

REORIENTATION OF PERSONAL CHARACTERISTICS OF CONVICTS USING PSYCHO-CORRECTIONAL METHODS

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Abstract: Due to the growing level of aggressiveness and conflicts among juvenile convicts, it is necessary to use new methods. The article is aimed at reorienting the personal characteristics of convicts, raising such features with the help of a set of techniques that would allow them to actively engage in working life after their release. A typological approach was the leading approach in the educational work with juvenile convicts. The article reveals effective measures of psycho-correctional influence.

Keywords: pedagogical work, conflict, activity, employee, penitentiary system

1. Introduction.

Rehabilitation of convicted adolescents in places of detention is a considerable difficulty due to the specifics of the object of influence. “Successful socialization and

integration of a person into society are the essence of psychological and pedagogical activity aimed at the formation of acceptable behavior of individuals, groups of individuals, social groups and social organizations in accordance with the norms” [Egorova, 2013, p. 9].

The state of crime is characterized not only by an increase in the volume, but also by an increase in the number of crimes committed by juveniles. Recently, the level of aggression and conflicts among minors has increased significantly.

“In the case when the conflict leads to undesirable results, disorganizes convicts, the administration also applies radical (non-psychological) methods of resolving conflict situations” [Mastenbroek, 1996, p. 81].

The problem of conflict situations in youth detention centers, the ways to resolve them is very relevant, and

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currently requires resolution. A conflict is an actualized contradiction, a clash of oppositely directed interests, goals, positions, opinions, views of subjects of interaction or opponents [Mastenbroek, 1996, p. 238]. A.N. Sukhov writes that a conflict is a multi-level, multidimensional and multifunctional socio-psychological phenomenon [Sukhov, 2003, p. 255], a number of authors argue that “...to exhaust the conflict means to establish and destroy the true cause, separating it from the reason, and to eliminate possible emotional or ideological consequences in order to create favorable opportunities for further interpersonal interaction” [Pishchelko & Sochivko, pp. 95-97].

Adolescents can easily be influenced and for such convicts it is necessary to create favorable conditions in youth detention centers, taking into account individual characteristics.

In modern society, it is quite difficult for a young person to adapt and socialize. He is influenced by a plentiful stream of different information, which has different effects on his immature psyche. An adolescent at this time has not yet formed protective mechanisms

for adaptation to the social environment. He does not have his deliberate position in life. An adolescent faces the consequences of various crises, ideological differences. In the media there is a flow of spiritual poverty, other people’s values, customs, which leads to a violation of continuity with the older generation. This raises a sense of confusion and irritation among adolescents, which can lead to frustration. And as Dollard wrote, frustration always leads to aggression in some form; aggression is the result of frustration. Frustration provokes aggression (induces aggression), which in turn facilitates or supports aggressive behavior.

Age-related restructuring of the nervous system determines the expressed affective color of mental activity of adolescents, but at the same time there is aggression in behavior of some minors as a relatively stable personality trait. “Pedagogical efficiency of education and training is closely dependent on the extent to which anatomical and physiological features are taken into account...” [Khripkova, 1990, p. 3].

The main objective of the study is to review the process of reorientation of personal characteristics of convicts.

2. Materials and methods

In the process of individual study of the personality of each convicted person, the presence of aggressiveness in his behavior was revealed. In determining the method of reduction of aggressiveness, the information about this convicted person, who “started” the conflict, was gathered. When a conflict arose, its true cause and the essence of the problem of its occurrence were studied. Staff predicted how the conflict would proceed and what forms it would take, whether it could be self-regulating and what the consequences would be after that to ensure a positive outcome.

Knowledge of the causes of conflicts among convicts, foreseeing the development of specific contradictions, competent use of methods of conflict resolution or localization has an impact on the success of employees. All this makes us face the need to study the main directions of pedagogical work in the penitentiary system among convicts, conduct psychological research using a set of techniques aimed at studying the

characteristics of conflicts among sentenced persons, finding new ways, forms, methods of their prevention and constructive resolution. Methods and main directions of pedagogical work in the penitentiary system among convicts are connected with the elimination of aggressive behavior and conflicts. Difficult situations often arise among convicts in the process of adaptation in places of detention.

There are different ways to resolve conflicts. Ways to eliminate the occurrence of aggressive behavior and conflicts depend on the actions of employees. By capturing the moods, views and aspirations of convicts, the educator can achieve effective personal influence through his speech on each convict and on the collective, his unity [Kovalev, 2008, p. 220]. To perform these tasks, he contacts with all services of the corrective colony [Igoshev, 2006]. Once in places of isolation and not being able to communicate with family, peers and faced with negative situations that affect the psyche, a convict is looking for a way out, how to adapt to new conditions. Such convicts may have aggressive behavior. Leonard Berkowitz gives the following

definition of aggression – “some kind of behavior, physical or symbolic, which is motivated by the intention to harm someone else” [Berkowitz, 1993, p. 32]. In K.E. Izard’s works it is stated that “aggression is verbal or physical actions of offensive or harmful character” [Izard, 1980, p. 266]. N.P. Fetiskin writes that “...aggressiveness occupies a special place among behavioral deviations” [Fetiskin, 2007, p. 51]. Aggressiveness as any personal trait has a different degree of manifestation: from complete absence to the maximum development. Each person has a certain degree of aggressiveness. “Aggressiveness can be defined as a personal characteristic acquired and fixed in the process of personality development on the basis of social learning and consisting in aggressive reactions to various stimuli” [Ovcharova, 2001, p. 263].

“PSYCHOMETRIC EXPERT” was used in the psychological research of convicts. It is a multifunctional software environment, including the system of planning and conducting psychological diagnostics of individuals and groups. This system is a multifunctional automated workplace of

a prison psychologist, which allows organizing both practical and research activities. In comparison with other psycho-diagnostic programs, “PSYCHOMETRIC EXPERT” stands out because it is a powerful environment for the accumulation and analysis of psycho-diagnostic and other data in a single database; it has a developing customizable database that can keep records of any information; it has a wide range of options for customizing the tasks of a particular user: it allows you to create almost any diagnostic technique and check the “quality” of the existing: it has a wide range of data input, including from the scanner: it allows processing and analyzing large amounts of data: it contains and allows you to replicate materials (forms, questionnaires, keys) necessary for the daily work of a psychologist; it has a simple intuitive, but very flexible interface.

The main task set by the developers of the program was not so much the creation of a computerized psycho-diagnostic program (there is quite a large number of developers of computer tests), but the creation of a universal software environment, a powerful and

maximally open system that allows you to manage a variety of data and carry out their in-depth analysis. This helps practical psychologists to organize and regulate their activities. A convenient “viewer” of results allowed to display the results of one (battery of tests) in one window or several surveys of any number of people on several tests in combination with group profiles, the results of non-standardized methods (interviews, observations, projective tests, etc.).

The proposed program specifies the work of psychologists to overcome a negative direction and to form a positive orientation of juvenile convicts in the process of adaptation to the conditions of the colony in the process of psycho-correctional work.

The choice of effective measures of educational influence implied knowledge of the personality of convicts. The skillful use of special psychological techniques provided assistance to the teacher in this task, especially those that allow characterizing the personality focusing on rehabilitation.

The following traditional methods of studying convicts have become firmly

established in educational practice: observation of behavior in various activities and situations of communication, analysis of personal files and other documentary sources, individual and group conversations. However, these methods do not always provide an objective picture of personality and the underlying stimuli of behavior; they do not provide penetration into the inner world of a person and also require considerable time and effort of educators. If these traditional methods of obtaining information are used, more or less comprehensive knowledge about a particular convict in the conditions of the colony is achieved, on average, in 6-10 months of work.

In order to study the personality of the convicted person, his actions in various situations are analyzed (work, mass events, the announcement of incentives or penalties, daily routine, as well as relationships with relatives). The formation of aggressive behavior of adolescents depends on a number of factors, which include: the immediate environment of adolescents – their family, peer groups, macro-educational institutions in which a child spends

much time (school, college), as well as the traditions and laws of this culture, the media [Kadyrzhanova, 2010, p. 142].

The reaction of parents to the wrong behavior of a child, the relationships between parents and children, the level of family harmony or disharmony, the nature of relations with siblings – these are factors that can predetermine the aggressive behavior of a child in the family and outside it, as well as affect his relations with others in adulthood. The nature of the relationship between parents and adolescents is a very important factor [Bakhireva, 2008, p. 186-187]. That is why in the practice of correctional officers there is an urgent question of the development and application of methods, especially express methods to study the identity of convicted adolescents, which would allow combining objectivity and completeness of information with the minimum cost that is required to obtain it.

Among the existing scientific means of cognition of personal qualities the methods of psychological diagnosis are the most preferred. These methods

are based on theoretical and experimental provisions of modern psychological science.

Parent-child relationship plays an important role in the destructive behavior of adolescents. Psychotraumatizing in these relations leads to the destruction of personality as a consequence of psycho-traumatic experience: physical and sexual abuse. Conflict relationships with significant adults lead to delinquent behavior as a form of protest behavior against the influence of parents (adults).

The reason for the destructive behavior of adolescents and personality disorders is upbringing in the atmosphere of emotional alienation and coldness. The work of a psychologist with these convicts has the following directions: techniques of constructive expression of their feelings and thoughts, non-provocative interactions in emotionally significant situations, psycho-correctional programs aimed at the development of conflict competence.

To implement these areas, the following programs have been tested:

“The organization and implementation of psycho-correctional

work with juvenile delinquents and accused persons in particularly serious offences, who are in the detention center”; “A comprehensive program for the prevention of aggressive behavior and correction of the personality of delinquent adolescents in corrective colonies” – it aims at providing psychological assistance to adolescents serving sentences in corrective colonies; “Training of self-regulation of behavior in stressful situations”, aimed at introducing the concept of stress (negative and positive characteristics), the study of scenarios of behavior in stressful situations, acquiring individual style of behavior in stressful situations and expanding the repertoire of behavioral strategies, teaching methods of psychological support to a person in a critical situation, developing the ability to provide, request and support; “Training of social development”, aimed at testing different useful skills for overcoming behavior patterns;

The program “The use of positive and art therapy (phototherapy) to psycho-correctional work with juvenile delinquents, accused and convicted persons”; a comprehensive

psychological intervention program “Wounded bird” aimed at preventing aggressive behavior among juvenile delinquents; “Psychological prevention of suicidal behavior among juvenile delinquents in places of detention”.

3. Results.

The psychological research of convicts was conducted in corrective colonies of Federal Penitentiary Service of Russia of Tula and Voronezh Oblast in 2017. The sample included 80 people.

The work was built depending on the type of juvenile delinquents’ personality. The typology was based on the nature of crimes and his characteristics.

Of the entire sample, 80 people underwent the initial diagnostics to determine the individual psychological characteristics of personality, using the methodology of the *Buss Durkee Hostility Inventory*.

Adolescents with abnormal psyche more than others tend to unintended actions and demonstrative behavior with regard to adults. This indicator can be changed after the training (21 %). There are accumulated fatigue warning

signs among 52 % of the studied adolescents (according to the results of psycho-diagnosis). Changes after the training are 31 %. They are characterized by getting stuck on emotional experiences. Their main life energy is temporarily exhausted, fatigue can occur in conjunction with increased irritability. They passively react to difficulties, get lost in an unfamiliar environment. The remaining 23 % of adolescents demonstrate overall activity and success. Sociability is manifested in the naturalness and ease of behavior, the desire for cooperation. Strong-willed self-control is developed; they get out of stressful situations with dignity.

The use of the *Buss Durkee Hostility Inventory* allowed us to monitor the level of aggressiveness in the following scales: physical aggression, indirect aggression, verbal aggression scales, negativism, suspicion, irritation, guilt, resentment.

Analyzing the results of the studied minors, it turned out that 25 % of adolescents is manifested by excessive excitement (according to the results of the primary psychological diagnosis of neuropsychological state).

517

Their adaptation is complicated by impulsiveness in response to weak stimuli, easy loss of self-control of emotions. Psychological and pedagogical work to combat aggression in the formation of convicts' law-abiding behavior is associated with external and internal factors that affect the emotional sphere.

The results of the study also showed that interference in the conflict of employees, according to convicts, has a positive impact on its results in about 21.8% of conflicts. However, in a fairly large number of cases, in 54.2% of situations, interference in it does not bring any results, and it causes negative consequences in 20.5% of conflicts. Based on the results obtained, depending on the types of conflicts, specific to places of detention, it is possible to distinguish the following methods of their regulation: organizational, economic, legal, socio-cultural, psychological.

In recent years, a significant proportion of convicts with various mental abnormalities, neurotic disorders, drug use have been admitted to corrective colonies. Often due to the difficulties of adaptation to the

conditions of the colony, they have anxiety and depression. This complicates the educational impact on convicted adolescents and requires the inclusion of serious psychotherapeutic techniques to compensate negative mental states. Considering the suggestibility of minors, it is promising to apply such educational techniques as autogenic trainings, the method of autosuggestion, etc.

The results show that such individual and personal characteristics as the level of sociability in small groups, intellectual abilities and the level of emotional control are the most important in difficult conditions.

The circumstances of the committed crimes were analyzed according to the following scheme, but always from the point of view of why it is necessary, what information the studied circumstances can give to understand the identity of juvenile delinquents and individual work with them:

- what preceded the crime directly or indirectly, but closely related to it (the behavior of juvenile delinquents, the influence of

friends, pliability effects, the confluence of complex life situations, the presence of serious material difficulties, etc.);

- what is personal blame for juvenile delinquents, what explains their behavior;
- what characterizes the very commission of the crime (time, place, presence of accomplices, their actions, ways of committing and concealing traces of the crime, whether it was committed secretly or in conditions of evidence, etc.). This is important for all offences and can clearly describe the criminal, his foresight, caution, the ability to assess circumstances, etc.
- what is the difference in behavior after the crime. Clarification of this circumstance sheds light on the needs and aspirations of individuals, their attitude to the deed, connections and the nature of communication in groups, lifestyle, in general. For example, information how

stolen funds were spent can be very informative.

All these data are necessary for the differentiated application of receptions and forms of corrective influence on the convicted adolescents.

The method of gathering psychological information is appropriate for the creation of comprehensive profiles of juvenile delinquents. The author listed the main issues that were clarified:

- relationship with parents and family members. This is one of the key issues for adolescents.
- life goals, values and hobbies, the structure of values, which of them were preferred, spiritual needs and their place in life and what means were used to obtain material benefits;
- work before conviction, attitude to it, if a person did not work – the reason, whether he intends to work in the future, where, his occupation; study and attitude to it;
- relationship with friends, whether they are currently saved, whether they write and come to see, which is very important for adolescents;
- behavior violations in the past and present (truancy, drunkenness, hooliganism, immoral acts, etc.), the reaction of others;
- the most serious events in the past, including those related to the crime, especially if it was preceded by an acute conflict in the family;
- relationships with other convicted persons, participation in these or other informal small groups;
- participation in the social life of the colony, attitude to those whose social work can be assessed as active; reasons for unwillingness to participate in it;
- attitude to the administration, if there are conflicts with its representatives, then their reasons, as I intend to build these relationships in the future;
- attitude to the crime committed and the fact of conviction, whether he pleads guilty, and the sentence is fair, if not, for

what reason; whether injustice was allowed to him during the investigation and trial and how it was expressed;

- plans for the future, what they are associated with, what are the hopes for their implementation, what and what help is needed.
- For the successful implementation of educational work, based on the data of objective characteristics, a plan of its implementation was developed.

The educational project with every prisoner was made considering the above features, which are connected with his personality, behavior before and after committing the crime, the period of punishment, etc. The plan includes the following sections:

- the main long-term objectives focused on the reorientation of the personality, the lifestyle of a person, as a whole, including after release;
- specific tasks of individual rehabilitation, the solution of which contributed to the change in the behavior of juvenile delinquents during the sentence;

- specific methods and means of influencing the convicted person. It is important to provide for specific ways and forms of educational impact that an educator decided to apply to this person;
- measures to further study the personality of the convicted person. Planned methods, techniques and tasks to obtain the necessary information about convicts, their environment, relations with family and friends were planned in this section.
- According to the results of psycho-diagnostic study, it was decided to conduct autogenic trainings. Autogenic trainings were carried out in three stages. The purpose of the first stage (course) is to overcome psychological barriers that prevent convicts from perceiving the process of correction and rehabilitation. At this stage, the formation of some attitudes of correct behavior in the conditions of serving the sentence began. In the second stage, there was a deeper impact

on the emotional sphere of the psyche in order to awaken their guilt for what they had done, the desire for correction. The third stage is devoted to the preparation for release and life. Moral and ethical issues, role-playing, etc. were touched upon in the period between autogenic trainings. For the best perception of the material, individuals involved are chosen on homogeneous basis: convicted persons who want to improve, maladjusted, aggressive and with difficulties in adapting to the regime.

- Psychological examination was carried out before admission to any of these groups: there the degrees of suggestibility, socio-pedagogical neglect, social and antisocial activity, leading type of temperament were established.
- The practice at the first stage of autogenic trainings was built on indirect suggestion. Convicts were put into a state of relaxation (rest); in this state they were given a number of

settings that do not have a pronounced social color. The conversation was about colors, nature, music, etc. However, in all trainings of this course the ground for the best subconscious perception of certain social attitudes and views was prepared. The main goal of the first stage is to make the convict think about his past, present and future. When conducting trainings at all three stages (courses), educators sought to transform the texts depending on the person involved, the nature of the crime committed.

- In the second year of psychological auto-trainings, the methods of persuasion and suggestion were more closely linked. The training program was designed to increase the independence of convicts to work, to stimulate their activity, providing transformative human activity in relation to him. The second year training was characterized by a great variety of organizational forms. Here

autogenic trainings became a means of stimulating mental activity of a person and a means of fixing the found ways on the basis of which certain attitudes were formed. At this stage, the classes are essentially transformed into social and pedagogical trainings; it is expressed not only in the abstract representation, but also in the playback of certain life situations.

- After a short break, the training in the third year was held; it was devoted to the problems of release of prisoners and socio-psychological adaptation there. Here, more than in the previous courses, attention is paid to the social aspects of preparation for release, the formation of acceptable views and attitudes among adolescents involved, aimed at social and moral awareness of themselves and their deeds.
- In addition to a special course of autogenic training in correctional institutions, the so-called mass version of autogenic

training is used to improve the efficiency of the correction and rehabilitation process. The program of 100 classes was developed. Each lesson lasts 12-15 minutes, it is held daily before lights out.

- Convicted persons, hearing the familiar jingles, are preparing to sleep. With the help of special formulas of auto-training, under the voice of the educator, they enter a state of rest and relaxation. Against this background, the part of the training, which is designed to solve educational problems, takes place.

The analysis of experimental data obtained in the course of training showed a steady tendency to reduce the barrier of “resistance to education”: convicts become more contact with each other and with representatives of the administration, they have increased vitality, self-control, reduced impulsiveness and aggressiveness in behavior; the desire for self-education in accordance with positive ideals, formed socially significant attitudes appear.

Psychologists held a set of seminars consisting of five trainings on self-education of convicts – one form of educational work in the corrective colony. Its purpose is to correct and rehabilitate the convict. However, a person can have the need for self-education only when he reaches a certain level of moral development. One of the most important tasks of correctional institutions is to bring and prepare a person for awareness of the need for self-education.

To this end, collective trainings were held in the colonies to prepare convicts for self-education.

After one-year trainings, a psychologist (with the help of employees) studied the behavior of convicts again. Personal changes that occurred as a result of environmental influences, self-education classes were identified, as well as changes in the level of readiness to further work on self-improvement.

Convicts, referred to the first level of readiness for the perception of material on self-education, did not represent the goals and objectives in general. Those of them, who belonged to the second level of readiness, aware

of the work of self-education more than the first, but they have not yet formed their own desire to engage in self-education. Persons related to the third level of readiness, knew the essence of self-education, learnt to control them, engaged in introspection, but they did not always correlated cultivated qualities with requirements of society. Convicts of the fourth level of readiness were engaged in self-education, they had their own program for this purpose, according to which they tried to overcome their shortcomings and cultivate positive qualities of their personality.

The material in the area of self-education was grouped in accordance with the above levels of readiness of prisoners for self-education. Each topic is usually related to the reached level. Preliminary examination of the material helped convicts to perceive trainings in self-education better. Educational materials were given for the first level of readiness of convicts to self-education; the same information was offered in the form of materials about the fate of people who have achieved a lot in life through self-education (the second level); the third is characterized

by the presentation of information at the methodological level, most often it is expressed in recommendations for the implementation of data obtained at the second level; in the framework of the fourth level, the programs that allow to cultivate personal qualities corresponding to the prevailing moral standards of society, were created. This level aimed at the formation of conscious attitudes, social activity of persons. Work on the entire program of self-education lasted six months.

The results of work with convicts using methods of psychological and pedagogical influence were positively evaluated on a number of psychological parameters. After the start of trainings with the use of such techniques, the vitality is increased among 59.0% of convicted persons; the contact with the administration is established among 66.0%; the systematic manifestation of self-control in conflict situations is observed among 45.0%; trusting relationships with the educator was established among 48.0%; confidence in their abilities and opportunities to overcome the negative qualities of the person – 55.0%; self-esteem is

524

increased among 39.0% of insecure convicts.

At the end of autogenic trainings and self-development, other positive psychological properties of the personality were manifested, in general, characterizing the formation of positive and socially important orientations. An increase in diligence (58.0% of the number of students), an increase in the sense of responsibility for their behavior (57.0%) were among these properties. Many convicted persons were willing to perform public instructions; they showed decency.

The formation of these and other similar psychological qualities of convicts contributed to the stabilization of the situation in the colony, as a whole, consolidation of the regime and discipline, reduction of relapse. After the trainings, the recidivism amounted to 8.1% – those who took only one course of autogenic trainings; 7.6% - took two courses and 0.7% – took all three courses. For other released persons from the same colony, the relapse rate is 34.8%. The results of surveys of those who have completed a course of psychological autogenic trainings and he did not re-offend after

release, suggest that such individuals are much more adapt at liberty compared with those who did not participate in psychological events.

4. Discussion.

Juvenile delinquency has increased dramatically over the past decade and, statistics show, crime is increasing both quantitatively and qualitatively. Therefore, the training of juvenile delinquents for life outside prison is significant. After all, the main task of professional activity of the team is not just a system of knowledge, norms and values, it is necessary to develop their ability and willingness to live in modern society, achieve socially significant goals, effectively interact with society and solve life problems” [Gnatyuk, 2012, p. 63].

Juvenile delinquents are characterized by audacity and cynicism. The aggressiveness of adolescents in everyday life to their peers and adults is growing, which often leads to the commission of serious offences. It is terrible that there is a tendency of growth of rejuvenation of juvenile delinquents. Therefore, the problem of causes that affect the development of

525

various types of aggression in the behavior of adolescents is very relevant. “Aggressive antisocial behavior causes a steady negative attitude of society; it is a serious barrier to establishing meaningful contacts between individuals and environment” [Fetiskin, 2007, p. 42].

The competence of the leadership as a set of knowledge, skills and abilities to identify and manage conflicts with their retention in the constructive phase, as well as the possession of methods and methods of preventing destructive conflicts among convicts is of particular importance for resolving the conflict. “Any officer of criminal-executive system can successfully perform his work, only by understanding the society, occupying the public the correct position in the solution of professional problems...” [Kurbatov, 2006, p. 110].

It is a well-known fact that being in prisons, it is difficult for convicts in prisons to adapt to places of detention. “The problem of adaptation in the group is very important. Good relationships with employees, understanding and mutual help increase

efficiency, promote talents and capabilities” [Kurbatov, 2006, p. 273].

This tendency points to the need for timely preparation of correctional institutions for possible changes in the environment of convicts, development of forms and methods of educational work, prevention of antisocial actions on their part during the period of serving the sentence. Their environment, relations with each other and with administration, the main socio-psychological processes were carefully studied. The content of the educational work was considered. “Education is commonly defined as a purposeful and systematic impact of the educator on the psychology of educated persons...” [Barabanshchikov, Glotochkin, Fedenko, & Shelyag, 1967, p. 154]. Aggressiveness in the personal characteristics of adolescents is formed mainly as a form of protest against misunderstanding of adults, because of dissatisfaction with their position in society, which manifests itself in appropriate behavior. Such his features as temperament, irritability and the power of emotions, contributing to the formation of such traits as temper,

526
irritability can also affect [Pstrąg, 2006, p. 101].

And here it is meant not only that behavior which is estimated by investigation and court as criminal, but also their behavior during serving the sentence. In connection with the commission of illegal acts for which they are convicted, the majority of convicts feel guilt, concern for their future. They are characterized by the desire to change the existing situation, which they are dissatisfied with in a socially positive direction. Most of them have greatly increased anxiety, it is possible to allocate such types of aggression as angry in the case when the aim of the aggressor is causing the suffering to the victim; instrumental aggression characterizes cases when the aggressors are committing aggressive actions, pursuing the goals that are not related to injury [Bisaliyev, 2007, p. 61].

Foreign experience also testifies to the importance and effectiveness of psychological support for the re-socialization of criminals. Thus, the psychological service in prisons in Poland, Hungary, the United States, Canada, Great Britain, France, Finland, Sweden and other countries has

achieved some success in the development of re-education programs for convicts. There are widely used psychotherapy and correctional techniques. Giving a definition of aggression, foreign researchers seek to do this primarily through the study amenable to objective observation and measurement of phenomena, acts of behavior [Klarin, 1988, p. 21].

Lucy Wainwright and Claire Nee in their article “The Good Lives Model – new directions for preventative practice with children?” write that “the growing popularity of rehabilitation approaches based on strengths, such as The Good Lives Model (GLM), is discussed due to its potential role in preventing youth crime. It is suggested that GLM principles could provide the necessary basis for interventions as well as rehabilitation and measures for identified delinquents” [Honts, Kassin, & Craig, 2008].

Sarah Jane Gerber and Michael O’Connell, in their article “Protective processes: the function of latent youth theories of crime in abusive behavior,” write that “the results demonstrate the direct and indirect protective function of incremental crime information

technologies for young people at risk, and emphasize the importance of further studying the protective processes that are involved in youth crime prevention” [Gerber & O’Connell, 2011].

Charles R. Honts, Saul M. Kassin, and Ronald A. Craig, in their article “I would know a false confession if I saw one”: constructive copying with adolescents,” consider results that “suggest that, as with adults, a high degree of caution is needed in evaluating confessions given by adolescents” [Wainwright & Nee, 2013].

Currently, there are a number of prerequisites for organizational, scientific, methodological, social order, indicating the appropriateness and timeliness of the use of psychological achievements in solving the problems facing correctional institutions, especially those where adolescents are serving their sentences. Already accumulated the considerable experience in the use of psychological techniques in the study of the personality of convicts, however, they were used more often by researchers.

First of all, questionnaire and psychological methods of studying

personality should be used in corrective colonies. The method of multilateral study of personality and The Sixteen Personality Factor Questionnaire (16PF) are the most informative today. The Sixteen Personality Factor Questionnaire (16PF) allows obtaining psychological information, which can make the pedagogical process in corrective colonies more substantive and focused. The psychological properties of the person revealed by this technique can significantly help in predicting the behavior of the convict in a particular life situation, as well as in solving issues of professional competence and professional orientation. The data obtained with its help were evaluated in the context of conversations, as well as the results of observations of the behavior of convicts in certain situations and the study of all available materials.

In this regard, it should be noted that adolescents in isolation are very sensitive to the attention shown to them. Many issues cannot be solved successfully, such as early release, for example.

For the correct understanding of the behavior of convicts in the corrective colony, as well as determining the type of personality, it was important to clarify the circumstances of the main motive of crimes. These circumstances can be established by studying the personal file of the convict, listening to him.

It is important to know the motives of the behavior during punishment, because in this period the person is in different circumstances, he is affected.

In educational work with convicted adolescents, a typological approach was applied to everyone.

For prisoners, the educators used a variety of methods. Among them, special attention is drawn to such methods of psychological influence on convicts as persuasion and suggestion. It is important to apply “... psychological impact, which is a combination of various methods and techniques of influence on the mental processes, properties and state of a representative of another ethnic community that allows you to change his behavior in the desired direction” can be credited to the employee

[Krysko, 2014, p. 327]. The method of persuasion affects the consciousness, and suggestion – on the unconscious in the sphere of the psyche.

If we consider that the unconscious can play a decisive role in the formation of motives for criminal behavior, the sphere of the unconscious can have the opposite effect. In order to develop socially approved views and attitudes for serving sentences, it is possible to act on the consciousness of a person through his unconscious sphere of the psyche.

Considering the fact that the conscious and unconscious spheres are closely related to each other and they are in constant interaction, affecting one of them, we thereby influence the other. Hence there is a close connection and interchangeability of these methods used in pedagogy in the process of influence on human consciousness and the unconscious sphere of psyche.

Work with convicts began with an in-depth study of their personality and mental states. This laid the foundations of individualization of psychological and pedagogical impact on individuals, which made it possible to increase the effectiveness and mass

educational activities. When examining convicted adolescents, the task was to identify their states of anxiety, depression, aggressiveness as forms of reaction to new, extreme conditions of places of detention. “The ability to withstand hardships are formed in the process of livelihoods, it is closely linked with perception of man’s own resources, with experience in resolving difficult life situations, with a choice of a way of overcoming obstacles in a difficult situation” [Mikhailova, 2008, p. 142].

Particular attention was paid to the study of the readiness of convicts to life and work in these conditions, the formation of the attitude to correction, removal of psychological barriers that prevent the perception of pedagogical influence, adaptation to the environment.

Psychological study of convicts, conducted in corrective colonies of Russia, showed that the use of psycho-correctional techniques can accelerate the process of correction and re-education. In general, given the sharp change in social conditions due to isolation from the usual conditions of life of convicted adolescents, a large

number of adolescents with various forms of deviant behavior, methods of psycho-correctional work in places of detention have their own specifics. According to psychological research, some adolescents in prison do not have stable criminal convictions; socio-psychological adaptation is violated, but there are no serious defects. It is important for convicted adolescents to be evaluated by other people and the impression they make in places of detention. But such demonstrativeness of behavior is simultaneously combined with a decrease in control over it. They have a high impulsiveness, which leads to the actions of an explosive nature and severe aggression. “The goal set by practitioners is to prevent behavioral problems and to promote a normal productive life in society and its self-realization.” [Sandberg, Weinberger, & Taplin, 2005, p. 12].

Efficiency of purposeful educational influence on the personality will be greater if individual work on the basis of reliable information on personal properties of convicts begins earlier.

The considered mental processes are of great importance in human life and activity, but none of

them can proceed purposefully and productively, if a person does not focus his attention on what he perceives and does.

The study of psychological characteristics of criminals continues to be one of the topical areas of modern scientific research and it is of practical importance.

The leading approach in educational work with juvenile convicts was a typological approach. The typology was based on the nature of the crime and characteristics of his personality.

5. Conclusion

The study of convicted adolescents with the proposed methodology shows promising opportunities for real correction and psychotherapy of aggressive behavior.

Application of methods of psychological and pedagogical influence on convicts brings noticeable benefit to their correction. Further work on the improvement of the described methods and their wider implementation will help to improve the efficiency of the correctional process in places of detention. Without

improvement and development of its forms and methods it is impossible to speak seriously about increase of efficiency of correction. But it is equally important to change the conditions in which it is carried out, the attitude to convicts.

All this creates serious prerequisites of humanization of conditions of imprisonment for convicted adolescents, significantly greater use of psychological and pedagogical methods of work with them, the formation of a humane psychological regime of the colony has a positive impact on the criminal environment, and a beneficial effect on the convicted person and to the reorientation of personal characteristics.

The call for humane attitudes towards convicted adolescents does not mean the requirement to provide benefits and privileges to everyone without exception.

The study showed that measures to maximize the social ties of convicts gave a positive result. The serious work of the administration of the colony and, of course, of convicts themselves should be the maintenance of ties with their families. Once

531

released, this often becomes a decisive factor in re-offending. Even while serving a sentence, a adolescent who knows that after leaving the colony, no one is waiting for him, and he will have nowhere to live, begins to experience fear of the future, which does not contribute to correction.

That is why the heads of divisions and other representatives of the administration are obliged to take all possible measures to preserve the family ties of adolescents.

One of the most significant drawbacks is the inability of prison staff to enter into a trusting relationship with convicts.

The necessity of acquiring professional skills and abilities among employees is justified. The efficiency of purposeful educational influence on the personality which will be the higher if the individual work on the basis of reliable information on personal properties of convicts begins earlier is proved.

At the same time, educational work based on psychological and pedagogical knowledge is still not enough, which is primarily associated

with the training of correctional institutions.

The effectiveness of psychological work in the formation of law-abiding behavior in society depends on a set of measures aimed primarily at the moral formation of the personality of each convict, strengthening his communication links, the development of cognitive, emotional components.

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532
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- 534