

PENITENTIARY SYSTEM OF METHODS OF PEDAGOGICAL INFLUENCE WHEN WORKING WITH JUVENILE CONVICTS

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Juvenile convicts, being a specific object of psychological and pedagogical work, represent a special contingent. The distinctive age and psychological characteristics of this category of citizens determine the need for comprehensive pedagogical work with them, the main purpose of which is the process of leveling the destructive qualities of the individual and the further formation of autonomous mechanisms of the individual's social adaptation. To date, the problem of delinquency of the minors' behavior is relevant, as can be evidenced by the fact of the growing crime rate among minors of Russia over the past 10 years [1]. Consequently, the procedure for correcting the social behavior of minors is closely correlated with the concept of educational work. Mentioning the penitentiary process of educating juvenile delinquents, it is worth noting in a special way the figure of the world-famous Soviet teacher Anton Semenovich Makarenko, whose work formed the basis of our article.

Materials and method. This article used the method of theoretical analysis of the pedagogical works of Anton Semenovich Makarenko was used, which allowed us to identify the key principles of penitentiary pedagogy. Further analysis of the mentioned principles allowed us to conclude about the actual relationship of the penitentiary system as a category of the main psychological and pedagogical determinant of work with juvenile convicts.

Results and their discussion. Earlier we noted that the process of educating a juvenile offender is the starting point for the formation of his legitimate social behavior. A priori, the system of methods of psychological and pedagogical influence on a minor is personalized and aimed at solving specific intrapersonal problems determined by the incorrect process of primary socialization of the individual, which is expressed in an insufficient degree of assimilation of social norms and general cultural experience, and can subsequently manifest itself in deviant and delinquent forms of social behavior. Since the intrapersonal problem of a minor can be caused by both internal psychological aspects and external, social, factors, the process of psychological and pedagogical influence itself consists of two components [2]:

1. Direct work with a minor pupil on the formation of mechanisms and qualities of his personality;

2. Mediation work in the relationship of a minor pupil with an environment conducive to the assimilation of socio-cultural experience and further social development.

The fundamental principle of penitentiary influence, according to the methodology of A.S. Makarenko, is the principle of "pedagogical collective" [3, p.66]. According to this principle, the approach to the social rehabilitation of each juvenile convict should be individualized, in accordance with the psychological characteristics of his personality and generally be aimed at developing assertive and communicative mechanisms in him, strengthening physical and mental health.

Full and effective achievement of the goals set above becomes possible if the principle of "respect for the individual" is implemented [4]. It should be noted that this principle identifies a two-way process of pedagogical communication. In other words, the principle of "respect for the individual" is a determinant of penitentiary influence and determines the process of establishing contact with a minor, in which a social teacher is first of all a member of the collective and a "friend", and only then a mentor and a subject of pedagogical influence. The stage of forming a sense of trust is the most difficult in the process of the adaptation period of a minor [5].

The next principle that makes the process of re-socialization of a minor convict effective is the principle of "personality projection" [6]. The mentioned principle identifies the prognostic activity of the teacher when working with a minor convict. Consequently, the teacher perceives the pupil as he wants to see him in the future. The process of psychological and pedagogical influence on the ward is carried out through individual and group activities, each of which is aimed at achieving specific goals. The previously noted personalized nature of penitentiary pedagogy involves the use of individual programs in the work of teachers, allowing them to reveal personal abilities and interests.

The central place in the penitentiary system of methods of pedagogical influence when working with juvenile convicts A. S. Makarenko is occupied by the principle of "labor education" [6]. This principle assumes the use of the labor of minors for socially useful purposes (the program "Good Home", "Preparing children for independent life", "Labor Summer" and the like). Involving teenagers in socially useful work contributes to the development of responsibility for their activities and actions, develops communication skills, teaches them teamwork and helps them master new social roles.

The above-mentioned set of principles of psychological and pedagogical influence is rather preventive in nature and describes only general patterns, since it is aimed at the formation of stable social behavior of juvenile convicts, which makes it possible to exclude the possibility of a crisis in the activities of penitentiary institutions.

Conclusion. The theoretical analysis of A.S. Makarenko's pedagogical works allowed us to trace the degree of integration and relevance of his ideas

within the framework of the modern educational space and draw the following conclusions:

1. The penitentiary system of methods of pedagogical influence when working with juvenile convicts should be of an individual nature, which consists in recognizing the role of psychological characteristics and intellectual capabilities of the individual;

2. Interaction with the collective and consideration of socio-psychological motives of activity should become the main focus of penitentiary work with juvenile offenders;

3. The process of educating juvenile convicts who are in a difficult life situation is a complex process that requires the simultaneous introduction of innovative technologies and compliance with a clear methodology.

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POSSIBILITIES OF BEHAVIORAL MODELING ON SOCIAL MEDIA TO FIGHT CYBERBULLYING

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In the modern world, a person has so many opportunities for communication that society does not leave us for a second. The world is full of people around us, both in real life and in virtual life. Meanwhile, social networks have gained such importance for the modern world that they have long been its engine: the market economy is entirely dependent on the virtual society, trends and demand are formed here, and behavioral patterns for different strata of society and generations are determined. The endless stream of people and information in the virtual space seems to erase individuality, and sometimes completely depersonalize.

Material and methods. In connection with this state of affairs, sociology comes to the fore with the opportunity to bring certainty and clarity to the existing relationships in the virtual network. The analysis of social networks is one of