

Karaman O. L.

**CHARACTERISTICS OF THE CONTENT OF SOCIAL AND
PEDAGOGICAL WORK WITH JUVENILE DELINQUENTS IN
PENITENTIARIES**

In the context of the radical reform of the Ukrainian penitentiary system based on the principles of humanism, social reorientation, and pedagogization of the imposition and service of sentence, social and pedagogical work with convicts comes to the fore. The existing state penitentiary legislation of Ukraine defines this work as one of the principal means to achieve the goal of the penal process – the re-socialization of convicts, including juveniles [3]. Therefore, the definition and implementation of the content of social and pedagogical work with juvenile delinquents onto practice is an important and necessary step in achieving the goal of re-socialization of convicts by social and pedagogical means.

Scientific, theoretical, and empirical analysis of the social and pedagogical work with juvenile convicts revealed a substantial controversy existing in the current penitentiary system: the legal framework that defines the approach to the social and pedagogical work with juvenile convicts is quite extensive; at the same time, its provisions lack specificity and fail to offer concrete scientific and methodological support in the areas of work declared. The aim of this article is to resolve this controversy by means of developing and detailing the content of the social and pedagogical work with juvenile convicts for its further implementation in the penitentiary practice.

Theoretical substantiation of the fundamental concept of the research revealed that *the social and pedagogical work with juvenile convicts is a professional activity aimed at creating favorable conditions for the social re-socialization and further integration, socialization, comprehensive development, self-development, and self-*

realization of the young person by means of educational, correctional, psychological, and social tools on the basis of person's individual resources, as well as those offered by penal institutions, the community, and the state [2].

According to this definition, the main components (and, consequently, the areas) of the social and pedagogical work are *educational, correctional, psychological, and social work* with convicts, which, taken together, are to ensure their re-socialization, the latter literally meaning a remedial socialization and integration of convicts into society as full citizens. As noted above, these areas were fully enacted, but their content remains underdeveloped, which was the reason for conducting the research described in this article.

Research into various aspects of the penal process served as the theoretical basis for determining the content of social and pedagogical work as a whole of its components. Penal institutions as the educational system, as well as the objectives, content, and techniques of pedagogical (educational and correctional) work with juvenile convicts are described in the works of the founders of *penal pedagogy* (Badyora S., Betsa O., Vivchar P., Horenko S., Kryvusha V., Lytvyshkov V., Mit'kina A., Parfanovych I., Radov H., Synyov V., et al.). Hresa N., Zelyns'ky A., Kreidun N., Lunyak M., Maksymova N., Medvedev V., Morozov O., Morozova T., Pavlyk O., Synyov V., Skokov S., Subotenko O., Sulyts'kyi V., Yakovenko S., Savtchuk N., Yarmysh I., et al. dedicated their research to the development of the foundations of penal psychology: the structure, content, and directions of the psychological service in penitentiary institutions. Social work with convicts has been the subject of research by Halahuzova M., Zvereva I., Lyutyi V., Synyov V., Sukhov A., et al. The development of social and pedagogical ideas and social and pedagogical work proper in penitentiary institutions occurs gradually, but reliably. Among Ukrainian and foreign scholars in the field of penal social pedagogy, the following researchers can be mentioned: Zavats'ka L., Zvereva I., Vivtchar P., Vitvits'ka V., Horenko S., Zhuravel' T., Zamula S., Koval' V., Kovalyova I., Kaps'ka A., Lyutyi V., Nikitin V., Pylypenko A., Synyov V., Smoktiy A., Kharchenko N., Kharchenko S., Fitsula M., et al.

Based on the research by the scholars mentioned above and the analysis of the practices of the work with juvenile offenders in the Ukrainian penal institutions, we shall define the content of social and pedagogical work with juvenile convicts within the framework of its components: *educational, correctional, psychological, and social work*, which cumulatively influence the personality of the convict for the purpose of re-socialization. Thus, the ultimate result of the social and pedagogical work shall be the *re-socialized personality* of the juvenile convict, socially developed in all its aspects: motivational, cognitive, moral, volitional, interpersonal, creative [1, p. 245].

The *educational* work with juvenile convicts provides them with *secondary, vocational* (as defined by the Criminal Executive Code of Ukraine), and *higher education* (a new direction in our study) within educational programs of differentiated educational impact on convicts “Education” and “Job”. It is focused on the personal development, primarily on the cognitive and creative levels.

The personnel of the secondary and vocational schools affiliated to the penitentiary, the faculties of the local higher educational institutions are the main subjects of the educational work.

The aim of the educational work with juvenile convicts is not limited to the provision of a certain level of education or qualification, but is aimed at the organization of education as a pedagogical process that has a powerful re-socializing and correctional capacity, increases the level of general culture, self-esteem, and enhances the prospects of successful social re-integration after release.

According to the purpose, the subject matter of the educational work with juvenile convicts was defined as follows:

- *regarding basic and complete secondary education*: 1) the assessment of the convicts’ educational level and its compliance with the age expectations as set by the educational standards; 2) the implementation of the State Standard of the Basic and *Complete* Secondary Education under special circumstances imposed by the penitentiary through the adjustment of curricula and syllabi; 3) the organization of the liberal arts and sciences core education; 4) the supplementation of the core

curriculum with the following integrated courses: “Identity Formation” for the students of 8th – 9th grades (the 2nd level) and “A Man in the Contemporary World” for the students of 10th – 11th grades (the 3rd level); 5) the organization of the electives for the advanced study of the general education curriculum subjects and preparation for the External Independent Assessment; 6) the organization of the remedial classes for the convicts whose academic performance is below age expectations and special classes for the convicts with physical and mental disabilities; and 7) the development and adaptation of the existing information, research, resource and methodological support of the educational process;

- *regarding vocational education:* 1) obtaining information about the occupation and professional qualification of the convict before incarceration, evaluation of his/her professional interests and motivation to get vocational training in a vocational school affiliated to the penitentiary or in any other vocational school in the region; 2) organizing vocational training in the vocational school affiliated to the penitentiary; 3) licensing new trades to ensure the right of convicts to learn a trade that suits their interests and abilities, as well as the needs of the regional labor market and the manufacture fields of the penitentiary; 4) collaborating with other vocational schools of the region to compensate for the limited opportunities of the vocational school affiliated to the penitentiary in terms of satisfying professional interests of the convicts; 5) adjusting syllabi and curricula in accordance with the State Standards of Vocational Training; 6) creating conditions for the on-the-job training and practicing the trade within the penitentiary; and 7) informational, research, teaching, and logistical support of vocational education for the convicts;

- *regarding higher education:* 1) the assessment of the potential and the needs of convicts for obtaining higher education; 2) the organization of marketing campaigns and career guidance of higher educational establishments in collaboration with the administration of the State Penitentiary Service of Ukraine in a certain region; 3) the registration of juvenile convicts for the External Independent Assessment, the establishment of testing centers in the penitentiaries according to the agreement between the Ukrainian Center of the Educational Quality Assessment and

the State Penitentiary Service of Ukraine; 4) the establishment of cooperation with higher educational establishments in the areas of convicts' admission to and study at these higher educational establishments; 5) the implementation of the Standards of Higher Education Delivered through a Distance Mode in accordance with the Regulation on Distance Learning No. 40, approved by the Ministry of Education and Science of Ukraine on January 21, 2004; 6) the development and use of the new forms and methods of the distance education platform to support convicts in the process of learning; 7) the provision of convicts with the necessary learning materials (individual syllabi, programs/curricula, textbooks, manuals, reference and resource guides, technical means, etc.); and 8) the formation of the organizational and logistical conditions for learning, practice and on-the-job training, state final certification of the graduates in the penitentiary, etc.

The second aspect of the social and pedagogical work with convicts – *correctional work* – is based on Articles 123, 124, 127, and 128 of the Criminal Executive Code of Ukraine, as well as on the Regulation *On the Procedure of the Implementation in the Penitentiaries of the Programs of the Differentiated Educational Impact* approved by the State Penitentiary Service of Ukraine on June 17, 2004, No. 116.

The purpose of the educational work is the comprehensive correction and development of the personality and, in the first place, its needs, motivation, moral attitudes, will, and creative capacity.

All personnel of the penitentiary and, namely, the heads of the departments of Social and Psychological Service, mentors, instructors, the inspector of physical education and sports, and the release inspector become the subjects of the correctional work.

According to the current Criminal Executive Legislation, the key areas of the correctional work with convicts are:

- targeted comprehensive *legal, labor, moral, ethical, artistic, aesthetic, physical, hygiene, religious education;*

- participation of convicts in the programs of differentiated educational impact developed on the basis of the social and demographic characteristics, degree of social and pedagogical neglect, and the needs of convicts, e.g., *“Education”*, *„Job”*, *“Legal Education”*, *“Spiritual Renewal”*, *“Creativity”*, *“Physical Culture and Sport”*, *“Overcoming Alcohol and Drug Addiction”*, and *“Preparation for Release”*.

Therefore, the purpose of this step of the research is to identify the content of correctional work with juvenile convicts according to the defined directions.

Legal education (the first direction of the comprehensive correction) shall be understood as a set of educational activities, aimed at the development in convicts of the proper understanding of the purpose and the essence of laws, strong conviction that laws should be obeyed, as well as that the behavior should be good during the time in the penitentiary and upon release.

The content of the legal education of juvenile convicts is focused on: 1) the promotion of legal knowledge, explanation of the essence of the current laws of Ukraine; 2) the demonstration of the justice and humanity of laws; 3) teaching respect for the laws and for the policies and internal regulations of the penitentiary; fostering the skills of voluntary compliance with these policies and regulations; 4) introducing convicts to their duties and rights, explaining the need for them to strictly obey same; 5) dispelling the ideas of the convict's innocence and unjust sentence; and 6) explaining the principle of the unavoidability of the punishment for the crime.

“Legal Education” is the program of differentiated educational impact on the juvenile convicts who, due to the immaturity or underdevelopment of the ideas about normal behavior in the society, maintain strong criminal inclinations.

The second direction of the correction, which is the labor education of convicts, is a system of correctional interventions that, through engaging convicts in labor activity, psychologically, practically, and morally prepare them for the participation in socially useful work after release.

Thus, the content of the labor education of convicts is: 1) the psychological preparation of convicts for socially useful labor; 2) practical training of convicts to work; and 3) moral preparation of convicts to work.

“Job” is the program of differentiated educational impact on those convicts who do not have a profession qualification. It is implemented as part of the labor education.

The next direction of the correctional work, moral and ethical education of convicts, shall be defined as a system of various correctional activities aimed at the detection and neutralization of negative moral qualities, ethical beliefs, attitudes, habits and the development in convicts of common humanistic values and ideals of virtue, truth, justice, conscience, human honor, i.e., forming spiritual personality.

These considerations led to the conclusion that the content focus of the moral and ethical education should be: 1) the moral education that includes raising convicts’ awareness of the moral code of our society, as well as the description and development of the rational methods of building ethical awareness of convicts; 2) the formation of beliefs in a way that ensures that the moral standards of the society are assimilated by the convicts as their own personal beliefs; and 3) the formation of the moral feeling, i.e. the transformation of the knowledge and beliefs of convicts into the skills and habits of positive behavior.

Artistic and aesthetic education of convicts (the fourth direction of the correctional work) shall be defined as a system of correctional measures aimed at building a creative and active personality, which is able to perceive, understand, evaluate the beautiful in everyday life, nature, and the art, as well as to create according to the laws of beauty.

We have determined the following aspects as the content focus of the artistic and aesthetic education of convicts: 1) the transfer of aesthetic and artistic knowledge; 2) the formation of aesthetic needs and feelings, ability to perceive and evaluate properly the surrounding beauty; 3) the development of aesthetic taste and ideals that contribute to the healthy ideas about the sense of life, socially significant prospects after release; and 4) the engagement of convicts in artistic and aesthetic activity and the transformation of the environment according to the laws of beauty and harmony.

The participation of convicts in “Creativity”, the program of differentiated educational impact, is important in artistic and aesthetic education as it gives convicts the opportunity to realize their creative potential in various art forms.

The fifth direction, physical education in the penitentiary, is a system of physical culture and sports activities, as well as health promotion efforts conducted with convicts in order to improve their health, develop their physical strength, morals, will, healthy lifestyle habits, and teach them about disease prevention.

The content of physical education in the penitentiary includes: 1) the development of physical strength and stamina during physical training; 2) the improvement of achievements in certain sports; 3) the formation of healthy lifestyle habits; and 4) the development of morals and will during competitions at various levels.

Physical education is delivered through “Physical Culture and Sport”, the program of differentiated educational impact on convicts that engages all convicts depending on their physical health and fitness in physical education and sport.

According to our study, sanitary and hygiene education is a set of pedagogical methods of impact, aimed at improving the sanitary culture of prisoners, instilling in them sanitary and hygiene practices at home and at work to prevent the spread of infectious diseases.

The content of sanitary and hygiene education includes: 1) sanitary and hygiene information; 2) the promotion of sanitary and hygiene knowledge and skills among different groups of convicts; and 3) teaching convicts sanitary norms and regulations.

The final direction of the correctional work defined by the Criminal Executive Legislation is religious education, by which we shall understand a system of methods and means of impact on a person in order to instill in him/her the fundamental laws of religious morality and religious worldview, prevent moral and psychological corruption, and form such moral feelings as compassion, sympathy, honesty, respect for others, etc.

The content of religious education in the penitentiary is: 1) positive impact on the feelings, behavior, and consciousness of convicts by means of conducting religious services and religious ceremonies by the representatives of different denominations; 2) ensuring freedom to practice any religion or express beliefs associated with the attitude to religion; 3) ensuring access to the places of worship, availability of the objects of worship and religious literature; and 4) inviting clergy to participate in the educational process with the primary aim of enriching it, meeting the spiritual needs of convicts, and providing them with social and psychological support.

Religious and moral education of convicts is intertwined with the differentiated educational impact program called “Spiritual Renewal”, which aims to increase the value of spiritual traditions and Christian culture in moral education, develop healthy initiative and creativity, prevent moral and psychological corruption associated with imprisonment, etc.

Thus, a clear definition of the content of the inclusive correctional work with juvenile convicts (legal, labor, moral, ethical, artistic, aesthetic, physical, hygiene, and religious education) in combination with the programs of differentiated educational impact, such as “Legal Education”, “Job”, “Spiritual Renewal”, “Creativity”, “Physical Culture and Sport”, will allow the immediate subjects of social and pedagogical work (even those without a pedagogical degree) to consciously plan their activities, filling the content with tangible education measures.

Psychological work with convicts (the third component of the social and pedagogical work) is aimed, in the first place, to provide psychological support during the process of re-socialization of convicts. No less important is to increase the psychological competence of the personnel. The leading areas of psychological work in the penitentiary are: 1) *psychodiagnostics*, 2) *psychoprophylaxis*, 3) *correction*, 4) *counseling*, and 5) *psychological education*. The principal subject of psychological work is the counselor of the penitentiary.

The definition of the psychological work with convicts within the existing legal framework will be addressed further in our research.

Psychodiagnostics, as the first direction of the psychological work with convicts, envisages the study and generalization of the personal and group characteristics of convicts aimed at defining the individual psychological characteristics of their behavior and the identification of the presence of certain psychological qualities in them, as well as the detection of those convicts who need enhanced oversight by the personnel of the institution.

Consequently, the content of the psychodiagnostic work within our study should be as follows: 1) the study of the psychological traits, processes, and states of individual convicts and the development of their psychological profiles; 2) the identification and preventive registration of the convicts who could be classified as “at risk”; and 3) the development, on the basis of the obtained diagnostic information and in cooperation with other personnel of the penitentiary, of individual and group programs of psychocorrection and pedagogical impact on convicts taking into account their individual characteristics and the degree of social and educational neglect.

The second direction of the psychological work with convicts is *psychological prophylaxis*. It consists in identifying, removing, and preventing personal and group negative psychological phenomena emerging as a result of social isolation, as well as providing psychological assistance to convicts and, if necessary, to the penitentiary personnel.

The content focus of psychological prophylaxis is: 1) teaching convicts the techniques and methods of well-being regulation, performance rehabilitation and enhancement, adaptation to the conditions of isolation; 2) the study of the social and psychological characteristics of the convicts that affect operational situation in the penitentiary (small groups, their structure, social roles, psychological characteristics of leaders, traditions and customs, attitudes, microclimate) and the neutralization of the negative social and psychological phenomena inherent in the environments where the concentration of delinquents is high; 3) the organization of a socially positive microenvironment based on positive creative interests, creation of the conditions for the moral self-expression of the personality in interpersonal relations in groups; and

4) counseling and guidance of the personnel regarding the prevention of interpersonal and intergroup conflicts among convicts.

Psychocorrection (the third direction of the psychological work with convicts) has been identified as a personality intervention intended to achieve positive changes in the mental state, behavior, and personality of the convict, i.e. its correction.

The content of the psychocorrective work with juvenile convicts is: 1) the psychological correction and psychotherapy of personal and behavioral deviations, accentuations, psychopathy, addiction to social isolation; 2) deep personality re-alignment at all levels (spheres); 3) inclusion of social values violations among the matter of shame and conscience of the individual and, therefore, his/her value re-alignment; and 5) leading the person to self-exculpation through the recognition of the guilt and sincere self-condemnation – repentance.

The fourth direction of the psychological work, *counseling*, is regarded as the provision of professional recommendations and consultations to convicts and personnel: to convicts – regarding negative personality traits and habits and the ways through which they were acquired and how to correct them; to the personnel – concerning the work with groups and individual convicts, prevention of negative phenomena, creation of a positive moral and psychological climate among the convicts, and prevention of professional deformation.

The content of the psychological counseling for convicts is: 1) the formation of the interest in their own psychological characteristics, psychological causes of interpersonal conflicts, as well as the need for professional counseling and the ability to apply it; 2) the formation of the awareness of one's character faults and false stereotypes of behavior and the willingness to correct them; and 3) assistance in self-education.

Regarding the personnel, the content focus of the psychological counseling should be: 1) providing recommendations on the implementation of the correctional work with convicts based on their individual and group psychological characteristics, creating a positive moral and psychological climate among the convicts; and 2)

personnel training in prevention or overcoming professional deformation, neuropsychiatric disorders, etc.

And, finally, *psychological education*, as the direction of psychological work in the penitentiary, shall be defined as the dissemination of psychological knowledge among the personnel and convicts, the increase in the level of their psychological culture.

The content of the psychological education of convicts should be: 1) the promotion of psychological knowledge in order to form the skills of introspection and reflection in convicts; 2) the formation of the skills of overcoming interpersonal conflicts; and 3) building the awareness of the ways to use psychological knowledge for personal growth and improvement, as well as for meaningful life planning.

The psychological education of the personnel should be directed at improving their psychological competence by means of: 1) gaining knowledge of general, developmental, criminal, and penal psychology; 2) providing qualified methodological/resource assistance; and 3) teaching forms and methods of the psychological study of the personality and prison environment, as well as the methods of psychological and pedagogical prevention and correction.

“Overcoming Alcohol and Drug Addiction” is a program of differentiated educational impact on convicts that also has psychological content. It is intended for the psychological correction of those convicts “at risk” who exhibit addictive behavior.

In general, psychological work, as a combination of psychodiagnostics, psychoprophylaxis, psychotherapy, psychological counseling, and psychological education, affects the entire personality of the convict changing all of its facets: needs, motivation, moral attitudes, ethics, and interpersonal relations.

The fourth and the final component of the social and pedagogical work with juvenile convicts is *social work*.

The subjects of the social work with juvenile convicts are the penitentiary personnel and the representatives of public and private agencies, institutions, organizations of re-socializing environment outside the penitentiary.

The purpose of the social work with juvenile delinquents in the penitentiaries is the interaction and cooperation among the subjects of social and educational work in the penitentiary and the broader social environment of the region and the community leading to the social development of the personality of juvenile convicts: the restoration (or formation) of social status, family ties, and useful social connections, as well as the creation of the conditions for residential and employment arrangements after release, integration into society as a full citizen.

The content focus in terms of the goal of the social work with juvenile convicts is: 1) the certification of the penitentiary and the social environment of the community and the region to determine their potential for re-socialization; 2) the cooperative planning and organization of the social and pedagogical work with convicts based on the interaction among the subjects of the penitentiary and re-socializing environment both in the penitentiary and upon release; and 3) the establishment of the feedback on and the control over the activity of the subjects of the social and pedagogical work during post-penitentiary re-socialization of juveniles.

The social work with juvenile convicts during their last six months in the penitentiary is of special importance. This is when convicts take part in the program of differentiated impact called "Preparation for Release", as well as the individual programs of the preparation for release that have been developed for each convict.

Social work affects the entire personality of convicts, especially its needs, motivational and interpersonal sphere.

Now, it can be seen that the developed by us content of social and pedagogical work in combination of its pedagogical, educational, psychological and social components comprehensively covers the entire personality of the convicted person. Re-socialization, which emanate from this work, takes place at all structural levels, including needs, motivation, cognitive sphere, moral attitudes, will, interpersonal relations, creativity. Thus, the purpose of the penal process, re-socialization of juvenile convicts by social and pedagogical means, is achieved.

The next step of our research will be the implementation of the developed content of social and pedagogical work with juvenile convicts into the practice of

juvenile correctional facilities and experimental validation of its efficiency (or inefficiency).

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Караман О. Л. Характеристика змісту соціально-педагогічної роботи з неповнолітніми засудженими в пенітенціарних закладах

У статті розроблено й схарактеризовано зміст соціально-педагогічної роботи з неповнолітніми засудженими в сукупності її складників – освітньої (загальна середня, професійно-технічна та вища освіта), виховної (усебічне виховання та участь у програмах диференційованого виховного впливу), психологічної (психодіагностика, психопрофілактика, психокорекція, психоконсультація, психологічна просвіта) та соціальної (організація взаємодії персоналу колонії та суб'єктів ресоціалізуючого середовища) роботи, спрямованої на досягнення мети ресоціалізації особистості.

Соціальна робота сприяє розвитку особистості неповнолітніх правопорушників, що містить реконструкцію соціального статусу, сімейних і соціальних зв'язків, створення умов для повернення додому і

працевлаштування після звільнення, а також умов для інтеграції в суспільство як повноправного громадянина.

Ключові слова: зміст, соціально-педагогічна робота, неповнолітні засуджені.

Караман О. Л. Характеристика содержания социально-педагогической работы с несовершеннолетними осужденными в пенитенциарных учреждениях

В статье разработано и охарактеризовано содержание социально-педагогической работы с несовершеннолетними осужденными в совокупности её составляющих – образовательной (среднее, профессионально-техническое и высшее образование), воспитательной (всестороннее воспитание и участие в программах дифференцированного воспитательного воздействия), психологической (психодиагностика, психопрофилактика, психокоррекция, психоконсультация, психологическая просвещение) и социальной (организация взаимодействия персонала колонии и субъектов ресоциализирующей среды) работы, направленной на достижение цели ресоциализации личности.

Социальная работа способствует развитию личности несовершеннолетних правонарушителей, которая включает в себя реконструкцию социального статуса, семейных и социальных связей, создание условий для возвращения домой и трудоустройства после освобождения, а также условий для интеграции в общество в качестве полноправного гражданина.

Ключевые слова: содержание, социально-педагогическая работа, несовершеннолетние осужденные.

Karaman O. L. Characteristics of the Content of Social and Pedagogical Work with Juvenile Delinquents in Penitentiaries

The author develops and characterizes the content of the social and pedagogical work with juvenile convicts as the system of its components: educational

(basic secondary, vocational and higher education), upbringing (comprehensive education and participation in the programs focused on differentiated educational impact), psychological (psychodiagnostics, psychological prophylaxis, correction, psychological consultation, psychological study), and social (organization of the interaction between the penitentiary personnel and the parties of the resocializing environment). This work is aimed at the realization of the objective related to the resocialization of the individual.

The educational and upbringing work presupposes the overall training and development of all personal aspects of the juvenile, increasing the level of general culture, expanding the perspectives of the successful social reintegration after the release.

The content of the psychological work with the convicts is aimed at the psychological provision of the process of their resocialization and at rising of the level of psychological competence of the penitentiary personnel.

Social work promotes personal development of the juvenile delinquents, which involves the renovation of the social status, family and social connections, the creation of conditions for employment and return home after release, as well as the conditions for the integration into the society as a full citizen.

Key words: content, social and pedagogical work, juvenile convicts.

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