, 2006). In addition, the pursuit of an increase in the average salary of the teaching staff of the university leads to different, often ineffective, staff reduction schemes;

14) policy. The miscalculations in policy reforms, political instability, imbalance of powers and functions of the branches of power, the lack of effective control over

the activities of the authorities, uncertainty and unfounded anti-corruption policy led to the emergence of various forms of corruption in higher education mechanisms (Croix and Delavallade, 2009).

Thus, any deviation from the virtues of high standards in higher education will have a lasting impact on the future of the entire society.

In analyzing the issue of corruption in higher education institutions can be identified such consequences for society as undermining the authority of the higher school, the ineffectiveness of the educational institutions, an assault on the rights and freedoms of citizens (in the case of coercion to unlawful acts), illegal remuneration for such actions, inefficient use of state budget funds, failure of execution of decrees and orders of the President of the Russian Federation, decrees and orders of the Government of the Russian Federation, and the program activities of different levels in the social sphere, etc.

The negative effects of corruption lie in fact that the state, making the necessary preventive measures, spending on it a lot of money by implementing social support of the educational system does not receive the final "smart product" that provides an evolutionary development of society. So the person who received the diploma of graduation, objectively is not the "intellectual product", who bought a particular state "provider" - the university.

Discussion

So, as we can see, there are a lot of reasons but is actually to tackle corruption in the private sector, if this phenomenon struck the country, its economy and politics. As the ways and mechanisms of overcoming corruption experts often suggest the following:

- a public assessment of the state apparatus;
- reduction of state functions, which would reduce the state apparatus, but with an increase in salary to officials;
- enhancing the role of the media in the education of honesty;
- reform of the civil servants training system in general and civil service reform, including the strengthening of social protection of civil servants;
- changes in the tax system;
- change in the moral climate in society, its value orientations;
- creation of a specialized body to prevent corruption (Abramov and Sokolov, 2016; Sokolov, 2016; Spector, 2016).

In our opinion, the formation of anti-corruption mechanisms and program activities in the Russian higher education is paramount create the image of a highly educated man. The state's efforts should be aimed at creating a positive image of a person who has a high level of knowledge, through information campaigns. Emphasis should be placed on that fundamental in the educational process is not an evaluation and the student's ability to learn new knowledge and its practical application. As a result, a highly educated (and not just graduate) graduate will have a competitive advantage in employment and personal development of conventional graduate with a diploma.

Second, the government needs to generate demand for skills in the labor market. The state should structure the market so that the main criterion for the selection of the applicant and establishing decent living wage were his knowledge

and ability. This will make students better learn in high school, getting real knowledge, which can then be capitalized in the labor market. In this case, students will be less recourse to corruption for the sake of ratings, because their future career depends on the development of quality material.

Third, eliminate the state order and translate higher education for a fee. The state order system in universities has already established itself as an inappropriate market conditions, because the structure of demand for professionals is changing every year. Its cancellation and the introduction of a fee higher school will enable universities to be more flexible and easier to adapt to labor market requirements. Students will be able to make more informed choices and learn in high school, not only in order to receive the appropriate qualifications, which significantly weaken the incentives for corruption. At the same time a negative social effect of such a step should be mitigated by the introduction of credit facilities and assistance to socially vulnerable people. If the state is not ready fully to the abolition of the state order, that a compromise solution could be to change the volume of the annual financial budget places, depending on the students' progress and market requirements.

Fourth, the optimization of the number of universities. Many of the existing higher education institutions cannot provide quality educational services, and instead give students the opportunity to receive a diploma with minimum effort, including with the help of corrupt practices. Accordingly, the state must radically revise its approach to licensing and accreditation of higher education institutions by making the criteria more stringent and objective. In addition, maintaining licenses universities should be made contingent on the results of the external assessment of students' knowledge, which should be carried out regularly. All this will help weed out the universities, which are guided in their work not on the provision of quality education services, and to profit from corrupt practices.

Fifth, the distinction between academic and vocational education. One way students focus on obtaining actual knowledge may be the introduction of special examinations for graduates that will be conducted by professional societies, and to give an opportunity to engage the respective profession. Thus, on the one hand, the autonomy of universities will be reduced, but on the other - students will receive incentives to acquire knowledge and to consider them as personal capital, which can be converted into a profitable employment and high salaries.

Sixth, the formation of students' academic values and a sense of academic merit. The state and the universities should join their efforts to promote the knowledge of the values and student learning. In addition, students should be encouraged to ensure that they are aware of the responsibility for the means of achieving their goals and cultivate a sense of dignity. Effective means can also be a strengthening of the mobility of students to foreign universities, students from developed countries to bring their education in Russian academic culture system.

It is also important to make changes in the organization of the educational process, the main of which could be:

- 1) the formation of an external evaluation of the system in core subjects at certain stages of training. The introduction of such a system for students will reveal the degree of compliance of their assessments to the real state of knowledge. It will identify gaps and teaching and assessment in higher education and the potential of corruption in obtaining student assessments. In addition, it will encourage students to pay more attention to the educational process and to rely less on the possibility of corruption;

2) introduction of unified independent and impersonal criteria of examination. This innovation will improve the system of assessment of students in high school. If we evaluate the students will not be on the subjective preferences of a particular teacher, but by single objective criteria, the possibility of using corrupt practices to obtain estimates significantly narrowed. It is extremely important to eliminate subjective assessment factor, which is usually a prerequisite for the emergence of corrupt relationships between students and teachers;

3) increase in the level of pay of teachers with increased requirements for the proper performance of their duties. If the teachers will receive higher salary, they will weaken incentives to take bribes, and the students, respectively, will have to learn to get the desired result. At the same time, raising the level of requirements for teachers will encourage them to carry out their functions more efficiently, to get a higher salary, and will eliminate those teachers who in their work relied mainly on receiving bribes from students;

4) strengthening the responsibility of teachers for taking bribes. Fierce responsibility of teachers for participating in corrupt practices helps to reduce the overall level of corruption in higher education. At the same level of responsibility should be diversified depending on the volume of bribes, the degree of involvement in corrupt practices and close positions. The greatest responsibility for this should be held deans and rectors, if there is corruption in high school under their control (in this case it is necessary to provide a decent level of wages to employees of the university);

5) strengthening students' interest in gaining knowledge during training. To make the learning process more interesting for the student, one should resort to the whole range of activities:

- expanding the academic autonomy of universities and allow students to choose the path of learning, not just learn a predetermined rate;
- improving the quality of teaching by means of the previously mentioned increase in wages and the level of requirements for teachers;
- improving teaching methods, to focus on the active involvement of the student in the learning process, stimulating a critical approach to acquired knowledge, the introduction of collective gaming and interactive methods and forms of education;
- more emphasis should put on the application side of the knowledge gained teaching the study process.

This will increase the level of interest of the student in the learning process, which, as a consequence, will narrow the field of application of corrupt practices.

Can be identified and the need to strengthen the position of civil society to counter corruption in higher educational institutions. It is necessary to strengthen the public monitoring of the educational process in higher educational institutions. Specialized non-governmental organizations should increase their activity in the identification and disclosure of facts of corrupt practices during training at the university. This will attract more public attention to the problem of corruption in higher education institutions, as well as the interest of students and teachers to combat this phenomenon. Despite the fact that most Russians know well enough about corruption in higher education, disclosure of specific facts and extent of its distribution may prompt them to change their attitude towards this phenomenon.

It is advisable to involve the students and a more active fight against corruption. For example, to introduce mechanisms for communicating to the young people of their rights and ways to protect them, in particular through the creation of a telephone hotline. It is necessary to empower the student government organizations in terms of control over the quality of educational services and the monitoring of corruption in universities. Student organizations should be more active advocacy work on the formation of the image of an honest student, for example, by developing a code of honor student (same code of ethics of the teacher), the violation of which will be perceived negatively student community.

Finally, the creation of incentives for teachers, promoting rejection of corrupt practices. These include increasing salaries and introducing financial incentives for those teachers who are ready to further work with the students, as well as the development of internal and external control of corruption and taking on the results of hard and effective management decisions.

Conclusions

The article identifies the main path and recommendations to overcome corruption in the system of Russian higher education. However, the question remains unanswered, and what we want to see universities in the future? Are the officials and civil society to implement reforms? World experience ("Warsaw Pact" such as China, South Korea, the countries of the former) confirms that if this desire can be achieved any breakthrough, including in education.

If we want to have at least one attempt to combat corruption was a success, it is important to build a kind of "virtuous triangle". This triangle should include a learning environment that values integrity, well-planned system of strategic management by an effective, transparent and accountable governance, as well as a system of public control over the workings of higher education and the use of allocated resources for it.

It should be noted that a significant research mission entrusted in the fight against corruption on a branch of philosophy, philosophy of education. After the formation of an autonomous sphere of society, Institute of Education and other diversified areas of knowledge of the person multiparadigmatic character different pedagogical views - a difference of interpretation of the goals and ideals of education. In addition, due to the constantly changing world of education is constantly put forward new requirements, particularly in the transition from post-industrial to an information society, which greatly complicates its reform and modernization.

Disclosure statement

No potential conflict of interest was reported by the authors.

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