

GENERAL AND PROFESSIONAL EDUCATION AS THE MOST IMPORTANT CONDITION OF THE RE-SOCIALIZATION OF CONDEMNED PEOPLE

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The author makes an attempt to identify and justify the conditions for the successful re-socialization of prisoners in educational and correctional colonies in the process of general and professional education. A socio-pedagogical observation of the convicts was carried out, which made it possible to draw up a general assessment of the level of social development of the maladjusted convicts. Three groups of 100 people in each group were examined. The first group consisted of prosperous (law-abiding) students of YSPU (control group). The second group consists of convicts serving their sentence of imprisonment for the first time. The third group – convicts serving a sentence of imprisonment for the second time. The author concludes that traditional pedagogical models of teaching should be substituted by active teaching methods. The use of modern teaching methods with adults will help to build skills and transfer knowledge, interact flexibly with the audience, achieving greater students' involvement based on their requests, social practices and the quality of learning. The study uses diagnostic techniques relevant to the objectives of the research. An attempt is made to introduce new proposals into the practice of developing and testing programs for the re-socialization of prisoners through general and professional education.

Keywords: penitentiary institutions, convicts, general education, professional education, teaching methods, interactive teaching methods

According to the Prosecutor General's Office of the Russian Federation, a large number of people who have previously committed crimes are brought to justice annually (Tables 1-4). About 60% of those held criminally responsible have previously served criminal sentences (Table 2), the same trend is also characteristic of the Yaroslavl Region (table 4). In other words, the increase in general crime is determined by the increase in repeated crime (table 1). The number of convicts who had previously committed a crime is reduced annually, but slightly. In order to objectively evaluate this trend, it is necessary to take into account the high latency in so many corpus delicti – composition of the crime (many crimes are not reported, some crimes are not specifically recorded).

Despite the fact that in the penitentiary system of the Russian Federation at each penal colony there is a secondary school, professional college (or another analogue of the school), as well as the opportunity to work and get a higher education, unfortunately, those who have served sentences in the form of imprisonment, mostly do not have the necessary skills, abilities and knowledge that are important for successful life in freedom.

Development of subject study

Scientists paid tribute to the study of the re-socialization of criminals: Albitsky E., Ventzel K.N., Gogel S.K., Dukhovskoy M.V., Dril D., Ivanov V.D., Musersky T., Kistyakovsky A.F., Krasovsky M.I., Luchinsky N.F. [1]

An outstanding teacher A. S. Makarenko devoted his works to the methodology and organization of the educational process. [6]

The understanding of the experience accumulated over centuries and its systematiza-

tion are reflected in the works of the researcher N.N. Efremova. [4]

The problem of re-socialization in the framework of labor education of convicted minors, women and men has been studied in a different way by Russian and Soviet scientists from various perspectives.

An analysis of the experience of previous generations of teachers allows us to conclude that pedagogical ideas cannot be considered as outdated, moreover, they are relevant. [8]

Currently, the leading experts in the issues of re-socialization of convicts are: Kozlovsky S.N., Panova O.B., Pankratov S.A., Ryndin I.V., Shekhovtsova N.A. [2, 9]

The re-socialization of convicts based on the interaction of the correctional institution and the pedagogical university is purposefully studied by Kostyunina L.I., Kolbeneva E.A., Postnov Y.M.

The problem of adult socialization by means of further professional education is widely covered in the works of Berezin D.T., Bugaychuk T.V., Koryakovtseva O.A., Kulikov A.Y., Novikov M.V., Tarkhanova I.Y. [3, 10]

Particular attention is paid to the training of colony staff in solving the problems of the upbringing and re-socialization of juvenile convicts by such researchers as Marchuk O.A., Shirokikh O.B., Yakovleva N.F.

The most significant aspects related to the education of convicts are the subject of research of a number of candidate and doctoral dissertations, defended at the beginning of the XXI century. [7] Informational and analytical materials, materials from round tables, seminars, and conferences regularly published by the Institute for the Development of Personnel Potential of YSPU are of great importance for elucidating the essential aspects

of the re-socialization of prisoners through professional education.

However, despite the important contribution that these works make to the study of the observed problem, it should be noted that the question of the role of general and professional education in the process of re-socialization of people in prisons is studied insufficiently, taking into account regional specificities.

The object of the study – the process of general and professional education of convicts serving sentences in educational and correctional colonies.

The subject of the study – the conditions for the successful re-socialization of convicts in the process of general and professional education in educational and correctional colonies.

The purpose of the study – to identify and justify the conditions for the successful re-socialization of convicts in educational and correctional colonies in the process of general and professional education.

The purpose of the study specified the need to solve following tasks:

1) to study the conditions and development trends of general and professional education of convicts in prisons;

2) to analyze the specifics of general and professional education of convicts in a penal colony;

3) to analyze the educational needs of convicts;

4) to identify the conditions for the successful re-socialization of the convicted person as a subject of professional education in a correctional institution;

5) to offer recommendations for improving the process of general and professional education of convicts.

Main hypothesis:

The general education and professional education of the convicted person in the correctional institution will provide more effective re-socialization of the convicted person in comparison with the existing practice of such re-socialization, being subject to the following conditions:

1. Teachers with the necessary knowledge, abilities and skills to work with adults should work in correctional and educational colonies.

2. Traditional pedagogical teaching models should be replaced by active teaching methods. Using modern adult teaching methods will help to build skills and transfer knowledge, interact flexibly with the audience, achieving greater student involvement based on students' requests and social practices and the quality of learning.

3. Teachers already working in prisons should expand the range of methods used in the teaching of adult prisoners, for which it is important to create opportunities for practical training and the study of relevant literature on andragogy.

Table 1

Identified persons who committed crimes in Russia

	Year						
	2013	2014	2015	2016	2017	2018	Nov 2019 YTD
Identified criminals	1012563	1006003	1075333	1015875	967103	931107	812425

Table 2

Identified persons previously committed crimes in the Russian Federation

	Year						
	2013	2014	2015	2016	2017	2018	Nov 2019 YTD
Identified criminals	482520	510122	556914	548382	541541	525475	461252

Table 3

Identified persons who committed crimes in Yaroslavl Region

	Year						
	2013	2014	2015	2016	2017	2018	Nov 2019 YTD
Identified criminals	6604	7225	8217	7539	7357	6377	5518

Table 4

Identified persons previously committed crimes in Yaroslavl Region

	Year						
	2013	2014	2015	2016	2017	2018	Nov 2019 YTD
Identified criminals	3435	4100	4771	4486	4491	3842	3405

4. General and professional education should be based on the principles of subjectivity, tolerance and dialogical communication, considering the composition of the crime committed by the convict.

5. Preparation of convicts for release must necessarily include informing them about their rights.

Empirical base of the study

In-depth interviews were conducted with former convicts, $n = 10$.

Moreover, positional experts were interviewed, $n = 12$ (head of the pre-trial detention center-2, lieutenant colonel of the internal service Korelyakov Vladimir Borisovich, members of the Public Monitoring Commission: 1-4 convocation, etc.).

A socio-pedagogical observation of convicts was carried out, which made it possible to compile a general assessment of the level of social development of maladjusted convicts.

We examined three groups of 100 people in each group. The first group consisted of prosperous (law-abiding) students of YSPU (control group). The second group consists of convicts serving their sentence of imprisonment for the first time. The third group – convicts serving a sentence of imprisonment a second time.

According to the five-point system, in accordance with the mapping of socio-pedagogical examination, an assessment was made of the level of social development of prisoners and students. Then the results of this survey were subjected to statistical analysis and a comparison was made for each of the three groups of subjects.

The analysis of lesson plans, educational programs, guidelines for teachers and teaching masters of professional education is held.

The repeated data analysis has been held for the information from:

- Judicial Department at the Supreme Court of the Russian Federation;
- Federal State Statistics Service of Russia;

– General Prosecutor's Office of the Russian Federation;

– results of sociological studies conducted by VTsIOM,

by employees of the Federal Scientific and Technical Center of RAS (Moscow), employees of the Academy of Management of the Ministry of Internal Affairs.

The author of the research is a member of the Public Monitoring Commission (PMC) of the 4th convocation (2017-2020).

Methodological base of the study

Theoretical and methodological basis of the study are:

– general theory of activity (K.A. Abulkhanova-Slavskaya, A.A. Bodalev, V.V. Davydov, A.N. Leontyev and others.);

– theory of personality development as a process of formation of an individual's social quality as a result of his socialization and upbringing (B.G. Ananyev, P.P. Blonsky, L.I. Bozhovich, L.S. Vygotsky and others.);

– practice-oriented and personality-oriented approaches in education (V.V. Kraevsky, M.E. Kuznetsov, M.N. Skatkin, V.V. Serikov, I.S. Yakimanskaya and others);

– the theory of a systematic approach to a developing personality, exploring the relationship between social systems and the integral qualities of an individual (B.A. Vyatkin, C. B. Merlin, D. I. Feldstein and others);

as well as scientific works of Gruzdev M.V., Dosse T.G., Koryakovtseva O.A., Makarenko A.S., Novikov M.V., Tarkhanova I.Y.

An empirical study, an analysis of monographic works on the problems of re-socialization of convicts, and a number of comprehensive targeted crime control programs currently in force in the Yaroslavl region and in the country, made it possible to make a number of proposals that should be taken into account when developing targeted juvenile crime prevention programs at the regional level in relation to the specifics of the Yaroslavl region.

Table 5

	Professional educational institutions			
	№ 86	№ 87	№ 88	№ 89
Higher education	3	4	8	5
Secondary professional education	4	3	3	6
Highest qualification category	2	1	–	
First qualification category	3	4	4	2
Do not have a qualification category	2	2	7	9

Study results and their analysis

Convicted to imprisonment have the opportunity to study at four professional educational institutions and one branch (table 5).

Let us consider in more detail the didactic conditions in these educational institutions.

The professional school was renamed as:

1) the Federal Treasury Professional Educational Institution No. 86. [5]

The teaching staff consists of 7 people: 3 people have higher education, 4 people have secondary professional education, 2 people with the highest qualification category, 3 people with the first qualification category, 2 people do not have a qualification category (in the position of less than 2 years).

2) the Federal Treasury Professional Educational Institution No. 87. [5]

The teaching staff consists of 7 people: 4 people have higher education, 3 people have secondary professional education, 1 person with the highest qualification category, 4 people with the first qualification category, 2 people do not have a qualification category.

3) the Federal Treasury Professional Educational Institution No. 88. [5]

The teaching staff consists of 11 people, out of which 8 people have higher education, 3 people have secondary professional education, 4 people with the first qualification category, 7 people do not have a qualification category.

4) the Federal Treasury Professional Educational Institution No. 89. [5]

The teaching staff consists of 11 people: 5 people have higher education, 6 people have secondary professional education, 2 people with the first qualification category, 9 people do not have a qualification category, of which 4 people are certified for compliance with their position.

The analysis conducted by us allows to conclude that the level of qualifications in some professional educational institutions is very low.

It is obvious that the educational system in prisons only provides complete secondary education, professional skills and some of the most basic life skills. But some persons convicted of crimes have been in penal colonies for more than 10-20 years. Accordingly, they need not just knowledge, but clearly formed skills and abilities, in particular, to actively act in difficult life situations. They need to receive a concept of communication strategies depending on the specific life situation faced by the person.

Convicts are mainly interested in a concrete solution to practical problems and are less

concerned with obtaining general theoretical information. In this regard, in the classroom, it is necessary to use practical tasks, project tasks, trainings, solving situational problems, business games, educational games, game projection, problem lectures, problem seminars, thematic discussions, debates, brainstorming, a round table, presentations, practical competition works with their further discussion, case-method analysis of specific production situations, etc.

Practical experience shows that adult education is effective when convicts are open to interaction. To remove the interpersonal barrier, you must use the interactive teaching mode

As part of the study, we studied the life priorities of prisoners (fig. 1) and what they put inside of the meaning of a successful person (fig. 2).

As can be seen from the answers of the convicts, they are characterized by the values of ordinary inhabitants. On the other hand, the values of those who are serving their sentences for the first time differ from the values of convicts serving their sentences 2 or more times.

Given that in prisons there is a desocialization of teachers already, staff working in such institutions should constantly expand the range of methods used in the training of adult convicts, for which it is important to create opportunities for practical training and the study of relevant literature on andragogy.

As part of the study, we conducted a socio-pedagogical observation of the convicts, which allowed us to make a general assessment of the level of social development of the maladapted convicts.

The mapping, together with indicators of social development, was developed by S.A. Belicheva and modified for the purposes of our study.

When compiling the mapping of social and pedagogical observation of a maladjusted convict, it is important, firstly, to determine the criteria for the level of social development and, in accordance with each criterion, to identify indicators of social development.

The criteria were determined based on the main areas of socialization:

- «individual and profession»;
- «individual and society»;
- «individual and self-knowledge»;
- visually fixed signs of asocial deviant behavior.

I personally filled in the mapping card on the basis of observation, study of the convict's educational, social, labor activity, the nature of his relationship with his cellmates, teachers,

friends, as well as a result of conversations, the collection of independent characteristics surrounding the convict, the conditions of his family and school education and extracurricular life. The convicts did not know that we were observing and collecting the necessary material.

Included observation (the object did not know that the study was being conducted) – this type of research is facing different levels of difficulty. In particular, the sociologist's code of ethics, which preserves confidentiality

and fulfills obligations to people who agreed to cooperate, may conflict with the requirements of the penal code when receiving information about unlawful actions of the object under study, etc.

Another complication of the included observation is in fixing the information received. A researcher with a notebook in his hands does not always fit organically into the studied social environment. Accordingly, he often has to rely on memory, reproducing the material studied after contact with the object of study.

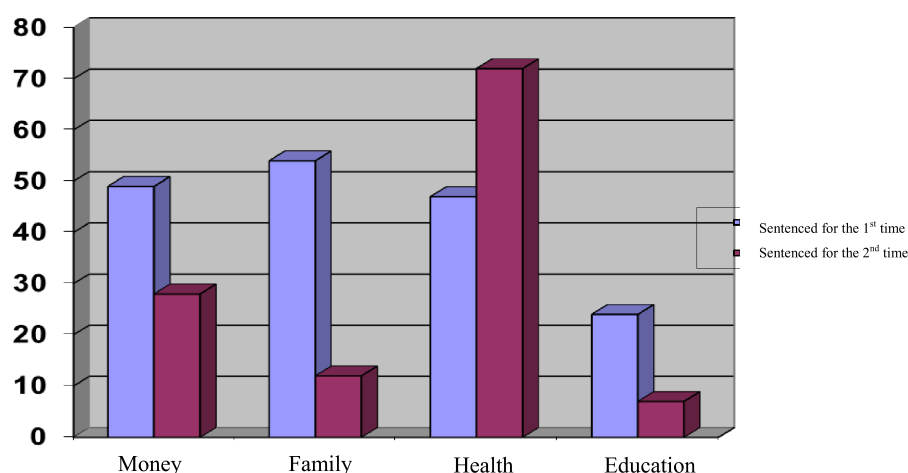


Fig. 1. The answer to the question: «What is of primary importance for you in life?» (several answers allowed)

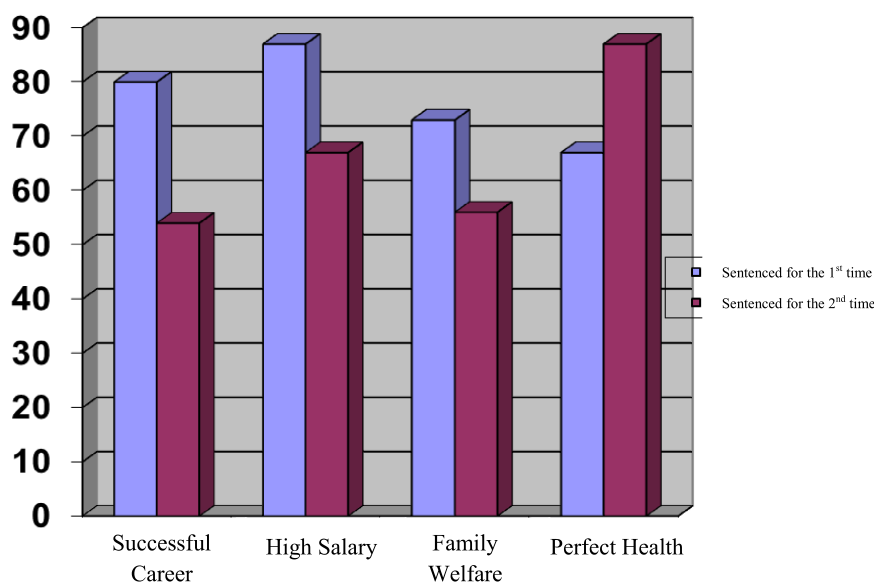


Fig. 2. The answer to the question: «What criteria, in your opinion, can be used for a concept of «successful person»? (several answers allowed)

We examined three groups of 100 people in each group. The first group consisted of prosperous (law-abiding) students of YSPU. Students in this study are a control group. The second group consists of convicts serving their sentence of imprisonment for the first time. The third group – convicts serving a sentence of imprisonment for the second time.

According to the five-point system, in accordance with the mapping of socio-pedagogical examination, an assessment was made for the level of social development of prisoners and students. Then the results of this survey were subjected to statistical analysis and a comparison was made for each of the three groups of subjects. The processing results are summarized in table (table 6).

The ranking of differences in the group of prosperous and the group of convicts shows for the first time, that:

1st place (difference level 1.5-1.4 points) – the greatest differences are characteristic for indicators 1 and 3, expressing the level of development of professional orientations and intentions, as well as the level of difference in useful knowledge, skills, interests.

2nd place (the difference level is 1.3-1.1 points) for indicators 11, 12, meaning that the greatest difference was revealed in assessments of such social manifestations as the consumption of alcohol and smoking.

3rd place (the level of differences is 1.0-0.9 points) is occupied by indicators 6, 7, that means, differences are seen in the degree of criticality, the ability to evaluate others from

the standpoint of moral and legal norms, as well as in the degree of self-criticism, the development of introspection skills.

4th place (the level of differences is 0.8-0.7 points) is occupied by indicators 2, 4, 13, that is, the difference in relation to educational activity, to pedagogical influences, the use of obscene expressions.

5th place (level of differences 0.6-0.5) is occupied by indicators 5, 8, 9, 10, that is, a difference in collectivist manifestations, empathy, volitional qualities, and an external culture of behavior.

The ranking of differences in the group of prosperous and the group of convicts a second time shows that:

1st place (level of differences 3.7-2.5 points) – the greatest differences are shown in indicators 1, 2, 4, 8, 10, 11, 12, that is, in the degree of expression of professional intentions and orientation, attitude to educational activities, in relation to pedagogical influences, the ability to evaluate others from the standpoint of moral and legal norms, in the development of empathy, empathy, an external culture of behavior, in refusal from alcohol and smoking.

2nd place (level of difference 2.3-2.1) – differences in indicators 3, 5, 13, that is, in the degree of manifestation of useful knowledge, skills, interests, the difference in collectivist manifestations, in foul language.

3rd place (level of differences 2.0) – differences in indicator 7, that is, differences in the degree of self-criticism and introspection are manifested.

Table 6

The results of assessing the level of social development of subjects of groups I, II, and III

№	Social development indicators	Average rate (in points)		
		I group	II group	III group
1	Presence of positively oriented life plans, professional intentions	4,8	3,3	1,1
2	Attitude to educational activities	4,2	3,4	0,7
3	Useful knowledge, skills, interests	3,9	2,5	1,6
4	Attitude to pedagogical influences	4,4	3,6	0,8
5	Collectivist manifestations	3,5	2,9	1,3
6	Criticism, the ability to evaluate others from a position of morality, law	4,3	3,3	2,5
7	Self-criticism, introspection	4,1	3,2	2,1
8	Self-empathy, empathy	3,4	2,8	0,9
9	Strong-willed qualities	4,3	3,8	2,7
10	External culture of behavior	4,6	4,1	1,0
11	Refusal from alcohol	3,1	1,8	1,2
12	Refusal from smoking	3,2	2,1	0,2
13	Refusal from swearing	3,9	3,2	1,8

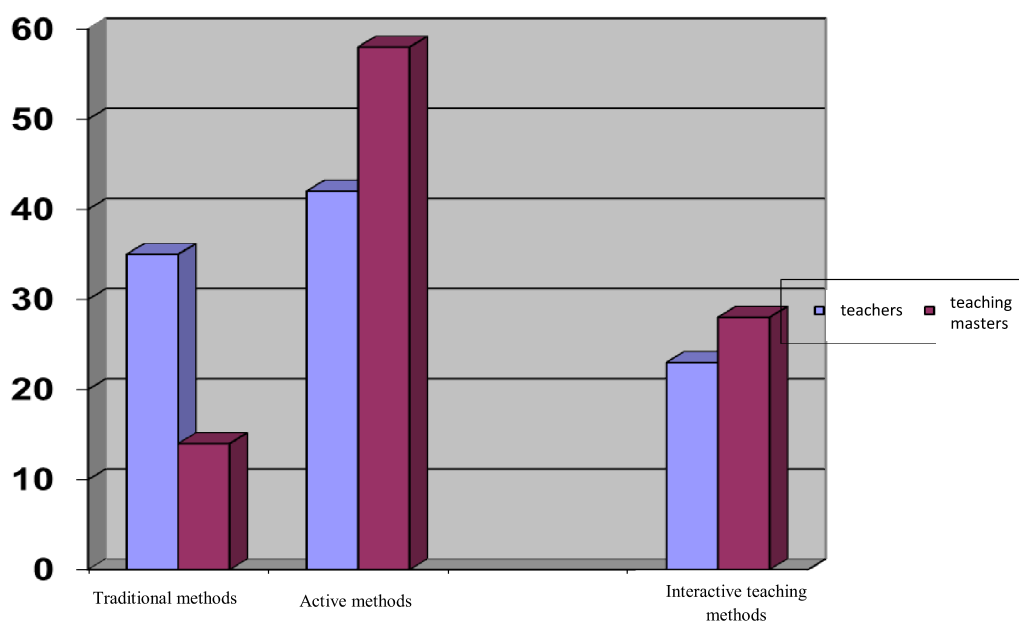


Fig. 3. Teaching methods used in the educational process by teachers and teaching masters

4th place (level of differences 1.8 points) – differences in indicator 6, that is, differences in the degree of criticality, the ability to correctly evaluate others.

5th place (difference level 1.6 points) – the smallest differences in indicator 9, that is, strong-willed qualities.

The most noticeable differences are among prosperous students (law-abiding) and convicts serving a sentence of imprisonment a second time.

This technique, first of all, allows to identify diagnostically significant indicators by which the head of the unit, the teacher can judge the degree of social protection of prisoners and distinguish between school and social maladaptation, which is extremely important for determining the correctional rehabilitation program and the program of social and pedagogical support.

As part of the study, we also studied the level of education and qualifications of teachers and teaching masters.

We believe that teachers should constantly improve their knowledge, skills and abilities.

Our study shows that within the framework of general education, 35% of teachers in the learning process turn to traditional teaching methods, 42% to active teaching methods, and only 23% of teachers to interactive teaching methods.

Within the professional education, the situation is slightly better. So, 14 teaching masters

turn to traditional teaching methods, 58% to active teaching methods and 28% to interactive teaching methods (fig. 3).

Thanks to the use of interactive forms and teaching tools, the teacher has feedback with the students, and the convicts also have connections with each other. As a result, students' interest in the discipline is awakened, and the communicative competencies of the convicts develop. Unfortunately, many teachers do not possess interactive methods, forms and teaching tools.

Conclusion

The success of the process of re-socialization of convicts in a penal colony was established with the help of a criteria-appraisal tools developed previously by outstanding teachers. This methodology, first of all, made it possible to identify diagnostically significant indicators by which the head of the unit, the teacher can judge the degree of social protection of convicts and distinguish between school and social maladaptation, which is extremely important for determining the correctional rehabilitation program and the program of social and pedagogical support

In addition, as part of the study, it was found that general and professional education, with the right approach, contributes to the establishment of positive self-esteem among prisoners, the formation of basic national values and attitudes.

It is proved that the correct social saturation of leisure, contributes to the successful resocialization of the convict, as well as the formation of a positive self-esteem.

A set of theoretical and methodological conditions for the re-socialization of convicts has been identified and justified.

The results of the study confirm all the author's hypotheses.

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