

The Problem of Higher Education in the Executive System of Russian Government

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ABSTRACT

The relevance of the investigated problem is attributed to the fact that in modern Russian society punishment of crime is not only the punishment for a committed offense, but also a method aimed at correction and discipline of the convict. However, legal and psychological literature, as well as mass opinion has formed the belief that penitentiary institutions are unable to cope with the set tasks. Therefore, this study is aimed problem of finding additional means of influencing convicted persons, for the purpose of correction and re-education in a penitentiary institution. The leading approach to the study of this problem is an integrative one; it is implemented with the help of theoretical and methodological analysis of the national achievements in psychology, as well as and the various approaches to studying the problem of convict correction existing in Western psychology, and executed in the context of the development of the idea of man as the subject of relationships. As a result of theoretical and methodological research the role of higher education in the executive power system of Russia has been distinguished. In addition, the article presents the results of theoretical analysis of penitentiary system methods of the modern executive government. Materials of the article may be useful to Federal Penitentiary Service employees, social workers, psychologists and teachers.

KEYWORDS

High education,
prisoner's personality, reeducation

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Introduction

The relevance of the investigated problem is attributed to the fact that in modern Russian society punishment of crime is not only the punishment for a committed offense, but also a method aimed at correction and discipline of the convict, a way of prevention of new crime. legal and psychological literature, as well as mass opinion has formed the belief that penitentiary institutions are unable to cope with the set tasks (Bebenin & Bagdasaryan, 2008; Kalimullin & Islamova, 2016). There are statements that freedom deprivation is not an effective way of controlling criminal behavior among

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persons bearing punishment. A practical validation of this is continuous increase in crime. In our opinion, the explanation for penitentiary department inefficiency could be revealed in that during the process of punishment the prisoner acquires negative traits such as proneness to violence, selfishness, disrespect towards society, etc. (Rybak, 2001). The causes of such restructuring may be connected to insufficient efficiency of organs executing punishment and also to ongoing consolidation and further development of the stereotype of an ex-prisoner's personality (Antonyan, 1996). Yet the spectrum of influential factors on prisoner's personality is far more wide and diverse. However, the impact of isolation on the human psyche is understudied, the character traits of the prisoner are determined ambiguously, and unidentified remains the extent of influence on them of the regime and labor discipline in the conditions of freedom deprivation (Zhuleva, 2000). There is no explanation of subjective and objective causes of restructuring of personality, and what changes the substructure of experience is undergoing. There is a lack of reliable criterions to evaluate the impact on prisoners and interactions of prisoners among themselves and with administration.

Therefore, this study is aimed problem of finding additional means of influencing convicted persons, for the purpose of correction and re-education in a penitentiary. The leading approach to the study of this problem is an integrative one; it is implemented with the help of theoretical and methodological analysis of the national achievements in psychology, as well as and the various approaches to studying the problem of convict correction existing in Western psychology, and executed in the context of the development of the idea of man as the subject of relationships. As a result of theoretical and methodological research the role of higher education in the executive power system of Russia was identified. In addition, the article presents the results of theoretical analysis of penitentiary system methods of the modern executive government.

Materials of the article may be useful to Federal Penitentiary Service employees, social workers, psychologists and teachers (Kalinina et al., 2016; Kalinina, 2014).

Methodological Framework

We have theoretical and methodological analysis of the study of domestic and foreign literature was used as part of the problem, which led to the conclusion that the most appropriate means of influence on the identity of the perpetrator with the aim of reforming and re-training may be a professional activity. The works of the following researches were A.N. Leont'ev (1977), S.L. Rubinshtejn (1989), K.K. Platonov (1982), V.N. Mjasishhev (1966), A.S. Mihlin (1991). So, on the basis of aforesaid, the most optimal way to influence a criminal's personality with the aim of his correction and reeducation may be educational-professional activity.

Results

The problem of personality development during the educational-professional activity is in its essence interdisciplinary and studied by scholars of different scientific spheres (sociology, psychology, pedagogy and philosophy). The foreign theoretical and practical studies of personality development during educational activity are connected before all with such names as H. Ebbinghaus (1885), C.I. Hovland & W. Mandell (1957), J. Guilford (1982), J.L. Holland (1987), D.E. Super (1957). In the domestic psychology the given problem was considered in the framework of personal, activity and system approaches in the proceedings of A.N. Leont'ev (1977), K.K. Platonov (1982), B.G. Lomov (1984), S.L. Rubinshtejn (1989).

From the position of activity approach the process of getting higher professional education is considered as an activity. The main direction of professionalization study is forming individual ways and styles of activity at the different stages of personality development in the given process. The representatives of personal approach study the process of professionalization from the point of forming individual personality. From the position of system approach the process of personality professionalization and personality itself is necessary to consider as systems which have certain inner structure, connections, relations, hierarchy (Asmolov, 1990).

Outgoing the main theoretical positions of both approaches, the process of professional personality becoming is inseparable from development of personality itself and from changes which occur in its structure in the process of getting higher professional education. For deeper understanding of the personality professionalization problem from the point of its development and changing we turned to the main positions of integral conceptions revealing all the elements of getting higher professional education mechanism as an autonomous process.

In the framework of conception designed by T.V. Kudrjavcev (1998), educational-professional activity is considered as an integrated process of professional and social personality maturity attaining. Therefore, the given process entails durable, dynamical and multilevel changes in the structure of individual personality. The given process has stage character and the move to each following stage is laid in the previous, and is accompanied by the appearance of contradiction range with the subject and of crisis situations.

The most interesting in our opinion it seems to be Y.P. Povarenkov's (2014) conception of professional personality development. The results of experimental research conducted by this author demonstrate that the stage of professional training is divided into two periods: educational-academicals and educational-professional. In the first period the educational activity appropriate to university requirements and student personality are formed; in the second period there are the bases of professional personality and psychological system of professional activity beginning to found which finally lead to individual personality developing and its restructuring (Povarenkov, 2014). Here is necessary to mention about obesity L.S. Vygotskij (2000) position that the education itself lead to personality developing.

As may be seen from literature dedicated to the researching problems of subject of different professional activity forms and professionalization in general, during the process of professional activity education the leading elements of personality psychological structure in its quantity and quality composition undergo significant changes which was confirmed by J.P. Povarenkov (2014) and other scholars. This demonstrates the fact of educational process influence on motivational personality sphere (orientation, needs, interests, motives and so on), personality abilities (general and special abilities, talent, cognitive and psychomotor abilities), character and temperament (stable personality traits described from inclusive and dynamic sides), personality experience (knowledge, skills, habits and so on), personality self-consciousness (structure and levels of Self-conception, self-knowledge, self-assessment, self-control, self-regulation and so on).

Thus, the conducted analysis of domestic and foreign sources dedicated to the problem of studying the role of educational-professional activity in the process of personality development allows us to say that getting higher professional education as an activity in which a person is included leads to some restructurings in its structure (Bebenin & Bagdasaryan, 2008).



The further enlightening of the considered problem demanded a confirmation on the theoretical and empirical levels that the occurring changes in personality structure during the process of getting higher professional education may contribute to reeducation and correction of a prisoner's personality in the conditions of punishment executing. That is the reasonable including higher professional education into the methods system of penitentiary impact on criminal personality with the aim of its reeducation and further re-socialization.

To solve the stated task it seems necessary to conduct the analysis of the existing approaches to correction and reeducation of prisoner's personality and also its further re-socialization. The purpose of the given analysis is methodological validity of choice of getting higher professional education process as a way contributing to correction and reeducation of personality.

There are plenty of approaches to consideration of the problem of correction and reeducation of prisoner's personality. According to Ju.V. Zhuleva (2000), prisoner correction is "action resumption and repetition" and counteraction to personality's social degradation. Furthermore she tells about re-socialization in the means of social adaptation, considering in particular a correction process (Zhuleva, 2000). T. Predov (1980) defines personality correction and reeducation as a targeted process managing moral-psychological training, preventive activity. E.V. Kulebjakin (2000) implies under the process of correction several types of adaptation: adaptation to macro-environment, adaptation to micro-environment and adaptation to Self (intrapersonal adaptation, achieving necessary unity of inner spiritual sphere and outer personality behavior. The analogous point of view is adhered by N.A. Krajnova (2013). She suggests to consider a prisoner's correction process as a process of individual regeneration as a socialized society member which is implemented on the basis of application to the one who committed a crime and convicted for it a complex of juridical, organizational, psychological-pedagogical, educational and other measures of influence at the different stages of criminal responsibility with the aim of avoiding committing by him new unlawful deeds. The broad interpretation and detailed analysis of the studied problem are provided by M.S. Ribak (2001) who tells us that correction is adjustment of prisoner's personality attributes in the direction to giving it traits necessary and sufficient for the living in positive and neutral, from the position of social security, social group, certain macro-environment.

Discussions

The brief review of the main approaches to defining contents of way directed to prisoner's personality correction allows us say that educational-professional activity may be considered as a way of prisoner's personality correction. Having analyzed the principal points in the framework of the studied problem it seems to be possible to switch directly to means of prisoner's personality correction and reeducation in the conditions of punishment execution.

Nowadays the practice of penitentiary system shows us that as the main means directed to prisoner's personality correction and reeducation are used: regime of serving punishment; labor; educating work with the men serving punishment and education (Antonjan, 1996; Gabdrakhmanova, Kalimullina & Ignatovich, 2016). It is necessary to underline that no these means by themselves but their educational-penitentiary organization bring the success in prisoner's correction and reeducation.

What is touched to the regime of serving punishment the analysis of corresponding literature shows us that as a regime of serving punishment is understood regulated by law norms the order of executing and serving punishment in

the form of freedom deprivation. From psychological position the speech is about forming new (proper) behavior stereotypes, necessary habits, new personality attributes. The regime in this case executes three interrelated functions: retributive, educational and providing (keeping the established order of serving punishment in the penitentiary organ).

The other important mean of prisoner's personality correction and reeducation is labor. Alongside with regime, labor has to present one of the most important means of influence on prisoner's personality because the principal function of labor is prisoner's personality education. The educational role of labor have to be in the defense of a man from degradation: psyche organization, integration of livelihood by a definite aim, creating conditions for complete interpersonal communication. Yet it was F.M. Dostoevskij who noticed that anguish necessary cohabitation is weakened by leaving a man to the work. Labor thus has to present substitute function distracting prisoners as from depressing thoughts so from different antisocial actions. But contemporary condition of penitentiary psychology is characterized by the freedom of choice of the given correction mean that means the absence of optimal realization of the above functions of labor in punishment executing system.

The next method of prisoner's personality correction is educational work with the convicted. It should be noticed that all the moral-psychological influence system is directed to achieving the main purpose - prisoner's reeducation, that is before all changing, restructuring their consciousness, eliminating harmful habits, return to normal life. One of the most important aims of educational work is forming attitude to correction by the prisoners. Attitudes of prisoners are various what determine their different relations to criminal punishment, committed crime, requirements of serving punishment and educational measures.

And finally, the last mean of prisoner's personality correction and reeducation is education. It is exactly this mean which is supposed in our opinion to be the most problematic in penitentiary influence system in the penitentiary paradigm.

The analysis as of domestic so of foreign literature showed that the given mean is intended to educate and reeducate prisoner's personality in the conditions of freedom deprivation, with compliance of certain terms:

- reported information should be scientific;
- knowledge should be accessible for perception;
- knowledge should impact not only intellectual, but also emotional sphere of personality that determine man's readiness to action;
- a prisoner should acquire necessary skills and abilities in labor, obtain information about behavior in society;
- professional orientation of prisoners should be accomplished (Antonjan, 1996).

Conclusion

The listed terms carry generalized character and don't provide possibility for accomplishing any forecast in the route of prisoner's correction and reeducation. Moreover, in the conditions of freedom deprivation the emphasis is stood on providing prisoners with the general education as a necessary education in the conditions of modern society.

The study of higher professional education role in penitentiary system performs in our opinion a huge interest because the given problem is in the contemporary science little investigated and constitute particular domain of penitentiary psychology



including in itself revealing a question of prisoners correction with the help of educational-professional activity.

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