

police and state security. It helps to fight against the phenomenon of corruption at various levels and stages of its manifestation. However, it is possible to improve and increase the efficiency of these units.

Their existence as specialists in a particular issue (fight against corruption) should include training of a corps of a special legal profile. It is expected to engage effectively in the service of the prosecutor's office employees who have expertise in various areas with the highest level of corruption. For example, in 2014 the highest number of corruption crimes was marked in the fields of public administration (219), health (218) industry (171), education (145), construction (139) [3, p. 9]. However citizens entering the service of the prosecutor's office not always have additional training on the specified profile. Therefore, it's appropriate to improve the anti-corruption mechanisms to introduce training courses for prosecutors of specialized units to combat corruption in public administration, public health, industry, education and construction. This will help to examine the problem from inside and fight against it not only as a legal phenomenon, but also as a phenomenon in various spheres of public life. The functioning of these courses is possible on the basis of the educational institution "Institute of retraining and advanced training of judges, prosecutors, courts and justice institutions BSU".

In continuation of the issue of improving the mechanism of counteraction to corruption we would like to note that the struggle against corruption is conducted primarily by means of criminal law measures in Belarus. At the same time, international experience and overseas practice (USA, Italy, Netherlands) are based on a combination of civil and criminal legal action to withstand corruption [4]. Despite the fact that Belarus has ratified the Council of Europe Convention on civil liability for corruption, civil liability for corruption is underdeveloped, because, as mentioned above, the fight against this phenomenon is conducted mostly by criminal law means. However, the nature of these measures is limited, because, firstly, they aim at punishing the offender. At the same time insufficient attention is paid to transactions made as a result of an act of corruption and to the victims of corruption. There are also certain barriers which consolidate anti-corruption measures within the framework of this branch of law. These include the lack of research in the field of corruption in the light of the civil law; the absence of established practice of the courts of civil action; prejudice that corruption is mainly a problem of criminal law [5]. However, it should be assumed that a more effective and comprehensive response to corruption is to complement the mechanism of fighting corruption by civil law means.

Many states are trying to fight against corruption by means of moral influence on potential offenders apart from the legal mechanisms for combating corruption. For example, the Code of Ethics of civil servants defines ethical standards of public service in the US. Similar rules relating to the moral side of corruption can be found in the legislation of the Netherlands, the UK, Singapore. The rules of anti-corruption legislation of the Republic of Belarus also contain provisions designed to influence the moral side of the offender, such as limitations of pensions, the duty of civil society to combat manifestations of corruption. Thus, we can assume that one of the elements of anti-corruption mechanisms is means of moral influence.

Despite the sufficiently effective mechanism to combat corruption existing now in the Republic of Belarus, it is necessary to take into account the fact that any mechanism needs to be updated. Therefore it is necessary to look for new ways to improve the anti-corruption legislation, as well as ways and methods of the authorities involved in the fight against corruption.

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THE ROLE OF PRESCHOOL INSTITUTIONS AND FAMILY IN THE FORMATION OF CHILDREN COGNITIVE ACTIVITY

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In this article we consider the problem of formation of cognitive activity of children of preschool age. The problem of cognitive activity has long attracted the attention of philosophers, psychologists, educators from Socrates to the present day. At present, the goal of education is to educate not only a creative, comprehensively

developed person, but also a flexibly adjusted to ever-changing reality one, ready to learn entirely new fields and areas of activity. In this regard, the problem of studying and development of cognitive activity takes a special place, because cognitive activity is the key to the successful activity of children.

The term "cognitive activity" is associated with the review of activities in which children, opening the world as active subjects, try to show their independence, individuality and try to direct energy, will, action on achieving a positive outcome. Shamova T. I. gives the following definition of cognitive activity: the quality of pupil's activity, which is manifested in his attitude to the content and learning process, in pursuit of effective knowledge and ways of activity at the optimal time, in raising moral and volitional efforts to achieve educational goals [1, p. 18]. Most cognitive activity is manifested in the process of perception and thinking. The analysis of the literature showed that most authors allocate the following components of the structure of cognitive activity: emotional, volitional, motivational, content - procedural component and a social orientation.

The authors who studied the problem, allocated communication, need for new experiences, general level of development activity as factors influencing the formation of cognitive activity of a child. Also, scientists claim that one of the significant factors in the development of cognitive activity is the selection of means that allow the child to absorb the cultural and historical experience effectively [2, p. 86].

The majority of researchers working on issues of formation of cognitive activity specify features of the child's communication with others, as the main factor of formation of informative activity (D. B. Godovikova, T. M. Zemlyanukhina, M. I. Lisina and others) [3, p. 78]. Cognitive activity is not innate. It is formed during a person's life. If the potential becomes a reality depends on the child's family. The specifics of developing cognitive activity in the family are that family upbringing is primarily based on feelings. It is important that the whole range of feelings that arise in the family, has beneficial effects on the development and education of the child: it makes him feel happy, secure; it gives the feeling of protection from external troubles, and parents as authoritative advisers, helpers, protectors, older friends.

But in addition to the family a preschool institution also plays an active role in the life of a child. When a child comes to kindergarten he begins to have ideas about a new world of social relations, where there are other rules than in the inner circle of his family. Preschool institutions give systematic training, and a caregiver knows better how to develop a child's mental processes, including the development of his learning activity.

One of the indicators of children's cognitive activity is questions. Questions are first manifestations of children's cognitive activity related to the early childhood and they primarily show children's emotional response to novelty, brilliance, the uniqueness, the beauty of surrounding objects. The nature of questions changes gradually in the process of accumulation of information. A child begins to direct his questions to the establishment of relations of dependency between objects and to phenomena of surrounding reality; he tries to systematize existing ideas about the world. Thus the quality as well as the quantity of questions changes.

Older preschoolers do not ask a single question compared with infants and toddlers but chains of questions, which is an evidence of stable cognitive development, which is not temporary and situational.

The problem of child's activity, especially in the early stages of ontogenesis, attracts the attention of many scientists. Main tendencies of development of children's asking questions are revealed in existing studies and the quantitative and qualitative dynamics of children's questions (in terms of their orientation, depth and other characteristics) is tracked.

Most of works are dedicated to preschool childhood. The range of researches devoted to the analysis of children's asking questions, can be subdivided into two groups. Surveys of the first group are based on the study of spontaneous questions asked by children. The second group can be attributed only to some separate works which investigate the peculiarity of questions asked in a situation of necessity, in other words, "provoked" questions.

As L. S. Vygotsky wrote about the ratio between speech and intellectual development in ontogenesis, the primary function of speech is communication with other people; in the child development process it becomes a means of thinking. According to this statement questions can be considered from two points of view:

1. A question, as a form of speech activity, is aimed at communication with other people, where social and individual human needs are realized;
2. A question as a form of mental activity occurs when there is a lack of information and it is aimed at the acquisition of new knowledge. A question as a form of mental activity involves, on the one hand, the presence of certain knowledge about the surrounding reality, on the other, the lack of knowledge. The question itself indicates a "known" and "unknown" in the mind of a person [4, p. 18].

The questions asked by children are one of the indicators of their cognitive activity. Depending on how often a child asks questions, depending on their content and character, you can draw conclusions about a level of cognitive activity of the child.

Using "Curious" method (modification of the method was given by M. B. Shumova) we identified the level of cognitive activity among the surveyed children, as well as we identified the level of ability of children to ask questions.

In our study we showed children 2 pictures. One of them is simple to understand the content (for example, children are feeding birds), and the other picture is with unfamiliar objects, of a fantastic character. A child is asked to play "curious". A child may ask about everything what is drawn in the pictures. All the questions asked by a child were recorded.

Data processing is done on the following criteria:

A) Breadth of coverage of subjects, drawn in the pictures;

B) Number of questions;

B) Types of questions: inquiring, cognitive, searching, orienting or vitally practical.

The results were evaluated as following:

1) A low level of cognitive activity – a child asks very few questions, mostly inquiring questions;

2) An intermediate level – a child asks enough questions, preferring a picture with familiar objects, most often they are orienting questions, informative and exploratory in nature, rarely they are vitally practical questions;

3) A high level – a child asks a lot of questions about the items in both pictures, mostly cognitive, searching, orienting questions, and vitally practical.

After analyzing the data obtained during individual interviews with each child, it was concluded that all of those who participated in the study, had an average level of cognitive activity. All the children asked enough questions, these topics were diverse, but simple cognitive questions dominated and searching questions were not presented at all (Figure 1).

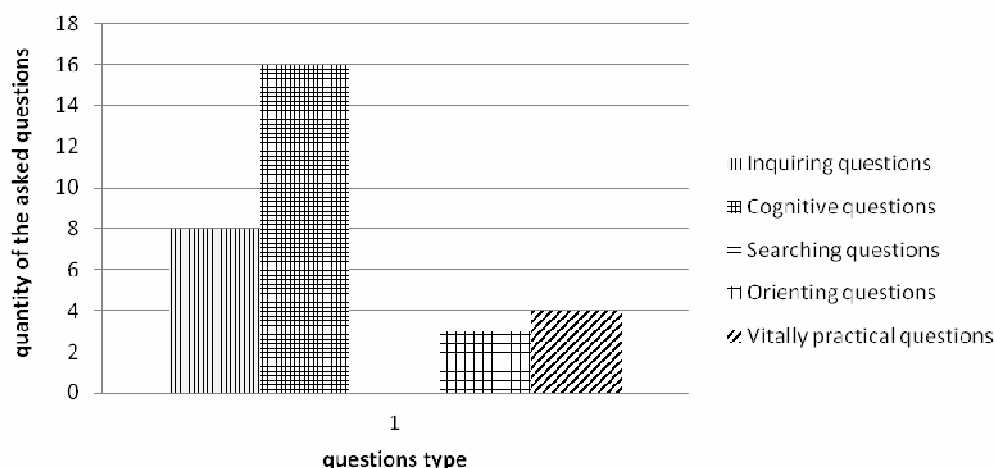


Fig. Analysis of children's questions

All the children paid attention to the both pictures, with clear contents and with an unfamiliar fantastical objects, but questions were associated with items placed only in the foreground of the pictures. Also, it is worth noting that the children had difficulties in wording of the questions, they thought long and hard before asking a question, some questions asked were based on the answer to the previous question.

We can assume that the insufficient level of cognitive activity is associated with the peculiarities of communication in the preschool institution and family. Perhaps the curiosity of children is not encouraged; adults do not pay sufficient attention to children's questions. To increase the level of cognitive activity in children special work should be done for the development of searching questions (analysis of the causes and effects, what depends on what), to form the aspiration and desire to ask and learn.

Cognitive activity arises from the need of new impressions, which is inherent in every person from birth. At preschool age on the basis of this need, in the process of development of orienting-investigatory activity, a child develops a desire to learn and discover new knowledge.

Cognitive activity, formed in the period of early childhood is an important driving force in the cognitive development of a child. At each age level cognitive activity has its own form of behavioral manifestations and requires special conditions for its formation. We should not ignore the manifestation of children's inquisitiveness; children's questions and we should contribute and lead children to the manifestation of cognitive activity.

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UDK 343**CORRUPTION OFFENSES ACCORDING TO THE LEGISLATION OF THE CIS COUNTRIES**

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In this article the comparative analysis of corruption offenses according to the legislation of the CIS countries is carried out. Special attention is paid to the laws "About Fight Against Corruption" of the Russian Federation, Republic of Belarus, Ukraine and the Republic of Kazakhstan. The conclusion proves that it is necessary to continue work on differentiation of responsibility for commission of corruption offenses.

The legislation of the CIS countries on responsibility for corruption offenses includes laws on fight against corruption, standards of the Criminal code (further - UK), the Code of Administrative Offences (further – the Administrative Code) and other regulations, establishing responsibility for commission of such offenses. The anti-corruption legislation of each State Party of the CIS has its own features. Differences are shown in the presence or absence of the list of corruption offenses, their contents, classification, differentiation of responsibility for their commission. The comparative analysis and detection of features of the legislation on corruption offenses of the Russian Federation, Republic of Belarus, Ukraine and the Republic of Kazakhstan is of interest.

In Russia the Federal law of 25.12.2008 works. "About corruption counteraction" [1]. The following corruption offenses are allocated there: corruption offenses which lead to criminal, administrative or civil liability, corruption offenses which lead to the disciplinary responsibility and also offenses creating conditions for corruption. However in the Federal law there is no even an approximate list of such offenses. At the same time, the offenses which lead to a disciplinary responsibility are named there.

The law of Republic of Belarus of July 15, 2015. "About fight against corruption" doesn't contain the definition of a corruption offense [2]. Despite this fact, it lists the offenses creating conditions for corruption, and corruption offenses which are fixed in Art. 25, 37 of the Law. The commission of the specified offenses involves responsibility according to the acts of Republic of Belarus. Unlike the Model law in the specified Law the differentiation of responsibility for commission of the offenses called in it isn't carried out. The administrative offense or a crime can be referred to as corruption or creating conditions for corruption only if it possesses corruption signs which definition is fixed in Art. 1 of the Law. Unfortunately, the law doesn't establish, what responsibility the offenses listed in Art. 25 and 37 (criminal, administrative, disciplinary or civil) ensure.

For the purpose of allocation of corruption crimes in Belarus the list of corruption crimes is developed. This list of corruption crimes is approved by the resolution of the Prosecutor General's Office of Republic of Belarus, Committee of the state control of Republic of Belarus, the Quick and analytical center at the President of Republic of Belarus, the Ministry of Internal Affairs of Republic of Belarus, Committee for State Security of Republic of Belarus and Investigative committee of 27.12.2013 No. 43/9/95/571/57//274 according to which corruption crimes are:

- Plunder by abuse of office powers (Art. 210 of UK). Criminal Code.
- The legalization ("washing") of the material values acquired in the criminal way, made by the official with use of the office powers (ch.ch.2,3 Art. 235 of UK).
- An abuse of power or office powers from mercenary or other personal interest (ch.ch.2,3 Art. 424 of UK).
- Inaction of the official from mercenary or other personal interest (ch.ch.2,3 Art. 425 of UK).
- The excess of the power or office powers made from mercenary or other personal interest (ch.ch.2,3 Art. 426 of UK).
- Illegal participation in business activity (Art. 429 of UK).
- Bribetaking (Art. 430 of UK).
- Bribery (Art. 431 of UK).
- Mediation in bribery (Art. 432 of UK).

This edition of the resolution of the corruption eliminated the crimes connected with the organization of bribery, instigation to bribery, complicity in bribery, made for the purpose of a deceptive taking by property of the person (fraud).