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**DIAGNOSTICS AS THE BASIS FOR DEFINING THE CONTENT OF
THE PROFESSIONAL TRAINING OF THE PENITENTIARY PERSONNEL
FOR SOCIAL AND PEDAGOGICAL WORK WITH JUVENILE CONVICTS**

One of the principal directions of the penitentiary system reform in Ukraine, which envisages social reorientation, humanization, democratization, and pedagogisation of the penitentiary process in accordance with international standards and international penitentiary doctrine, is to prepare the personnel of the State Criminal-Executive Service of Ukraine for social and pedagogical work with convicts, which is designated by the current criminal-executive legislation as the preferred means of correction and re-socialization.

Thereby, the objective of the article is to generalize the results of diagnostic research into the readiness of penitentiary personnel for social and pedagogical work with juvenile convicts as a basis for defining the content of their professional training.

The lexicographical and psychological/pedagogical literature interprets the concept of "training" as a formation of readiness for any performance, "readiness" - as a condition, the expected result of training [4, p. 451].

Scientists view readiness as an integral formation that includes certain abilities to achieve positive results in educating students [3]; as a certain level of personality development that presupposes the formation of a comprehensive system of values, cognitive, emotional and volitional, as well as operational and behavioural characteristics [5]; as a constellation of cognitive and evaluative, communicative, practical, and reflective qualities of an individual [6]; as a certain mental condition of selection and prognosis typical at the stage of preparation for the entry into activity [1]; as a holistic, complex personality formation, integrative quality of the personality

that unites professional knowledge and skills, professional, communicative, and personality features that ensure effective professional work with adolescents [8], etc. The many approaches to the definition of "readiness" prompt scientists to search for various models of professional readiness to perform the activity, in particular, social and pedagogical one (O. Bezpál'ko, M. Halahuzova, N. Zaveryko, A. Kucheryavy, L. Mishchyk, V. Polishchuk, E. Fedorenko et al).

Sharing the views of the above-mentioned scientists we, however, use as the basis of our research the views of S. Kharchenko. Proceeding from the meaningful interpretation of V. Slastyonin's concept of the pedagogical readiness, the scientist outlines and scientifically proves the concept of readiness for social and pedagogical activity, which represents the professional training outcome, a system containing scientific and theoretical, practical, psycho-physiological, and psychological components [9].

readiness for social and pedagogical work with juvenile convicts as an integral personal formation, an expected result of professional training and psychological condition of an individual (social pedagogue, instructor, other personnel of the colony) that combines scientific and theoretical, practical, as well as psycho-physiological and psychological components.

As far back as in 2005, a Social Pedagogy Department was established on a voluntary basis inside the State Department of Ukraine for the Execution of Sentences to join efforts with the Department of Social Pedagogy of Luhansk Taras Shevchenko National University faculty. In 2009, at the initiative of the same State Department, a comprehensive research into the readiness of the personnel of the Luhansk region penitentiary institutions for the implementation of social and pedagogical work in the context of penitentiary system reform was conducted. The research was based on the tailor-made techniques developed by the Department of Social Pedagogy of Luhansk Taras Shevchenko National University. Our research focused on the readiness of the Perevalsk correctional colony for the work with juvenile convicts. Besides, the personnel of three other correctional colonies in Ukraine participated in the research: those in Kovel, Melitopol, and Priluky. The

research was conducted within the framework of the project "Analysis of the state policy in Ukraine and the measures by the relevant institutions to ensure the welfare and social adaptation of juveniles in penitentiary institutions" conducted by the international non-governmental organization "Freedom House Ukraine" in partnership with the State Department of Ukraine for the Execution of Sentences and with financial support from the International Fund "Renaissance" since October 2009 through May 2010.

In previous publications, we proved that the achievement of the educational goal of re-socialization of juvenile convicts is only possible when the entire personnel of the colony are involved in pedagogical work. Taking into account that the colonies for juveniles are called correctional colonies, the sample of our research included the entire personnel of the department of social, pedagogical and psychological work with convicts, of the personnel department, of the department on the supervision of the enforcement of judgments; department of security and operational work, class supervisors and counsellors at secondary schools, as well as instructors at vocational schools and workshops: from Perevalsk correctional colony - 32 persons, from Kovel, Melitopol and Pryluky correctional colonies - 30 persons from each. The sample of penitentiary personnel research participants totalled *122 people*.

According to the mentioned above components of the readiness for professional activity that we have established (scientific and theoretical, practical, psychological, and psycho-physiological), *criteria* and an *Inventory to determine the readiness of penitentiary personnel for social and pedagogical work with juvenile convicts* have been developed.

Structurally, the inventory contains three informational blocks. The first block (general information) address age, educational level and qualification, place of work and position, overall work experience in the penitentiary institution. The second block deals with the general level of personnel readiness for the social and pedagogical work, as well as the readiness for some of its structural components and informative features: *scientific and theoretical* (level of knowledge on history, theory, methodology of social and pedagogical work; its legal framework); *practical*

readiness (level of formation of gnostic, designing, constructional, organizational, communication skills) [7, p. 225, 9, p. 241 - 248]; *psycho-physiological readiness*, (level of formation of mental processes and states, emotional and volitional manifestations, self-regulation, physical health and endurance); *psychological readiness* (level of the development of motivational, cognitive, moral and ethical, interpersonal, and creative potentials of an individual) [10, p. 7 - 9]. The third section contains general conclusions about the level of readiness for social and pedagogical work with juvenile convicts, as well as recommendations for the personnel regarding its development via special training.

To determine the level of the readiness of correctional colony personnel for social and pedagogical work with young convicts, we, in the first place, applied the method of *self-assessment* that is the respondents' evaluation of their own qualities according to the specified criteria and signs on the basis of self-awareness and introspection.

After sorting out the forms, all data were processed and entered into the table.

The results of the first block of the inventory demonstrated that, out of 122 (100%) correctional colonies staff members, 61% have a university degree, whereas 3,4% are still working towards one; 33% have specialized secondary or higher education; 6% - primary vocational training and, therefore, need to improve their educational level. As for the age characteristics, 50% of the personnel is 30 - 45 years old; 46% - under 30 years old; 2,6% - from 45 to 50 years old; 0,4% - from 50 to 55 years old; 0,1% - over 55 years old. As we can see, there is a tendency towards the rejuvenation of personnel, almost a half (46%) of which being under 30 years of age, and this circumstance implicates the lack of both professional and life experience, which are the key elements in the re-socialization of convicts. In terms of educational level and qualifications, the personnel have the following structure: lawyers (35,1%), engineers (31,7%), educators (13,8%), military (7,2%), psychologists/counsellors (4,3%), medical and social workers (1,9%). Educational qualifications are dominant among located in the territory of colonies secondary schools teachers (including class supervisors) and vocational schools instructors (with engineering concentration).

Remarkable is the fact that neither the Colony Deputy Chief for the social/pedagogical and psychological work, nor the chairs of the departments of social and psychological services, as well as mentors or instructors of the departments of social and psychological work have special pedagogical education.

Given that the personnel of colonies is the key executor of penitentiary policy and contributor to the re-socialization of juvenile convicts, it should be noted that the issue of directions, content, forms, and means of improvement of its social and pedagogical work is acquiring topical significance and practical value.

The second, core, block allowed us to determine both the overall level of personnel readiness for social and pedagogical work, as well as the readiness in terms of individual structural components: scientific and theoretical, practical, psycho-physiological and psychological readiness.

The mathematical processing of the inventory material revealed generally low (45%) or middle (39,8%) level of penitentiary personnel readiness for the accomplishment of quality social and pedagogical work with convicted juveniles. Only 15,2% of penitentiary personnel demonstrated the high level of readiness thereof. These are mostly experienced employees, aged 35-45 years, who served internships and participated in various social and pedagogical projects. The results across individual structural components of readiness vary as well. Thus, the lowest rates were documented on the scientific and theoretical, as well as psycho-physiological readiness – 55,4% and 46,6% respectively. In our opinion, this is due to the lack of special professional education, as well as the professional deformations.

To confirm our conclusions on the psycho-physiological deformation of penitentiary personnel and the necessity to further prevention and correction work with them, we applied additional inventories. These are inventories developed by V. Medvedev to determine the professional deformation and by the American scientists K. Maslach and S. Jackson and adapted by V. Medvedev to identify the level of occupational burnout [2, p. 70 - 81].

The results were discouraging: *deep level of professional deformation* was reported in 14%, *medium level* - in 42%, *initial level*- in 44% of the personnel. It was

found that the rate of deformation depends on the duration of service in the State Department of Ukraine for the Execution of Sentences: deeper level of deformation was registered in the employees aged 45 – 55 years whose work experience is more than 20 years, medium level - in the employees aged 30 – 45 years, with work experience of 10 – 15 years, initial level - in the personnel under 30 years having 10 years of experience.

As for the level of occupational burnout, it was found to correlate with the level of professional deformation and confirmed the validity of its evaluation: *emotional exhaustion* (emotional desensitization, emptiness, fatigue) was reported in 49% of personnel, which paves the way for the development of professional deformation; *cynicism* (negativism, cynical attitude towards work and its objects) was diagnosed in 51% of employees, which indicates the existing professional deformation. Fortunately, *inefficacy* (extremely negative assessment of one's own professional achievements and personality, total apathy) was not found, although, according to the personnel testimony, such cases are not rare in correctional institutions, especially maximum security ones.

The third block of the inventory allowed us to summarize and identify the needs of the correctional colonies personnel for the new or improved knowledge, skills, psycho-physiological, and psychological characteristics to enhance the readiness for the social and pedagogical work with juvenile convicts. Regarding the forms of such improvement, vast majority of respondents (73%) expressed a willingness to obtain a university degree in social pedagogy by means of training (as their first university degree) or by retraining (if there is a degree in other specialty). Others (27%) supported the idea of raising the level of professional qualification.

Various needs of the personnel for obtaining or improving their professional skills, physiological and psychological characteristics were clustered into separate groups and entered into the questionnaire called "*Determination of directions and content of the correctional colony personnel training for the social and pedagogical work with juvenile convicts*". The aim of this questionnaire was to determine whether

these clustered content groups were relevant and interesting to the entire personnel in preparation for social and pedagogical work.

As a result, more than 90% of respondents expressed a willingness to obtain or improve their knowledge and skills, psycho-physiological and psychological characteristics in the following: history of national and foreign penitentiary systems and social and pedagogical work with convicts; pertinent issues related to the reform of the Ukrainian penitentiary system; international and national legal and regulatory framework of social and pedagogical work with juvenile delinquents; nature and content of social and pedagogical work with convicts; re-socialization of convicts as a goal, process, and outcome of social and pedagogical work with convicts; professional image of penitentiary institution social pedagogue; ways of the development of gnostic, designing, constructional, organizational, and communication skills of a penitentiary institution social pedagogue; social and pedagogical content of correction and re-socialization of convicts: security, secondary and vocational education, community works, community influence; notion, definition, and characteristics of the basic forms of psychological and social and pedagogical work with convicts; notion, definition, and characteristics of the psychological and pedagogical approaches to the work with convicts; convict personality assessment techniques at different stages of re-socialization and social and pedagogical work; planning of social and pedagogical work with convicts; documents and psychological and pedagogical tools (information and methodological support) of social pedagogues; areas, content, and techniques of social and pedagogical work with convicts (legal, labour, moral and ethical, religious, physical, sanitary and hygiene, worldview education); content and procedure of implementation of differentiated education programmes and their impact on convicts ("Education", "Job," "Know your rights and duties", "Spiritual renewal", "Creativity", "Physical culture and sport", "Overcoming alcohol addiction ", "Overcoming drugs addiction", "Coming back"); content and techniques of individual, group, and mass social and pedagogical work with convicts; content and techniques of the convicts' leisure time organization; techniques of relations with personnel, convicts, and

community at social and pedagogical work; notions, meaning, and features of the preparation of convicts for discharge; arrangement for co-operation of penitentiary institutions, local law-enforcement agencies, and employment centres, governmental and non-governmental organizations in providing the assistance to the discharged convicts with employment, accommodation, and social adaptation; nature and content of professional psychological training of penitentiary personnel (formation of professionally relevant cognitive skills, sensitivity, perception, memory, thinking, communication, behaviour, self-regulation, self-control, psychological resistance, self-mobilization, and relaxation, etc.); psychological means of preventing professional deformation.

Based on the survey results, the content of professional training of penitentiary personnel for social and pedagogical work with juvenile convicts was developed.

At the same time, the University filed a petition to the Ministry of Education and Science of Ukraine to introduce the specialty "*Rehabilitation in penitentiary institutions*" within the disciplinary areas 6.010106 "*Social pedagogy*" and 6.130102 "*Social work*" at the Bachelor's, specialist, and Master's levels. The Department of Higher Education gave the approval to this effect (letter of the Ministry of Education and Science of Ukraine, 31.03.09. № 4.4-20/1003).

As a result, 60 employees of different agencies of the State Penitentiary Service of Ukraine were admitted to the university in 2009, with 34 more in 2010 (total 94 persons). The curriculum, approved by the University Academic Council, includes the following disciplines and internships: Penitentiary policy of Ukraine (108 hrs.), History of the development of penitentiary system (162 hrs.), Social and pedagogical prevention of conflicts among convicts (135 hrs.), Principles of psychotherapy and psycho-correction in penitentiary institutions (162 hrs.), Social work techniques in penitentiary institutions (324 hrs.), Psychology of crime (270 hrs.), Social integration of the discharged from penitentiary institutions (108 hrs.), Penitentiary pedagogy (162 hrs.), Penitentiary law (162 hrs.), Social work with juvenile convicts (216 hours), Social and pedagogical internship in penitentiary institutions (academic) (108 hrs.), Penitentiary institutions social work internship

(work placement) (216 hrs). State Final Certification in Theory and practice of social pedagogy (social work) and rehabilitation in penitentiary institutions is held in the form of an oral exam for the Bachelor's degree and a comprehensive written work for that of the specialist. It should be noted that the curriculum and syllabi were based on the latest achievements and best practices of higher educational institutions of European countries, regulatory documents, the concept of penitentiary system reform based on the progressive penitentiary doctrine, as well as advanced international, European and domestic experience and specifics of the national identity.

Therefore diagnostic work determined *a low level of penitentiary personnel readiness to social and pedagogical work with juvenile convicts*. It also defined the *content* of training (retraining, self-study, training) of the penitentiary personnel for social and pedagogical work with convicts, both through the university education and in professional setting via some of its structural components: *theoretical and scientific preparation* (knowledge in history, theory, methodology of social and pedagogical work; regulatory framework); *practical preparation* (formation of gnostic, designing, constructional, organizational, communication skills); *psycho-physiological preparation* (formation of mental processes and states, emotional and volitional manifestations, self-regulation, physical health and endurance); and *psychological preparation* (level of the development of motivational, cognitive, moral and ethical, interpersonal, and creative potentials of an individual). To determine the effectiveness of this work, we plan to put into practice a continuous monitoring of the process and outcomes of the professional training of personnel of the State Penitentiary Service of Ukraine for social and pedagogical work with convicts on the basis of the developed and described above instruments, which, as a result, will provide the penitentiary system of Ukraine with highly skilled specialists, effective in their professional activity in the context of its reform.

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Караман О. Л. Діагностика як основа визначення змісту фахової підготовки персоналу виховних колоній до соціально-педагогічної роботи з неповнолітніми засудженими

У статті узагальнено результати діагностики рівня готовності персоналу виховних колоній до соціально-педагогічної роботи з неповнолітніми засудженими та визначено зміст їх фахової підготовки, що містить чотири блоки: науково-теоретичний (формування системи знань про історію, теорію, методологію соціально-педагогічної роботи); практичний (формування гностичних, проектувальних, конструктивних, організаторських, комунікативних умінь); психофізіологічний та психологічний (розвиток психічних процесів та творчих потенціалів особистості).

Ключові слова: діагностика, персонал виховних колоній, неповнолітні засуджені, фахова підготовка.

Караман Е. Л. Диагностика как основа определения содержания специальной подготовки персонала воспитательных колоний к социально-педагогической работе с несовершеннолетними осужденными

В статье обобщены результаты диагностики уровня готовности персонала воспитательных колоний к социально-педагогической работе с несовершеннолетними осужденными и определено содержание их специальной подготовки, включающей четыре блока: научно-теоретический (формирование системы знаний по истории, теории, методологии социально-педагогической работы); практический (формирование гностических, проективных, конструктивных, организаторских, коммуникативных умений); психофизиологический и психологический (развитие психических процессов и творческих потенциалов личности).

Ключевые слова: диагностика, персонал воспитательных колоний, несовершеннолетние осужденные, специальная подготовка.

Karaman O. L. Diagnostics as the Basis for Defining the Content of the Professional Training of the Penitentiary Personnel for Social and Pedagogical Work with Juvenile Convicts

The article summarizes the results of the study into the readiness of the penitentiary personnel for the social and pedagogical work with juvenile delinquents and defines the content of their professional training, which includes four elements: scientific and theoretical training (knowledge in history, theory, methodology of social and pedagogical work); practical preparation (formation of gnostic, designing, constructional, organizational, communication skills); psycho-physiological and psychological preparation (development of mental processes and creative potential of an individual).

Key words: diagnostics, penitentiary personnel, juvenile delinquents, professional training.

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