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## **Prevention of Cadets' Moral Alienation under the Personality-Developing Approach in Professional Education (Case Study of Professional Education of Future Specialists of the Penal System)**

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### **Abstract**

The article studies a topical problem of moral alienation of modern youth in terms of preventing professional moral alienation of cadets of departmental universities (on the example of professional education of future specialists of the penal system). *Purpose:* on the basis of analysis and generalization of the results of domestic and foreign studies, to concretize the concept of professional moral alienation in terms of the personality-developing approach in professional education, substantiate possibilities of preventing the emergence (development) of this personal phenomenon. *Methods:* theoretical research (axiomatic, hypothetical, analytical, abstraction, formalization, etc.) in combination with empirical methods (observation, comparison, interpretation, etc.). *Results:* the conducted research made it possible to identify contradictions, reflected in the problem of professional moral alienation; determine professional moral alienation of employees of the penal enforcement system as one of its types, emergence and developed under predominant influence of professional environment factors; show that its formation is inextricably linked with development of intrapersonal disharmony, preventing the perception and acceptance of spiritual rules, norms and traditions significant for the professional community, as well as its value-semantic dominants, accompanied by an increase in professional marginalism, and manifested in evasion of professional duties, deviant behavior, professional burnout and other adverse consequences. *Conclusions:* the objectives to prevent professional moral alienation are most consistent with the development and implementation of a comprehensive pedagogical program in the context of the personality-developing approach to educating students. Regular activities,

based on traditional and innovative methods and means, help cadets to achieve a sufficiently high level of formation of personal and professional qualities, significant for the prevention of emergence and development of professional moral alienation, stimulate formation of value-semantic dominants and professional identity as the antipode of professional marginalism of employees of the penal system.

**Keywords:** prevention; moral alienation; cadet; future specialist; personality-developing approach; professional education; penal enforcement system.

#### 5.8.1. General pedagogy, history of pedagogy and education.

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### *Introduction*

Modern youth's denial of spiritual and moral values that had developed in our country for decades (patriotism and citizenship, justice and humanism, collectivism and willingness to help those in need, faith in goodness and justice, etc.) and were largely lost during the radical transformations that began in the 1990s and are still present is acquiring increasingly dangerous features, creating real threats not only to the individual, but also society and the state. The situation is aggravated by the fact that, according to V.V. Putin, today humanity "faces the loss, erosion of moral values, loss of landmarks and a sense of the meaning of existence, if you like, of the human mission on Earth" [13]. At the same time, it is young people who are the most vulnerable in the current situation, because "at turning points of the society existence", they "turn out to be the most unprotected category of the population, which is in a kind of the value and spiritual vacuum [7, p. 4].

At the same time, young people who choose to serve in law enforcement agencies for their professional activities cannot be an exception. In this regard, it is appropriate to recall the following statement of V.I. Lenin, which has been not criticized and now remains relevant: "It is impossible to live in society and be free from society" [9, p.104]. Employees of penitentiary institutions, getting professional training and developing their moral and personal features in departmental universities, are not "free" from society, from influence of

those processes that occur in political, social, economic, ideological and other spheres of its life. In this regard, it is relevant to study issues associated with modern youth's moral alienation, as well as possibilities of preventing the emergence and subsequent development of this dangerous and destructive personal phenomenon in future specialists of the penal enforcement system in the process of their professional education.

### *Methods*

To study the problem of professional moral alienation of modern youth in this aspect, it is necessary to use methods of theoretical research (axiomatic, hypothetical, analytical, abstraction, formalization, etc.) in combination with empirical methods (observation, comparison, interpretation, etc.). They help identify, substantiate and test those actions that are of the greatest importance and are as effective as possible for preventing professional moral alienation of employees of the penal system.

### *Results and discussion*

The attitude of young people to modern Russian reality is reflected in the following statement: "Our country is in the deepest spiritual crisis; the usual guidelines and meanings have been lost. After collapse of the old system of values, no common ethical ideals capable of uniting society in new historical conditions have been restored" [16, p.179].

We believe that the situation is not as gloomy and "deeply spiritual-crisis" as it

seems to some representatives of modern youth. However, we cannot but notice that dangerous development of moral alienation of modern youth is manifested not only in alcoholism, drug addiction, aggression, illegal acts, etc., but also in person's moral instability, accompanied by isolation and apathy, unwillingness to follow moral norms and principles, loneliness, withdrawal into virtual space and other negative processes.

Crime commission is an extreme manifestation of the indicated deviations. According to the Head of the Federal Penitentiary Service A.P. Kalashnikov, in 2020, 99 criminal cases were initiated against 56 employees of the penitentiary system and 170 employees were dismissed [15]. Those committed crimes are brought to criminal liability mainly under Article 285 of the Criminal Code of the Russian Federation (abuse of official powers), Article 286 of the Criminal Code of the Russian Federation (exceeding of official powers), Article 290 of the Criminal Code of the Russian Federation (receiving a bribe), as reported on the official website of the Public Committee for the Control of Corruption Cases and the Implementation of the Program of the President of the Russian Federation [6].

We would not exaggerate to say that criminal activity of employees of the penal system comes from professional moral alienation, originated and progressed under the influence of environmental and intrapersonal factors; for many people this process began in the period of obtaining professional education in departmental universities.

Problems of person's moral alienation have a centuries-old history, since alienation "appears already in Plato's philosophical system and appears in the image of the Demiurge – the world immortal soul" [7, p.779]. This phenomenon was actively studied by American sociologists in the 1950s–1960s, which was reflected in the publications of Peter Berger, Kenneth Keniston, John P. Clark, Stanley Pulberg, Gerald Sykes, Lewis Feuer, and others. Summarizing results of sociological research, it can be concluded that there was no general idea of the phenomenon of moral alienation at that time: if for G. Sykes it was "obscure but real suffering of anyone who does not respond to beauty, horror, wisdom, pathos, on

passion" [20, p.67], then for P. Berger and S. Pulberg – "this is a process as a result of which a person forgets that the world in which he/she lives was created by him/herself" [19, p. 200]. However, the theoretical foundations of foreign sociologists of that period served as the basis for research by Russian scientists.

At the turn of the 20th-21st centuries Russian scientists understood that the problem of moral alienation needed a comprehensive study, the contradictions underlying escalated and required their immediate resolution. These findings were reflected in philosophical (D.V. Ivanov, I.I. Kal'noi, N.I. Lapin, A.I. Titarenko, etc.), sociological (P.N. Afanas'ev, D.V. Kanataev, A.I. Kravchenko, E.O. Smolova, V.Yu. Tyulin, etc.), psychological (V.V. Abramenkova, K.A. Abul'khanova-Slavskaya, V. S. Mukhina, A. V. Petrovskii, etc.) and other works. However, to date, this relevant, significant, requiring comprehensive development problem remains insufficiently studied, especially in pedagogy, where little attention is paid to the issue of moral alienation in the aspect of preventing its emergence and development. The educational process of departmental universities neglects prevention of professional moral alienation of future specialists of law enforcement agencies.

At the same time, it should be noted that these contradictions do not only persist, but also escalate. They are the following:

- the contradiction between the need to substantiate prevention of young people's denial of the most important universal values and the lack of comprehensive psychological and pedagogical research identifying and characterizing the influence of external and internal factors on people's moral alienation in modern society;

- the contradiction between the need of higher education institutions for pedagogical technologies that contribute to the formation of significant personal and professional qualities of students and the lack of scientifically sound, tested, effective methods for preventing professional moral alienation of cadets in vocational education, etc.

Let us also identify another contradiction, inextricably linked with the specifics of training specialists for the penal enforcement sys-

tem, namely, the contradiction between the need of the modern penitentiary system for employees who have necessary moral and psychological resistance to the influence of destructive factors and the insufficient readiness of the teaching staff of departmental universities to carry out educational activities to prevent professional moral alienation of cadets.

Studying this problem in the aspect of preventing this dangerous personal phenomenon in the educational process of departmental universities, it is important to clarify the key concept of professional moral alienation with regard to the specifics of professional activity.

The analysis of results of domestic humanitarian studies shows absence of a single idea of alienation as a personal phenomenon in modern Russian science. The objectives of our research are most consistent with I.K. Dzherelievskaya's point of view: alienation is "discovery of an internal "inconsistency" of the individual (as a substance) and society, in which relationships and tendencies that hinder personal self-realization develop" [10, p. 117]. In the context of this definition, moral alienation represents not only established intrapersonal disharmony (inconsistency, diverseness, etc.), which prevents perception and acceptance of socially significant spiritual rules and norms regulating human behavior, accompanied by deformations of person's attitude to the outside world, other people and him/herself, but also the process that results in such intrapersonal disharmony.

The emergence and development of moral alienation of a person occurs under influence of many factors (in case a factor is understood as "the cause, the driving force of a process, a phenomenon that determines its character or its individual features" [18, p. 82]. When conducting research, it is possible to single out relatively isolated groups combining economic, social, political, informational, spiritual factors, etc. A certain place in the system will be occupied by professional factors, that is, those causes of person's moral alienation that are directly related to professional activity, interests, traditions, and norms of the professional community. In this case, professional moral alienation of employees of the penal

system can be considered as one of the types of alienation of the individual, originated and developed under predominant influence of the professional environment. The formation of this personal phenomenon is associated with development of intrapersonal disharmony, hindering perception and acceptance of spiritual rules, norms and traditions, as well as value-semantic dominants of the community, accompanied by an increase in professional marginalism, manifested in evasion of professional duties, deviant behavior, professional burnout and other unfavorable consequences. Penitentiary subculture, considered earlier in [11, p. 82], may be a specific factor that has a significant impact on emergence and development of professional moral alienation of penitentiary system employees.

Studying causes, conditions and factors that generate professional moral alienation of employees of law enforcement agencies, we came to the conclusion that the concept of prevention most corresponds to the goals and content of pedagogical activity that prevents its emergence and subsequent development. Prevention is traditionally understood as an activity for anticipating, averting and warding off dangerous and undesirable phenomena" [10, p. 118], such that it can significantly reduce the likelihood of their occurrence.

Professional education can play a crucial role in preventing emergence and development of professional moral alienation in the educational process of departmental universities. According to I.F. Isaev, "professional education is a purposeful process that promotes successful socialization, flexible adaptation of students and correlation of person's own capabilities with requirements of modern society and professional community, formation of students' readiness for ... identification with future occupation, its activity forms, values, traditions, social and personal meanings"[5, p. 68]. The above definition reflects not only directions of this purposeful process, but also its significant results, such as familiarization with professional values, meanings and traditions, self-identification with profession and professional community.

Another characteristic of the definition given by I.F. Isaev is interesting for our research: upbringing is a process that contrib-

utes to achieving goals and obtaining results, that is, a process that presupposes interacting students instead of influencing them. At the same time, there are other approaches to the definition of professional education. For example, V.I. Belov believes that it "is a complex process of influencing a person, his/her skills and moral character, interests" and "promotes mental development, covers the whole set of elements of education, upbringing and labor training" [12, p. 166]. Leaving out of the scope of this article comments on this obviously untenable definition, we still note a characteristic of professional education, which should be taken into account in the study and organization of the education process in departmental universities: professional education should not be carried out exclusively through "influence on the individual", it is the process of interaction that stimulates formation of personally and professionally significant features of future specialists, preventing the emergence and development of intrapersonal disharmony associated with the influence of professional environment factors.

According to the study results, the goals of preventing professional moral alienation of future specialists of the penal system are most consistent with the development and implementation of a comprehensive pedagogical program in the process of professional education of cadets in the educational process of departmental universities. Its complex nature is determined by the fact that it includes a "set of various activities (actions) interrelated in terms of deadlines, performers, and resources, aimed at achieving a single, common goal" [8, p. 128]. Such a common program goal implies that cadets achieve such a level of formation of personal and professional qualities, value-semantic dominants, moral and psychological stability that minimizes the likelihood (excludes the possibility) of emergence and in the event of a phenomenon constrains the development of professional moral alienation.

The program for prevention of professional moral alienation of cadets, implemented by teachers, commanding officers and educators at lessons and in extracurricular educational activities, should include:

- an explanatory note, containing general information about the program, opportunities that open up with its implementation in the educational process of a departmental university, providing definitions of the basic concepts related to the prevention of professional moral alienation of cadets (moral alienation of the individual, professional moral alienation of employees of the penal system, destructive external and internal factors that cause professional moral alienation of employees, etc.);

- section 1, setting a purpose for developing and implementing the program and tasks concretizing its achievement, as well as results to achieve (cadets should have a sufficiently high level of formation of personal and professional qualities, value-semantic dominants, moral and psychological stability, significant for the prevention and development of professional moral alienation);

- section 2, presenting and briefly describing key activity areas for purposeful prevention of professional moral alienation of cadets (academic work and academic and educational work, moral and psychological, service, cultural and leisure); at the same time, identifying cadets' independent activity in each area;

- section 3, including certain measures for each activity area related to prevention of professional moral alienation of cadets in the educational process of a departmental university (in academic work: the topics determined by thematic plans for the study of humanities and specialized disciplines should include individual issues that guide the perception of educational material to prevent moral alienation, form professional identity, etc.; in academic and educational work: conducting extracurricular activities aimed at fostering conviction in the importance and social significance of the chosen profession, focusing cadets' attention on educational aspects that contribute to the formation of professional identity, prevention of professional marginalism, etc.; in moral and psychological work: conducting psychodiagnostics of cadets to identify individual tendencies to moral alienation and violations that require psychological correction; psychological counseling, etc.; in service: provision of legal and official infor-

mation with an emphasis on the importance, necessity and expediency of compliance with disciplinary requirements, events of questions and answers related to the penitentiary service, etc.; cultural and leisure work: conducting mass cultural and sports events that contribute to strengthening community spirit in cadet teams, developing communication skills, strengthening moral and psychological state of cadets, meetings with veterans of the penal system, figures of culture and art, etc.

- section 4, describing forms and methods of carrying out planned measures, which ensure their maximum efficiency and effectiveness (traditional, innovative, their combinations), as well as possible means (logistical, electronic, illustrative, etc.), contributing to successful conduct of events, solution of problems and achievement of the program goal;

- section 5, identifying individual stages to prevent possible emergence and subsequent development of professional moral alienation of cadets; the first stage includes mainly team work, the second stage – individual work:

- section 6, containing methodological materials; they are elaborated in 2 directions: 1) provision of methodological support for pedagogical activities of teachers, commanders, educators (methodological recommendations) and 2) ensuring cadets' readiness to participate in conducted events (methodological guidelines).

Distinctive features of the program under consideration are the following:

1) focus of conducted measures on forming personal and professional qualities of future specialists that ensure an extremely low probability (or even impossibility) of emergence and development of this destructive personal phenomenon under the influence of destructive external and internal factors;

2) application of forms and methods contributing to overcoming professional moral alienation of cadets who feel loneliness and internal disharmony, do not accept socially and professionally significant spiritual rules and norms; forms and methods are the most appropriate for a certain cadet, whose personal characteristics are taken into account and with whom individual work is carried out;

3) consistency of actions of all subject-subject interaction participants in the established

activity areas (academic work and academic and educational work, moral and psychological, service, cultural and leisure), seeking to help each cadet – subject of collective or individual work, while avoiding formalism, mentoring, excessive moralizing and edification in the preparation process and events;

4) application of general measures, aimed at strengthening universal values, moral norms and rules, promoting a humanistic worldview, forming general and professional culture of an employee of the penal system, as well as personality-focused measures, forming stable value-semantic orientations of each cadet on accepting and reproducing crucial socially significant values, established traditions, behavioral norms of employees of the penal system (such events can be both of team and individual nature).

A detailed description of the program for prevention of moral alienation in professional education of cadets requires specifying presentation of the content of its individual sections, detailing the activities included in the plan for each of the established areas, as well as demonstrating the possibilities associated with the use of traditional and innovative methods of team and individual work with cadets that go beyond the scope of this article. It should also be noted here that achieving the goal of effective prevention of professional moral alienation with the help of the presented program will depend on how scientifically justified the actions of those who develop the program and organize its implementation in professional education of cadets are and how much the specifics of the influence of external (social, professional, informational, educational) and internal (individual-personal) factors are taken into account.

Scientific validity of such actions is largely determined by the methodological approaches underlying them. After all, a "concrete scientific methodology of any science and, accordingly, the practice it serves" is revealed through methodological approaches [14, p. 100]. In order to develop and implement a program for prevention of professional moral alienation in the process of educating cadets of departmental universities, the personality-developing approach should become dominant, used in conjunction with systemic, cul-

tural, activity, axiological and competence approaches in line with the humanistic paradigm of modern education.

The dominant personality-developing approach will make it possible to realize the advantages inherent in it, which are important for preventing professional moral alienation of cadets, in particular:

- to focus on “developing value aspects of the personality’s consciousness, its thoughts and meanings and using internal factors that ensure its movement towards enhancement of its capabilities” [12, p. 4];

- to stimulate formation of value-semantic dominants of the professional community by spreading the idea of importance of the chosen profession for society and the state, as it provides legality, law and order, justice, and humanity;

- to develop professional identity, thereby restraining the formation of its antipode – professional marginalism, actively using for this purpose personality-developing situations that help “get the proposed experience in the context of future professional activity, as well as develop personal experience” [1, p. 22].

The personality-developing approach to educating cadets makes it possible to successfully carry out individual work with cadets at the second stage of the program implementation to continue team work conducted at the first stage. However, such work will be successful in case of competent and effective pedagogical diagnostics of students before the program implementation and at the end of its first stage. After all, the content, forms and methods of individual work with cadets significantly depend on the degree of their moral alienation and personal characteristics.

Russian pedagogical science has a wide experience of conducting pedagogical diagnostics, a special type of “activity of identifying and studying features characterizing the state and results of the process ... and on this basis predicting, determining possible deviation and ways to prevent them, as well as correcting the process” [4, p. 18]. It is very difficult to diagnose the presence of professional moral alienation as an intrapersonal state and determine the level of formation of this personal phenomenon in students. Therefore, to

carry out pedagogical diagnostics, it is necessary to use tools that include well-known methods, questionnaires, and surveys (“Self-assessment of severity of motivation for professional activity” (A.A. Verbitskii, N.A. Bakshaeva), “Self-assessment of the formation of types of students’ professional interest” (N.P. Kostyushkina), “Assessment of emotional and activity adaptivity” (N.P. Fetiskin, V.V. Kozlov, G.M. Manuilov), “Assessment of satisfaction with the profession” (V.A. Yadov’s methodology – modified by N.V. Kuzmina, A.A. Rean), etc.), and specially developed methods aimed at identifying intrapersonal disharmony caused by professional environment factors and establishing its presence in cadets’ behavior, their attitude to themselves, their fellows, performance of official duties, etc. Use of the expert assessment method also provides great assistance in conducting pedagogical diagnostics, if experts are correctly selected and sufficiently prepared to assess the state and behavior of cadets.

Conclusion. Based on the study of the problem of moral alienation in the aspect of preventing emergence and development of this personal phenomenon among cadets of departmental universities under the influence of professional environment factors, the following conclusions can be drawn:

- 1) in the conditions of modern Russia, contradictions not only persist, but also worsen, which are reflected in the pedagogical problem of preventing professional moral alienation in the process of professional training of future specialists, which determines the relevance, significance and timeliness of the study of this complex problem and its individual aspects;

- 2) professional moral alienation of employees of the penal system is one of the types of personality alienation, emerged and developed under the predominant influence of professional environment factors; the development of intrapersonal disharmony is inextricably linked with its formation, hindering the perception and acceptance of spiritual rules, norms and traditions, as well as the value-semantic dominants of the community, accompanied by an increase in professional marginalism and manifested in evasion from performing professional duties, deviant be-

havior, professional burnout and other adverse consequences.;

3) professional education should play a crucial role in preventing the emergence and development of professional moral alienation of cadets, future specialists of the penal system, in the educational process of departmental universities. Its objectives are most consistent with elaboration and implementation of the comprehensive pedagogical program, including activities that are carried out in established forms, using traditional and innovative methods and means to ensure that cadets achieve a sufficiently high level of formation of personal professional qualities significant for preventing the emergence and development of professional moral alienation, as well as value-semantic dominants and moral and psychological stability;

4) in the system of methodological approaches underlying elaboration and implementation of the comprehensive pedagogical program under consideration (systemic, culturological, activity, axiological, person-

ality-developing and competence-based), the personality-developing approach should become dominant, as it promotes formation of value-semantic dominants of the professional community in the process of educating cadets of departmental universities, development of professional identity, prevents development of professional marginalism, successfully carry out team work at the first stage of the program implementation and mainly individual work with cadets at the second;

5) the results of subject-subject interaction of teachers, commanding officers, educators with cadets significantly depend on the methodological support for the developed program implementation (methodological recommendations, methodological guidelines, etc.), accuracy of pedagogical diagnostics, methods used to identify professional moral alienation, establish the level of formation of this personal phenomenon, and determine effective forms, methods and means of organizing and conducting educational work with cadets on the basis of diagnostics results.

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