

Original article

UDC 37.01

doi: 10.46741/2686-9764.2022.59.3.011



Key Forms of Scientific Penitentiary and Pedagogical Knowledge

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Abstract

Introduction: the article is devoted to substantiating the expediency of formalizing scientific penitentiary and pedagogical knowledge, taking into account the information accumulated in this field and penitentiary pedagogy tasks; presenting a scientific view on the systematization of key forms of penitentiary and pedagogical knowledge and considering their basic parameters. *Purpose:* to present and characterize modern penitentiary and pedagogical knowledge as a formalized structure based on certain standard approaches that are designed to provide clarity and uniformity in the perception of key aspects of penitentiary-pedagogical reality in the scientific community, among practitioners and public figures. *Methods:* comparative historical analysis, monographic, structural analysis, logical generalization, etc. *Results:* during theoretical analysis of the literature reflecting priority achievements of penitentiary pedagogy and the established approaches to structuring scientific information, key forms of scientific penitentiary and pedagogical knowledge in the aspect of modern trends in the development of the penal system were presented and characterized. Pedagogical terms, patterns, principles, conditions, models, concepts and theories were considered as the main forms. Characteristics of these forms included basic features, penitentiary specifics, criteria of effectiveness and prospects for further development. These forms were supported by examples that made it possible to concretize each of them. The prospects to further elaborate the problem of formalization of penitentiary and pedagogical knowledge are determined.

Keywords: scientific penitentiary and pedagogical knowledge; pedagogical terms; patterns; principles; conditions; models; concepts; theories.

13.00.01 – General pedagogy, history of pedagogy and education

For citation: Panova O. B. Key forms of scientific penitentiary and pedagogical knowledge. *Penitentiary Science*, 2022, vol. 16, no. 3 (59), pp. 327–342. doi: 10.46741/2686-9764.2022.59.3.011

Introduction

Pedagogization of the correctional process in penitentiary institutions is a trend that is fixed in the content of the purpose for executing criminal punishment and confirmed in conceptual documents reflecting the current stage of the Russian penal policy development. Supplementing the goal of correcting convicts with such components, as “formation of a respectful attitude towards a person, society, work, norms, rules and traditions of human community” (Article 9 of the Penal Code of the Russian Federation), the legislator, thereby, consolidated a special role of the pedagogical component in its implementation, since respect for any object is primarily associated with the manifestation of moral duty and moral qualities, the development of which is most successfully achieved by means of education.

Many outstanding Russian scientists promoted penitentiary pedagogy, among them M.N. Gernet, who linked social causes of crime with shortcomings of upbringing and education [11, p. 44], N.F. Luchinskii, who developed the first in Russia concept for training domestic penitentiary personnel with an emphasis on the formation of pedagogical knowledge among prison officials [26, pp. 28–31], S.V. Poznyshev and I.Ya. Foinitskii, who included sections devoted to characteristics of prison upbringing, education and enlightenment of prisoners in the content of the previously existing branch of jurisprudence – prison studies [34, pp. 157–182; 47, pp. 373–387], A.S. Makarenko, who enriched pedagogical science with the team teaching doctrine [27, pp. 80–90], V.N. Soroka-Rosinskii, who justified a special role of creative and amateur activities in the re-education of juvenile offenders [40, pp. 164–229], etc.

The pedagogical heritage of Russian scientists has been confirmed and creatively developed in works of such outstanding researchers as I.P. Bashkatov, A.V. Budanov, V.F. Klyukin, V.M. Litvishkov, M.P. Sturova, N.A. Tyugaeva, and others. The information array created by them accumulates the content of pedagogical knowledge recorded in the study of the most significant fragments of penitentiary reality. It should be noted that there is no special task to create a ho-

listic picture of the knowledge series in penitentiary pedagogy as a list of the main forms of knowledge accumulated in research and practice so far. Meanwhile, such forms form the foundation for a specific language of penitentiary-pedagogical science, which ensures systematic assimilation of scientific information, its clear interpretation and effective use. The relevance of identification and analytical description of the main forms of scientific knowledge is associated with the need to prevent certain simplicities in explaining the essence and features of pedagogical processes and phenomena in the penal environment; it is explained by the need to operate with certain standards and patterns designed to ensure mutual understanding between members of the penitentiary-pedagogical community, both scientists and practitioners.

Purpose of the study

The purpose of this article is to present and characterize modern penitentiary and pedagogical knowledge as a certain formalized structure. Structuring the basic forms of existing penitentiary and pedagogical knowledge is important in determining directions and ways of productive development of penitentiary science and practice; its importance increases due to the need to follow an interdisciplinary approach that focuses on the effective operational integration of penitentiary pedagogy with other branches of science, ensuring clarity and understanding in the perception of key aspects of penitentiary and pedagogical reality in the scientific community, among practitioners and public figures.

Methods

In order to achieve the stated goal, we used a number of theoretical methods, such as the comparative historical analysis method (to compare scientific interpretation of key penitentiary and pedagogical terms at different time periods of the penitentiary pedagogy development), the monographic method (to describe holistic, relatively independent pedagogical categories, phenomena and processes as separate objects of the study and analysis), the structural analysis method (to show relationships between studied units of scientific knowledge in a hierarchical order), logical generalization (to consider common features of objects with their transfer to particular char-

acteristics and study particular properties of objects with their extrapolation to general parameters), and the generalization method (to summarize certain results of the study), etc.

Analysis and discussion of the results

Penitentiary and pedagogical knowledge is one of the forms of fixing the results of cognitive activity of specialists — scientists and practitioners — in the field of specially organized and implemented by pedagogical means measures aimed at correcting criminals sentenced to various types of criminal penalties. The category of pedagogical means includes those that are used in the course of solving educational problems and, accordingly, are related to teaching and upbringing. Penitentiary and pedagogical knowledge will be considered as scientific, provided it meets certain requirements, namely: criteria of objectivity, certainty, evidence, methodology, consistency and usefulness in terms of changing the situation for the better [23, p. 3]. Scientific penitentiary and pedagogical knowledge can reflect both universal regular educational processes and phenomena inherent in all correctional institutions, as well as single pedagogically significant situations and events that are of an exceptional nature and have significance for a particular institution. Complexity and non-linearity of the correctional process determines the need for a wide variety of forms of expression of scientific penitentiary and pedagogical knowledge.

Sharing the views of N.G. Serikov, who included pedagogical terms, patterns, principles, conditions, models, concepts and theories in the main forms of scientific and pedagogical knowledge [38], we consider it possible to present a similar formalization of penitentiary and pedagogical knowledge. Let us characterize each of the listed forms.

The word “term” is of Latin origin and was originally used in the meanings of “border”, “limit”, etc. [42, p. 636]. In modern usage, it is considered as a set of the most general and essential features of a class of objects and phenomena that are recognized in science at a certain stage of its development. Scientific terms are characterized by the absence of synonyms, unambiguity of interpretation, correspondence to the same type of terms in related fields of knowledge [25]. Any word

can be used as a term if it is used “in a special function, the function of naming a special concept, the name of a special object or phenomenon” [19, p. 307]. Any term has two sides, such as structural-linguistic and semantic, determined by the evolution and formation of a system of concepts of a particular science [9, p. 7].

Penitentiary and pedagogical terms should correspond to general pedagogical terminology, but, at the same time, have a specialized meaning mediated by penitentiary reality. In the terminological apparatus of penitentiary pedagogy, as in any branch of science, there are basic terms that, due to their a priori nature, are distinguished in a special way and called scientific categories. Since penitentiary pedagogy is one of the branches of pedagogy, its main categories include those that make up the categorical apparatus of general pedagogy, namely: education, upbringing, educational work, training; socialization, personality, society, culture; pedagogical process, pedagogical system, goals, content, methods, means, forms (of education); student, pupil, teacher, educator; development, formation (of a personality); interaction, communication (pedagogical), relationships, activities, etc. The categorical apparatus of pedagogy represents the primary basis for penitentiary pedagogy and conveys its characteristic features.

The terminological apparatus of penitentiary pedagogy includes concepts, such as “correction”, “re-education”, “re-socialization”, “educational system of a correctional facility”, “educational work with convicts”, “correctional process”, “means of correction”, “correction criteria”, etc. They help describe specific pedagogical methods of correcting convicts. We will take a closer look at the terms that, in our opinion, play a leading role in the penitentiary and pedagogical vocabulary.

The terminological construct “correction of convicts” entered the scientific apparatus of penitentiary pedagogy in 1997 in connection with the adoption of the Penal Code of the Russian Federation. Article 1 of the Penal Code of the Russian Federation fixes correction of convicts as a purpose of the Russian penal legislation and Article 9 defines its con-

tent: correction of convicts involves formation of a respectful attitude towards a person, society, work, norms, rules and traditions of human community and promotion of law-abiding behavior. From a pedagogical point of view, correction is considered as a goal, process and result. A convict is perceived as an object of pedagogical influence that leads to creation of a system of respectful relations to society and law-abiding behavior. Let us present a pedagogical analysis of components of the phenomenon under consideration.

Striving for pedagogical support of the process to form in a convict a system of social relations based on respect, correctional institution employees should take into account the essence of the concept "respect" in order to follow clear guidelines in achieving the given goal. In Russian the word "uvazhat" (to respect) has the same root as the word "vazhnyi" (important). Speaking, for example, about respect for a person, it is worth mentioning that it has 2 two main types: respect as recognition of person's rights and intrinsic value and respect as an assessment of human merits and achievements. In the first case, respect borders on concern (so, out of respect one should not interfere in the personal life of other people, disturb a vacationing person, regardless of his/her status, etc); in the second case, it is supposed to recognize the importance of a person for his/her diligence in achieving a certain goal, for example, respect for a person for professionalism, which means giving importance to his/her knowledge and skills [3, p. 190]. Accordingly, the expected result of correcting the convicted person should be the recognition of his/her personal significance, both of any individual and of society as a whole, as well as a variety of social norms and work. In other words, to form a respectful attitude means to solve an essentially existential task related to giving personal meaning to objects of respect according to the "meaning-for-me" type.

Let us analyze the essence of the terminological construct "stimulating law-abiding behavior" within the pedagogical approach. The semantics of the word "obedience", meaning submission, allows us to consider non-violation of legal norms as a basic indicator of the behavioral symptom complex, mainly

in circumstances mediated by the threat of subsequent punishment. At the same time, it should be borne in mind that in conditions under which it becomes possible to avoid punishment, an individual may perceive illegal behavior as acceptable. The source of any obedience is pragmatism, which determines the choice, which usually follows from situational profitability. A system of incentives adequate to pragmatic expectations of a particular convict will serve as an energy source for law-abiding behavior, and social learning – as an impact mechanism, ensuring formation of the ability to represent the influence of external stimuli on person's behavior in the form of a certain model. Social learning helps the convicted person to comply with the requirements or imitate law-abiding behavior even when he/she does not become the object of punishment or encouragement, as he/she monitors appropriate response to others. Thus, a correctional institution employee focused on encouraging law-abiding behavior of convicts should consider this task as a process, the repetitive cycles of which are stimulus, reaction and reinforcement; without them it is barely possible to achieved the stated goal [29, pp. 115–116].

Correction of convicts is considered not only as the purpose of criminal punishment execution, but also as a process, condition and result. The correctional process involves sequent steps in the realization of the goal of acquiring social norms and values; at the same time, there is a resolution of contradictions between insufficient social experience of convicts and requirements of strict adherence to social norms that arise in new circumstances, mediated by the influence of external and internal conditions. As a state, correction reflects a fragment of the convicted person's conscious rejection of antisocial, including criminal, ideas, comprehension of the meaning of a law-abiding life, transition from situational and unconscious adherence to social norms to meaningful legal behavior. Correction should result in a formed system of socially approved attitude of the convicted person to the surrounding reality.

Within the limits of pedagogical possibilities, correction of convicts is provided by means of re-education, implemented in the

aspect of re-socialization in conditions of the educational system of a correctional facility.

In relation to convicts, education has its own specifics, which led to the inclusion of the special term “re-education” in the vocabulary of penitentiary pedagogy. S.V. Poznyshev and I.Ya. Foinitskii were the first to claim prison education as a priority means of correction, characterize re-education as a “spiritual influence” on “detainees” aimed at developing their “desire to take the path of an honest life” [44, p. 400] and counteract striving for crime [34, p. 158]. They associated solution of these tasks with overcoming egoism, despondency and hopelessness among the prisoners; formation of self-respect and independence to the extent that “everyone’s fate is as far as possible in their own hands” [43, pp. 400–402]; and appearance of gratitude for the kind attitude of others and satisfaction from a quiet life [34, p. 158]. Developing the ideas of his predecessors, A.S. Makarenko also placed special emphasis on the formation of “real qualities of people who will come out of our pedagogical hands” [27, p. 62].

In accordance with these scientific judgments, the essence of re-education should be considered as a purposeful specially organized pedagogical interaction between correctional officers and convicts to erase negative personal traits formed under the influence of adverse factors and acting as prerequisites for illegal behavior, and form positive ones, incompatible with a criminal lifestyle. Personal qualities (traits) are understood as a set of individual characteristics, the nature of which has a hereditary or acquired – socially conditioned character. Personal qualities reflect the integral characteristic of its originality, a stable typological characteristic of personality [4, p. 52]. They can transform and change during the course of person’s life. Personal traits as a set of attributes of a person affect his/her social status, behavioral attitudes, direction of acts, well-being, reputation, and predisposition to specific activities. Examples of positive personal qualities are independence (propensity to initiate, develop and implement person’s own plans; ability to make independent judgments), kindness (active participation to a person who finds him/herself in a difficult life situation; focus on help-

ing people in need without claims to gratitude in return), diligence (positive attitude to work; tendency to work hard; getting satisfaction from the process and results of work); honesty (tendency to statements corresponding to real facts and phenomena, his/her thoughts and beliefs), ambition (tendency to achieve the set goal; readiness to overcome the circumstances that prevent its implementation), responsibility (person’s conscious attitude to his/her actions, tendency to see the causes of what is happening in a person’s soul), discipline (voluntary conscious observance of moral norms and established order), law-abiding behavior (unquestioning obedience to legal norms), etc.

We share the scientific idea that criminogenic qualities of a person manifest themselves in certain inclinations, distinguished by the degree of personal acceptability of a criminally punishable way of behavior and its conditionality by the value-semantic and emotional maturity of an individual (A.N. Pastushenya) [31, pp. 11–12]; individuals acting as carriers of certain negative inclinations have a potential orientation to commit crimes, intentional or negligent, of a certain type (Yu.M. Antonyan) [2, pp. 13–26]. Accordingly, we can assume that against the background of individuals’ acceptability of criminal behavior, the presence of a number of individual personal qualities or their totality may indicate potential readiness of these qualities carriers to commit certain crimes. For example, people who are characterized by such qualities as laziness (preference for an independent and enjoyable pastime that excludes work activity, idleness), greed (person’s excessive desire to appropriate as many different benefits as possible, both material and spiritual), envy (negative attitude towards people who have any benefits or opportunities that an envious person is deprived of, but strives for) may be inclined to commit crimes against property. It is also obvious that an individual with such traits as aggressiveness (preference for the use of violent means to achieve person’s goals), cruelty (behavior that deliberately causes pain or distress to people or animals), misanthropy (dislike or hatred of other people; expression of contempt for social norms and traditions), etc., is more predisposed to com-

mitting crimes against human life and health.

In correctional facilities, re-education has a certain functional purpose, which consists in encouraging convicts to overcome their own negative personal manifestations and develop socially approved qualities and abilities; orienting convicts to eliminate inconsistencies in the value system reflecting their attitude to themselves, people around them, social norms, etc.; helping convicts overcome external and internal factors of personal deformation. Implementing these functions, re-education acts as a significant component of resocialization of convicts.

Russian scientists and public figures took a keen interest in the problem of resocialization of convicts at the beginning of the 21st century, when the reform of the penal system acquired a pronounced humanistic orientation. Serious scientific works revealed the interdisciplinary nature of the phenomenon under consideration, substantiated the logic and justified different approaches to interpreting the term "resocialization".

The analysis of dissertation studies devoted to the problem of resocialization of convicts shows that with certain existing differences in this concept interpretation, they are united by a common feature indicating resumption or repetition of the socialization process [29, p. 68]. When formulating resocialization goals, many scholars emphasize aspiration to social regularity, "achievement of law-abiding behavior presupposing person's compliance with legal norms" (A.V. Pishchelko) [32, p. 276]; convict's acceptance of "minimal and sufficient" values and social norms (A.V. Chernysheva) [47, p. 27], "acquisition of social values, norms, knowledge, experience, abilities, as well as creation of conditions necessary and sufficient to form behavioral models in a minor, including key elements of institutional requirements and prescriptions (M.N. Sadovnikova) [37, p. 11], "achieving social responsibility for one's behavior and life in society without violating laws" (N.V. Andreev) [1, p. 7].

Characterizing the pedagogical aspect of resocialization, it should be noted that it consists in correcting person's socialization, his/her social attitudes and beliefs formed as a result of inadequate perception of social re-

lations [36, p. 21]. If in the socialization processes the development of a personality is of priority importance, then in the resocialization one it is the correction of person's deformed worldview, which promotes development of the individual and, at the same time, favors his/her integration into society.

As a pedagogical term, "correction" (from Latin *correctio* – correction) is applied to people with disabilities of physical development and/or social behavior [33, p. 13]. As for persons convicted of committing crimes, pedagogical correction is suitable for different types of deviations that are not so much pathological in nature as formed during improper influence in the circumstances of an unfavorable social environment. Such deviations may include certain character flaws caused by deformity of the worldview and underdevelopment of the emotional-volitional sphere.

Deformity of the worldview manifests itself in certain defects that have a bright degree of severity. These include social ignorance, indifference, social infantilism, nihilism, cynicism, etc. Social ignorance consists in a lack of awareness necessary for normal functioning in society. Bearers of social ignorance hardly understand social relations and processes; they lack a clearly defined social position. Social indifference is expressed in contemplative indifference and passivity in situations requiring expression of a personal attitude to ongoing social events and phenomena; it is characterized by adherence to the fatalistic cliché "if it is destined, it will come true" and distrust in person's possibilities and abilities to change unfavorable circumstances of life. They rely on luck in their pursue of goals.

Social infantilism manifests itself in the gap between biological and socio-cultural development, in which the convict, on the one hand, claims to possess certain rights and freedoms inherent in an adult, and on the other hand, refuses to recognize the need to comply with the status of an adult in matters of fulfilling established duties. Social nihilism is expressed in the denial of social norms in general, which includes disdain for social values, traditional ideals, social structure, social institutions, etc. Social cynicism is characterized by the demonstrativeness in expressing a disdainful attitude towards generally ac-

cepted norms of morality and law; orientation towards the “any means are good” attitude, which does not exclude violation of criminal law norms.

Underdevelopment of the emotional-volitional sphere is manifested, first of all, in emotional tension, which includes a set of experiences that reduce the emotional background and motivational sphere of a person. This condition is often accompanied by a feeling of helplessness and person’s own uselessness in certain life circumstances; it can lead to aggressiveness and misanthropy [46].

In pedagogical practice, overcoming these defects is associated with pedagogical correction focused on displacing certain personal defects while simultaneously developing personal qualities in the convict that contribute to increasing his/her own self-esteem. The main general pedagogical method of correction is to create a correctional and developmental environment where convicts can realize themselves, while the result of correction is to “even out” convicts as individuals. Those engaged in pedagogical correction programs can “even out”, that is, become the same as non-convicted, law-abiding people [18, p. 203].

A correctional and developmental environment includes a certain list of elements that determine activities of educators and convicts aimed at displacing certain personal defects. It is a complex, systemic, variable, changing mechanism of continuous pedagogical assistance to people with developmental disabilities, acquiring social competence in special classes and constructive communication, formation of mobility and social activity. The basis of a correctional and developmental environment in a correctional institution is formed by basic correctional programs and interaction with external social institutions.

Specific features of a correctional and developmental environment are the following: activation of the convicts’ desire to become law-abiding, like people around them; displacement of criminal ideals and values; awakening of emotional experiences about universal phenomena and facts; preparation of convicts to overcome psychological barriers that prevent productive existence in the social space.

Successful solution of pedagogical tasks to resocialization of convicts is largely determined by the functioning of the educational system. Having introduced this terminological construct into the scientific circulation of penitentiary pedagogy, M.P. Sturova defined the educational system of a correctional institution as “direct and indirect educational relations and connections of elements that make up and form integrity, including both spiritual and subject-practical activities of the educated and educators, designed to ensure a positive change of convicts” [41, p. 10].

Developing M.P. Sturova’s scientific views on the structure of the correctional institution’s educational system, S.A. Vetoshkin included the following components: target, indicating the goal, the entire pedagogical process strives to achieve; content, reflecting a variety of pedagogical tools, principles and methods used; activity, ensuring educator-student interaction, organization and forms of this interaction, as well as principles to manage the educational process; result, helping evaluate effectiveness of the current system. The scientist notes that the listed components allow only in general terms to schematically create an algorithm for practical activities to correct convicts; the problem lies in “concretizing these components, filling them with content that allows organizing an effective correction system” [5]. Since the penitentiary educational system functions in specific conditions, such as closeness of a correctional institution, strict regulation of educational work, high concentration of persons with a variety of pronounced deviations, it differs significantly from other educational systems. The main difference between the educational system of a correctional institution, in our opinion, lies in designating the vector of its development, which should be aimed at creating a correctional and developmental environment.

There is a close relationship between key terms of penitentiary pedagogy. It consists in the fact that the content of the term “correction” details the criminal punishment execution purpose and, thus, specifies key directions of re-education of convicts as an important factor in their re-socialization. In turn, the effectiveness of resocialization of

convicts is largely determined by the development vector of the correctional facility educational system.

A significant form of penitentiary and pedagogical knowledge is the regularities that make it possible to understand the nature of pedagogical reality, find true foundations of pedagogical activity, and discover stable recurring connections operating in it. The connections recorded in the patterns always have a causal character. These are, for example, links between the pedagogical methods used in the correctional process and the results obtained; the degree of complexity of pedagogical requirements and the quality of their assimilation by convicts; the system of pedagogical means and the time and effort spent by educators on achieving certain results, etc. In penitentiary pedagogy, patterns mainly show connections between specially created or already existing circumstances and the results achieved by correction of the convicted person. The importance of regularities lies in the fact that they define guidelines that allow ensuring the effectiveness of the correctional process in accordance with certain foundations.

An absolute requirement for a research scientist who identifies a particular pattern is the presence of a sufficient level of proficiency to conceptualize everyday reality in certain connections. Presentation of a new pattern is based on the results of research work, which must be approved and accepted by the pedagogical community. This provision also applies to laws of penitentiary pedagogy, which are subject not only to identification and description, but also to theoretical justification and confirmation with the help of empirical methods. The basic criterion to measure the pattern effectiveness is its reproducibility in the same type of situations, that is, manifestation in the pedagogical activity of any correctional institution employee; mandatory; and independence from individual abilities and characteristics of participants in the correctional process (except in cases when certain abilities and features are included in the described pattern as a special object).

A descriptive format that provides verbal presentation of information about non-ran-

dom dependencies between phenomena or processes is considered sufficient to represent a pattern in penitentiary pedagogy. Rigid mathematical confirmation in relation to laws of this branch of science is not imperative in view of the complexity and versatility of phenomena of penitentiary and pedagogical reality, significantly narrowing the possibilities of quantitative confirmation. In this regard, it is worth considering V.V. Krayevskii's statement that the use of quantitative methods in pedagogy "is limited by the specifics of the humanitarian sphere of scientific knowledge, which in many cases makes the complete quantitative certainty of the results obtained unattainable" [22, p. 244]. Developing this position, V.V. Krayevskii pays special attention to the application of a qualitative approach, according to which regularity is confirmed by generalizing ideas from the collected empirical data, and organization of the data is aimed at obtaining a holistic picture [22, p. 245]. He emphasizes the need to achieve a balance between mathematical and qualitative approaches in proving patterns.

The correctional process in penitentiary institutions correlates, first of all, with general pedagogical laws. Repeatedly justifying and defending this point of view, A.S. Makarenko notes that "education should be guided by one system of laws", regardless of whether it is carried out in relation to "good" people or offenders [27, p. 12]. At the same time, the patterns reflecting the most stable tendencies of education as a social phenomenon are refracted through the prism of the specifics of the pedagogical process in correctional institutions and acquire a specific content determined by specific research objectives. Therefore, for penitentiary pedagogy, both general pedagogical patterns and patterns related to its own sphere are important.

In penitentiary pedagogy, a number of authors have presented formulations of certain patterns stating conditions and circumstances to achieve stable success of the correctional process. Following the strict scientific requirement imposed on the regularity, we will consider a group of regularities, theoretically proven and confirmed with the help of quantitative and qualitative methods in the dissertation research of the Doctor of Sci-

ences (Pedagogy) S.A. Vetoshkin. He identified and scientifically substantiated the following patterns: 1) a pattern confirming the dependence of successful correction of convicts on pedagogical factors: proficiency level of penitentiary staff, availability of material resources designed to ensure the educational process (interest groups, clubs, etc.); 2) a pattern reflecting the conditionality of the correctional process effectiveness by the degree of the penitentiary institution closeness (prevention of the penetration of alcoholic beverages, drugs, prohibited items, and the spread of negative information, as well as occurrence of conflict situations, etc.); 3) a pattern that fixes the dependence of results of educational work with convicts on correctional facility employees' capabilities and desire to organize effective pedagogical activities. If such activity is neglected, then, according to S.A. Vetoshkin, the reverse process occurs: convicts negatively affect employees by imposing their own rules of behavior, slang words and habits [6]. In this article, we leave open a list of patterns significant for penitentiary pedagogy, limiting ourselves to the one, scientifically proved.

Regularities of the correctional process course create a certain system of connections, the practical implementation of which should contribute to its success. This, in turn, makes it possible to determine basic and specific principles that are important for solving theoretical and practical problems of penitentiary pedagogy. The principles are designed to succinctly express basic conceptual ideas on the basis of which the communication of all subjects of pedagogical interaction unfolds and the complex of its components functions: forms, content, methods and techniques. The correctional process requires, first of all, implementation of general pedagogical principles recognized today in the pedagogical community: expediency and purposefulness, unity of consciousness and behavior, combination of pedagogical leadership with initiative and self-activity of the educated, pedagogical optimism, differentiation and integration, complexity, continuity, cultural conformity, combination of demands with a humane attitude towards convicts; reliance on their positive quality; taking into account

the age and individual characteristics of the convicted person, etc.

Along with the above general pedagogical principles, the correctional process, having its own characteristics, needs implementation of special principles. There are also different approaches to defining principles in penitentiary pedagogy. Some authors have achieved real undeniable results in correction of offenders; A.S. Makarenko occupies a special place among them. A careful reading and analysis of his article "Methods of organizing the educational process" suggests that A.S. Makarenko's pedagogical system is based on the following interrelated principles: students' inclusion in work, the type and content of which is determined by their own choice, so that "everyone can find something to their liking"; organization of real self-government; ensuring mutual responsibility; provision of discipline and the "correct" regime; organization of a pedagogical center, where a "teacher-head should always communicate, without waiting for special meetings" and without "special subordination"; encouraging the team to be attentive to the newly arrived, whose admission procedure "should be thought out and prepared by the authorities, teaching staff and the council of commanders in all the details and to the end"; organization of cultural work based on the functioning of circles and club organizations visited voluntarily with the right to leave "at any time", etc. [27, pp. 267–329].

S.A. Vetoshkin singles out crucial principles of pedagogical organization of the correctional process in modern penitentiary institutions, such as functioning of a single team (employees and convicts); adequate response of the administration to convicts' actions; expanded stimulation of convicts' behavior [5]. Modern scientific research substantiates special principles concerning certain aspects of educational work with convicts, including moral education, re-socialization, etc. For example, L.V. Kovtunenکو was the first to identify principles of resocialization of juvenile convicts in the pedagogical environment, such as variability (creation of variable zones of the pedagogical environment; variations in the choice of forms, methods, means to meet convicts' needs and interests) and co-development of

the pedagogical environment and the juvenile convict (relationship, interdependence of the development of juvenile convicts and pedagogical environment) [20, p. 10]. Legal re-socialization of juvenile convicts includes the following principles: actualization of convicts' penitence, formation of anti-criminal stability, enrichment of subjective legal experience, constructive response to the achievements of legal re-socialization, stimulation of self-development, social adequacy, and dialogue interaction [29, p. 188]. E.V. Zautorova substantiates principles of moral and aesthetic education of convicts, attributing to them a personally significant dominant, accessibility of perception of works of art, activation of empathy in the process of familiarization with art, actualization of the situation on the basis of artistic material, aestheticization of the environment of the institution through the inclusion of convicts in artistic and creative activity and reflexivity [15, p.17].

The variability of approaches in the approval of certain groups of principles is caused by the multidimensional nature of the tasks being solved in the field of penitentiary pedagogy. The variety of research directions determines emergence of new principles, with the help of which penitentiary pedagogy appears not only as a research field of knowledge, but also as a sphere that transforms correctional reality, designating the direction of penitentiary and pedagogical activity, prescribing certain guidelines, with which correctional officers should correlate organization of the process of re-education of convicts and search for ways to optimize it. It should be borne in mind that a requirement can be accepted as a principle, if it is based on a confirmed pattern and does not depend on situational circumstances. While a pattern is confirmed in the course of the study of penitentiary and pedagogical reality, principles, being regulatory prescriptions, are proposed as derivatives of a certain pattern, that is, they act as an imperative adequate to a particular pattern. The principle effectiveness is largely determined by its correlation with positive pedagogical experience, both past and present; with orientation to the penal policy trends existing at a certain historical stage and the general state of penitentiary reality.

To concretize the ways to solve problems of re-education of convicts and detail pedagogical actions accompanying the correctional process, such a form of knowledge as a pedagogical condition is used. Pedagogical conditions are external circumstances, factors that have a significant impact on the course of the pedagogical process, to some extent consciously constructed by the educator, assuming, but not guaranteeing a certain result of the process [4, p. 112]. The following groups of pedagogical conditions are established in penitentiary pedagogy: organizational and pedagogical, whose main function is to manage the procedural aspect of the pedagogical system; psychological and pedagogical conditions aimed at organizing such measures of pedagogical interaction that affect the personal aspect of the pedagogical system; socio-pedagogical conditions integrating social (household, labor, leisure, valeological, post-penitentiary) and pedagogical (legal, educational, social) factors of successful educational work [6, p. 7].

The analysis of texts of more than 50 doctoral and candidate dissertations devoted to problems of penitentiary pedagogy show that in most of them pedagogical conditions are fixed as significant circumstances in solving the tasks set. A number of authors, including S.A. Vetoshkin [6], I.D. Zharkov [13], S.Yu. Zhidko [14], S.I. Zlobin [16], L.V. Kovtunenko [21], M.N. Panchenko [30], devoted their dissertations to identification and justification of certain pedagogical conditions against the background of identification of external factors that significantly affect the process to form a particular phenomenon under study.

Pedagogical models are other significant forms of penitentiary and pedagogical knowledge. They are "artificially created objects in the form of schemes, physical structures, sign forms, or formulas, which, being similar to the object under study, or phenomenon, display and reproduce in a simpler form the structure, properties, relationships between elements of this object" [12, p. 22]. The modeling method allows us to create and reproduce a model using logical constructions in a generalized form, that is, an analogue reflecting the structure, properties, relationships and relations between elements of the phenomenon

under study (V.V. Kraevskii, V.M. Monakhov, and others). Pedagogical modeling gives completeness and representativeness to the object under study. It has the ability to develop a holistic view of the content and final results of a particular pedagogical process. V.S. Il'in and V.M. Monakhov call basic requirements for the model: it should reflect the integrity of the process or phenomenon; give a description of the conditions and means of its flow; be structurally constructed [17, p. 13–14; 28, p. 75–89]. Pedagogical models are assigned, first of all, informative functions, namely, illustrative, translational, explanatory, predictive [12, pp. 446–447].

A.N. Dakhin suggests the following classification of models, referring to their main types: predictive, designed for optimal allocation of resources and concretization of goals; conceptual, based on the information base and the action program; tool, acting as a tool for performing and teaching educators to operate with pedagogical tools; monitoring, used to provide feedback and create ways to adjust probabilistic deviations from expected results; reflexive, aimed at developing operational pedagogical measures in adverse situations [12, p. 12–15].

In penitentiary pedagogy, special attention has recently been paid to modeling due to the increase in the theoretical and practical levels of development of penitentiary science in general. The theoretical aspect is connected with idealization, with the help of which a clear designation of the components of the simulated objects is carried out, and the practical one is connected with experimental verification of logical conclusions.

Penitentiary pedagogy, being a means of pedagogical reflection on the correctional process, primarily develops in accordance with public requests for applied research focused on solving specific tasks. As one of the examples of a pedagogical model, the model of an educational center created in line with the reform of the penal system can be attributed. This model includes targeted, methodological and content components, which together are designed to ensure continuity and consistency of social, psychological and educational work with minors from the moment of

their detention to the moment of release, and create a holistic effective system of preparing convicts for release, etc. [35, p. 29].

The study of doctoral dissertations determining development of penitentiary pedagogy at the present stage allows us to state that almost each of them presents models of the studied pedagogical processes and phenomena. Such models do not only describe penitentiary and pedagogical reality, but also highlight essential components, stages and interrelations between them. There are the following pedagogical models: the prognostic socio-pedagogical model to modernize a correctional institution (N.S. Fomin, 2005) [45], the model of educational process humanization in penitentiary institutions (A.G. Slomchinskii, 2009) [39], the model for designing education at a university in a correctional institution (N.Yu. Volova, 2011) [10], the conceptual and methodological model of the pedagogical gender system for forming spiritual and moral values of juvenile convicts (A.V. Vilкова, 2016) [7], etc.

Key forms of penitentiary and pedagogical knowledge *include pedagogical concepts*, which are complex purposeful, dynamic systems of fundamental knowledge about pedagogical phenomena, fully and comprehensively revealing their essence and content. One of the fundamental concepts that determine priority areas of research in the field of penitentiary pedagogy at different stages of its development is the Concept of educational work with convicts in the conditions of reforming the penal system (2000), the Concept for the development of the penal system of the Russian Federation up to 2020 (2010), the Concept for the development of the penal system of the Russian Federation for the period up to 2030, etc.

It can be stated that in modern doctoral dissertations of penitentiary orientation, pedagogical concepts are presented, including research ideas in the form of a certain theoretical structure with an inherent clearly expressed orientation and logical structure. A number of dissertations in the very names of the topics contain the word “concept”, offering a complex of scientific knowledge about the object under study, designed in a special way. We can mention the following

examples: the concept for forming spiritual and moral values of female juvenile convicts (A.V. VilkoVA) [7], the concept for social support of convicts in a correctional institution (V.V. Vinogradov) [8], the concept for resocialization of juvenile convicts in the pedagogical environment of a juvenile correctional facility (L.V. KovtunenKO) [20], etc.

The leading role in the hierarchical structure of penitentiary and pedagogical knowledge belongs to theories that contain a set of proven provisions and reveal the essence and interrelationships of various pedagogical properties, processes and phenomena. In most cases, presentations of newly proposed pedagogical theories are accompanied by the consideration of a special set of interrelated terms, patterns, principles and models that allow us to accurately, holistically, deeply and consistently illuminate and explain significant fragments of pedagogical reality; it is these fragments that are subjects of various theories. The listed elements make up the minimum set of components required for any pedagogical theory. The variable part of the theory may include pedagogical conditions, methods, technologies and other means designed to improve pedagogical reality and solve emerging problems more productively.

At first glance, there is a lot in common between a concept and theory: both forms in terms of content should be consistent with the logic of the development of pedagogical science in general and the direction being studied, in particular; contain a sign of scientific novelty; be suitable for effective use in mass practice [48, p. 4]. At the same time, they are different forms of scientific knowledge. The key difference is that many concepts can be built on the basis of one theory, each of which is designed to concretize a certain side of the theory.

Development of the theory should not become an end in itself; any theory can be considered effective if "practice requires it and it is conditioned by practice"; "pedagogical theory is the theory of pedagogical practice" [22, p. 91]. Emergence of a new theory is determined by certain factors. According to V.V. Krayevskii, they are the change in trends in the development of society and the change

of ideological guidelines; the gap between goals and real results of the pedagogical process; the logic of the existing pedagogical theory development [22, pp. 91–92]. So, with regard to the penal system, it can be argued that the trend of 1990s to move away from rigid authoritarian schemes of re-education of convicts determined the public demand for theories that consider and construct significant phenomena of the correctional process in line with humanistic ideas. The theories of personality-oriented education of the cultural type by E.V. Bondarevskaya, educational systems by L.I. Novikova, cultural and historical pedagogy by E.A. Yamburg; educational triumph by B.S. Gershunskii; educational systems by L.I. Novikova, cultural and historical pedagogy by E.A. Yamburg; educational triumph by B.S. Gershunskii; the system-synergetic theory by N.M. Talanchuk, etc. are the most popular.

Having studied monographs and doctoral dissertations devoted to penitentiary and pedagogical problems, we can state that modern scientists make a significant contribution to enriching existing pedagogical theories with the penitentiary context. Thus, M.P. Sturova facilitated the development of L.I. Novikova's theory of educational systems [41]; V.M. Litvishkov expanded the theory of creating a children's team by A.S. Makarenko, taking into account the specifics of modern correctional institutions [24]; N.S. Fomin supplemented the theory of pedagogical support by O.S. Gazman [45], etc.

Conclusion

The article presents a list of key forms of scientific penitentiary and pedagogical knowledge, including pedagogical terms, patterns, principles, conditions, models, concepts and theories. Scientific forms of penitentiary and pedagogical knowledge are used primarily in the professional environment of scientists and correctional officers. They are the result of the formation of penitentiary pedagogy as an independent branch of science with its own strictly designated subject, developed methodology and generally accepted terminological apparatus. Scientific forms of penitentiary and pedagogical knowledge appear to be a certain structure created as a result of the activities of sever-

al generations of penitentiary scientists who have formed scientific traditions and schools. The proposed structure of the main forms of penitentiary and pedagogical knowledge is based on the analysis and generalization of data contained in sources of methodological information, and the considered forms make it possible to summarize existing information about penitentiary and pedagogical reality.

The presented list of forms is not exhaustive, is conditional and can be supplemented. Forms that are not traditionally considered as the main ones are left outside of this study; significant events, subjective author's judgments, conclusions, comments, etc. can be attributed to them. Naming and describing the presented forms, we were guided by well-established methodological approaches to

their selection, taking into account objectively existing relationships between them.

Expanding boundaries, as well as deepening and changing meanings of penitentiary and pedagogical knowledge can occur as a result of new scientific research, organization of polemics, discussions, etc. Scientific community's approval and acceptance of the information contained in this knowledge is a universal indicator of the truth of penitentiary and pedagogical knowledge, regardless of its form. The aspects considered in the article allowed us to identify a new problem field of research, which focuses on its continuation in the aspect of description, justification and structural representation of not only the main, but also secondary forms of penitentiary and pedagogical knowledge, as well as a more systematic and detailed description of each type.

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Received August 8, 2022

