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Current State and Promising Directions of Professional and Pedagogical Training of the Penal System Employees to Work with Juvenile Offenders

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Abstract

Introduction. The current stage of society's development is associated with the actualization of the problem of professional and pedagogical training of specialists to work with juvenile offenders. More and more attention is paid to the procedure for selecting candidates for service in penitentiary institutions where this category of citizens is held, service conditions, and the system for improving and maintaining employees' professional and pedagogical competence. *Purpose:* to study the current state of professional and pedagogical training of employees of the penitentiary system to work with juvenile offenders. *Methods:* when studying the current state of professional and pedagogical training of employees to work with juvenile offenders, the authors apply methods of theoretical research (analytical, axiomatic, formalization, etc.) and empirical ones (observation, conversation, comparison, questionnaire, interpretation, etc.). *Results:* the current state of professional and pedagogical training of employees to work with juvenile offenders (training in the course of official activity, professional retraining, advanced training) is determined, problematic issues and promising development areas are highlighted; the experience of interaction between territorial bodies of the Federal Penitentiary Service of Russia and third-party educational organizations is described. *Conclusion:* professional and pedagogical on-the-job and off-duty training of employees of the penal system to work with juvenile offenders is carried out nowadays. In juvenile correctional facilities and pre-trial detention centers, classes are organized as part of official training to improve their professional and pedagogical competence. In juvenile correctional facilities of the Federal Penitentiary Service of Russia, advanced training and professional retraining programs are implemented, including topics (sections, paragraphs, etc.) reflect-

ing certain aspects of working with minors. In a number of territorial bodies of the Federal Penitentiary Service of Russia, contracts are concluded with third-party educational organizations. At the same time, despite its relevance, the topic of professional and pedagogical training of employees of the penitentiary system to work with juvenile offenders is currently insufficiently studied. Within the framework of the research presented in the article, the main problematic issues related, first of all, to the organization, consistency and purposefulness of the learning process are identified.

Keywords: vocational and pedagogical training; juvenile offenders; suspects, accused and convicted persons; programs of additional professional education; pre-trial detention center; juvenile correctional facility; penal system.

5.8.1. General pedagogy, history of pedagogy and education.

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Introduction

Service in the penal system, especially in institutions where juvenile suspected, accused and convicted persons are held, places high demands on personal and professional qualities of employees. When working with minors, an employee should not only establish psychological contact with them, resolve conflict situations, but also contribute to their correction and resocialization. One of the conditions for achieving the tasks set before the penal system is a high level of development of professional and pedagogical competence of employees of juvenile correctional facilities and pre-trial detention centers, compliance of their professional and personal qualities with their position.

Paragraph 2.11. of the Minutes of the Meeting with the Director of the Federal Penitentiary Service of Russia No. 4 of December 9, 2015 stipulates that when appointing (moving) employees to positions in the juvenile correctional facility, it is necessary to conduct psychodiagnostic examinations in order to identify individual characteristics that allow successful interaction with the minor suspected, accused and convicted. This instruction also applies to the management of institutions.

At the same time, a juvenile correctional facility is not the only institution of the penal system in which juvenile offenders are held. Thus, the specified category of persons can

be held in a pre-trial detention center according to a court decision. A pre-trial detention center is an institution where a minor faces prolonged isolation from society for the first time, which, of course, entails a break in the usual circle of communication, forced distancing from his/her relatives, friends, and acquaintances. This circumstance can have a significant impact not only on his/her mental state [1], but also on his/her socio-psychological adaptation [2]. Given this circumstance, one should not underestimate the role of this institution in influencing results of correction and resocialization of the convicted person.

The analysis of modern research on the problem under consideration shows that there are significant differences between minors held in detention centers and juvenile correctional facilities. First of all, this difference concerns minors' adoption of criminal norms and values. Thus, according to the study [3], the level of acceptance of criminal norms and values among minors in pre-trial detention centers is higher than among those serving sentences in juvenile correctional facilities. Many convicts, despite their young age, have early criminal experience and anti-social orientation. Every ninth teenager is intoxicated when committing a crime [4].

According to V.N. Andreev, A.D. Glotochkin, D.V. Sochivko, A.I. Ushatnikov, it is in the

pre-trial detention center where a teenager understands his/her new legal status and consequences of the crime he/she has committed and rethinks values, etc.

E.V. Motova notes that minors in places of deprivation of liberty are characterized by increased anxiety, defectiveness of the value system, especially in the field of goals and meaning of life [5].

I.S. Ganishina and A.V. Vetra highlight that minors in custody are characterized by demonstrativeness of behavior, inability to assess their behavior, brusqueness, cynicism, egocentrism, superficiality in contacts, impulsivity, disregard for moral and ethical values, aggressive reactions, reduced guilt, emotional immaturity, conflict, propensity to physical and verbal aggression, increased conceit, etc. [6].

The results of another scientific study show that many juvenile offenders may have difficulties with self-control of emotional state and behavioral reactions, be embittered and vindictive, as well as show other negative qualities [7].

These circumstances impose additional responsibility on employees, primarily related to the psychological and pedagogical support of this category of citizens.

According to E.V. Zautorova, if a correctional institution employee has a positive attitude to the process of education and shows personal readiness for its implementation, professionalism and competence in this area, then he/she will certainly enthrall minors, thus ensuring effective organization of this process [8].

It should be noted that employees are a pattern of strict compliance with the rule of law and moral requirements for juvenile offenders to follow. An employee without appropriate qualities and competence cannot organize effective work on the education of juvenile offenders. Moreover, in case an employee does not comply with moral norms, but demand their observance from minors, it undermines the very essence of educational work, as well as reduces the authority and importance of the employee in the eyes of pupils.

According to E.V. Zautorova and N.G. Sobolev, the penal system employees fulfil the

following tasks in their work with juvenile offenders:

- to form a socially-oriented approach to life phenomena;
- to change their worldview;
- to stimulate the need and desire for activity;
- to organize specific types of activities, achieving a dialectical combination of consciousness and activity to change and develop the personality of a teenager [9].

Considering the role of employees of juvenile correctional facilities and detention centers in the lives of juvenile offenders, A.I. Savel'ev and A.A. Urusov note that if penitentiary institutions have not achieved or have low positive results in changing negative traits and behavior of adolescents, then the probability of repeated crimes commission increases [10]. To prove the stated above, we present the data of the research conducted on the basis of the Research Institute of the Federal Penitentiary Service of Russia, focused on repeat crimes of juvenile suspects, accused and convicted persons [11].

The study involved convicts who repeatedly served their sentences in places of deprivation of liberty, previously convicted at a minor age and served their sentences in juvenile correctional facilities. The sample consisted of 1,159 convicts released from juvenile correctional facilities no more than 10 years ago. According to the data obtained, with a simultaneous decrease in the number of articles for crimes against property and crimes against public safety among these convicts, there was an increase in the number of articles for crimes against the person, against health and public morality, against sexual inviolability and sexual freedom of the individual. In other words, adult convicts previously served their sentences in juvenile correctional facilities are more likely to recommit serious and especially serious crimes, for which they subsequently serve their sentences already in correctional institutions.

Penitentiary scientists (A.A. Andreev, A.V. Vilkov, F.I. Kevlya, L.V. Kovtunenkov, T.V. Kirillova, S.V. Kulakova, etc.) recognize fundamental differences in the work with mi-

nors from the one with other categories of the suspected, accused and convicted. The main purpose of professional and pedagogical training of the penal institution staff to work with juvenile offenders is to provide them with the basics of psychological and pedagogical knowledge and skills necessary for the organization of effective educational work with this category and promote the development of their pedagogical thinking.

Methods

To identify the current state of professional and pedagogical training of the penal institution staff in working with juvenile offenders, methods of theoretical and empirical research are used. The theoretical methods applied are analysis, comparison, generalization and systematization of currently available data (scientific literature, research, etc.) on the research problem, while the empirical ones – questionnaires, observation, conversation, analysis of regulatory documents on the research topic, as well as analysis of activities conducted by employees of various departments and services presented in journals of individual educational work with minor suspects, accused and convicted persons). In addition, the study includes the authors' personal experience in working with employees of the penal system and minor suspects, accused and convicted persons.

Results and discussion

The work presents data provided by 19 territorial bodies of the Federal Penitentiary Service of Russia, as well as 10 educational organizations of the Federal Penitentiary Service of Russia (Vologda Institute of Law and Economics of the Federal Penitentiary Service of Russia, Far Eastern Interregional Training Center of the Federal Penitentiary Service of Russia, Kuzbass Institute of the Federal Penal Service of Russia, Tomsk Institute of Improvement of Professional Skills of Workers of FAEP of Russia, Saint-Petersburg University of the Federal Penitentiary Service, Academy of the FPS of Russia, Pskov Branch of the Academy of the FPS of Russia, Samara Law Institute of the Federal Penitentiary Service of Russia, Perm Institute of the Federal Penitentiary Service, Kirov IPKR of the FPS of Russia).

The study was conducted in 38 pre-trial detention centers, where juvenile suspected, accused and convicted persons are held, and in 11 juvenile correctional facilities. In total, 415 employees took part in the study: 83 of them were employees of the psychological laboratory, 83 – of the educational work department, 83 – of the operational department, 83 – of the regime and supervision / security department (hereinafter referred to as the regime department), 83 – of the duty service.

The author chose penitentiary institutions with regard to the Instruction of the Director of the Federal Penitentiary Service of Russia No. 01-63156 of December 23, 2014, stipulating that penal institutions, where minors are held, should organize the work as follows: employees of the psychological laboratory and educational work, operational and regime departments should guide minors in order to carry out a comprehensive impact on minors' personality.

At the same time, employees of the psychological laboratory are not included in the study, since most often it is they who carry out professional and pedagogical training of other institution employees involved in guiding juvenile offenders. We will consider results of the survey of employees of the educational, operational and regime departments, including the duty service (332 people).

Before proceeding to the description of the content of professional and pedagogical training of the penal institution staff to work with juvenile offenders, we will consider the level of their education.

According to the Instruction of the Director of the Federal Penitentiary Service of Russia No. 01-63156 of December 23, 2014, candidates from among persons with psychological and pedagogical education or possessing psychological and pedagogical knowledge are prioritized for positions providing the educational process with minor suspects, accused and convicted persons. However, as our research has shown, most employees of regime / security, operational, educational departments, duty shift have higher legal education (50.6%), 12.7% – higher economic, technical and other higher education, 11.7% –

higher pedagogical education, 9% – secondary full general education, 8.4% – secondary specialized vocational education (legal direction), 6.6% – secondary specialized vocational education (pedagogical direction), 2.1% has completed advanced training courses and professional retraining in pedagogy and psychology [12].

We will present results of the analysis for each department and service in more detail:

100% of the interviewed employees of the operational department has higher legal education (8.4% – higher pedagogical education, 3.6% – higher economic, technical or other higher education, 1.2% – higher psychological education).

Most employees of the regime department also have higher legal education (61.4%), 30.1% of the respondents – higher economic, technical and other higher education, 7.3% – higher pedagogical education, 2.4% – higher psychological education, 2.4% has completed advanced training courses and professional retraining in pedagogy and psychology.

All employees of the educational department have higher education (39.8% – higher legal education, 27.7% – higher pedagogical education, 16.9% – higher economic, technical or other higher education, 9.6% – higher psychological education, 6% has completed advanced training courses and vocational training in pedagogy and psychology).

Among the duty service employees, most employees have secondary full general education (36.1%), 32.5% – secondary special / vocational education (legal direction), 26.5% – secondary special / vocational education (pedagogical direction), 3.6% – higher pedagogical education, 1.2% – higher legal education.

As follows from the presented data, the majority of the penitentiary system employees involved in guiding juvenile offenders do not have psychological and pedagogical education and have not passed advanced training courses and professional retraining in this area of activity.

According to the results of the study of the most typical conflict situations arising between suspects, accused and convicted per-

sons and employees of penitentiary institutions conducted on the basis of the Research Institute of the Federal Penitentiary Service of Russia [13], officers with superficial psychological and pedagogical knowledge are more likely than other employees to appear in conflict situations with suspects, accused and convicted persons. If we consider the result obtained in relation to the positions held, then these are employees of operational and regime units.

Nowadays, in order to form professional and pedagogical readiness of employees of penitentiary institutions and bodies to work with juvenile offenders, their targeted professional training is organized. Training is carried out both out of work and on-the-job.

Training of juvenile correctional facility and pre-trial detention center employees in pedagogical support of juvenile offenders is carried out as part of official training. These classes are organized mainly by psychologists of psychological laboratories of institutions and include various areas of training, for example, increasing the conflictological and communicative competence of employees, awareness of issues of age pedagogy and psychology, training in basic forms and methods of psychological and pedagogical interaction with these persons, etc.

The study shows that most employees of regime, operational and educational departments (74.7%) believe that conducting these classes is a prerequisite for effective work with juvenile offenders. Moreover, 55.7% of them note that without this training it is quite problematic to effectively interact with this category of citizens.

Today, the regularity of these classes is often determined by psychologists of psychological laboratories of institutions independently. So, in some institutions they are held quarterly (the most frequent option for conducting classes), in some – monthly or once every six months or less.

It is important to find a favorable time to start conducting professional and pedagogical training. According to the study, most surveyed employees of educational, regime and operational departments believe that it should be started in advance, before the

appointment to a position involving interaction with minors. In addition, it is necessary to involve not only employees whose job responsibilities are directly related to minors, but also employees who perform duties of primary employees in case of their temporary absence (vacation, business trip, sick leave, etc.).

Special attention should be paid to the staff of duty shifts who take up daily duty and whose activity involves interaction with juvenile offenders, as well as their direct leadership (assistant on duty to the head of a correctional facility / pre-trial detention center, deputy assistant on duty to the head of a correctional facility / pre-trial detention center). The main feature of the service of these employees is their round-the-clock presence next to minors, even during those hours when most employees have already finished their working day. Many practitioners note that timely prevention of minors' destructive actions often depends on competence of the duty shift staff.

Thus, it is possible to distinguish the following categories of employees recommended to participate in classes aimed at the formation of professional and pedagogical readiness to work with minor suspects, accused and convicted:

- employees of the educational, regime and operational departments, whose activities are directly related to interaction with minor suspects, accused and convicted;
- employees of educational, regime and operational departments who perform duties of primary employees in case of their temporary absence e;
- duty shifts who take up daily duty and whose activity involves interaction with juvenile offenders, as well as their immediate heads.

When selecting employees for a position involving work with juvenile offenders, it is necessary to take into account employees' personal desire, as well as institution psychologists' recommendations.

The conducted research results show that the employees' personal desire to work in this direction is often neglected. Thus, a significant number of the surveyed employees

(47.0%) note that their desire to work with underage suspects, accused and convicted persons has not been considered before being appointed to the appropriate position. This trend is especially pronounced among employees of the pre-trial detention center (88.0% of the employees of pre-trial detention centers against 38.0% of the employees of juvenile correctional facilities).

Neglect of employees' personal desire to work with minors partially determines these employees' attitude to their position. So, according to the study, employees of pre-trial detention centers are dissatisfied with their position and want to have another equivalent position, not related to the work with adolescents, more often than employees of correctional facilities.

Undoubtedly, the employee's lack of desire to continue service in the position also affects his/her general desire to engage in this type of activity, satisfaction with the work functions performed, attitude to him/herself as a professional in this field, current psycho-emotional state, susceptibility to the development of such negative conditions as professional deformation and professional burnout [14].

Our earlier research aimed at identifying the level of professional burnout among pre-trial detention center employees dealing with various categories of the suspected, accused and convicted revealed that the highest rates of professional burnout were among employees engaged in the work with minors. They had high indicators in the following categories: "exhaustion", "depersonalization", "reduction of personal achievements" [14].

In the course of the study, we also identified problematic issues related to the organization and conduct of classes to form professional and pedagogical readiness in employees to work with minors. So, the most common problems are the following:

- a lack of sufficient working time to search and prepare material for classes;
- difficulties in organizing regular classes;
- insufficient amount of theoretical and practical material (textbooks on legal, pedagogical and psychological issues; reference and periodical literature; visual aids, etc.);

- insufficient motivation of employees themselves to participate in these classes;
- insufficient support for the organization and conduct of these classes on the part of administration, etc.

In addition, the quality and effectiveness of these classes can also be influenced by the staffing of staff positions in a particular institution.

Professional and pedagogical training of employees to work with juvenile delinquents is not limited only to service training within penitentiary institutions, but is reflected in the framework of additional professional education.

The analysis of the programs of additional vocational education implemented in educational organizations of the Federal Penitentiary Service of Russia in 2020–2021 shows that during this time 7 programs of additional vocational education (2 professional retraining programs, 5 advanced training programs) were implemented, in which there was a section (paragraph, topic, etc.) revealing various aspects of interaction with juvenile offenders. These programs had 18 relevant sections, while only 8 of them fully reflected the work with minors. In other cases, such work, not appearing in the title of the section, was considered in them as one of the subsections, or issues of one of the topics.

It should be noted that nowadays there is only one professional development program entirely aimed at training employees serving in institutions where juvenile offenders are held. It is “Concepts and legal bases for the application of restorative justice (mediation) programs to juvenile suspects, accused and convicted persons”).

In addition to the presented types of professional and pedagogical training of employees to work with juvenile offenders, some territorial bodies of the Federal Penitentiary Service of Russia have concluded contracts with third-party educational organizations of various types (general education, professional educational organizations, as well as higher education organizations, organizations of additional education, additional professional education, etc.).

Forms of classes by teachers of educational organizations, the number, and topics under consideration are different. However, it can be noted that issues of mediation and conflict-free communication are the most common topic studied within the framework of the concluded agreements, and study groups include mainly employees engaged in psychological, educational, less often social work. Such a choice of employees is quite natural, since, first, these departments more often contact with minors in the course of their official activities; second, it is employees of these departments who most often conduct classes with employees of other departments and services interacting with minors to improve their professional and pedagogical competence; third, conduct of such classes, trainings and meetings involving teachers of third-party organizations are provided for in Paragraph 2.7. of the Plan of key activities of the Federal Penitentiary Service of Russia up to 2027, held within the framework of the Decade of Childhood. At the same time, employees of these departments most often already have basic knowledge about fundamentals of age pedagogy and psychology, while for employees of operational and regime departments such training is more relevant and in demand due to the lack or insufficient development of relevant competencies.

Conclusion

At present, the relevance of the topic of professional and pedagogical training of penitentiary system employees in working with juvenile offenders in isolation circumstances is beyond doubt, since employees’ readiness to carry out this activity largely depends not only on the effectiveness of their work, attitude to their duties, motivation to continue service, but also on the effectiveness of influencing the personality of a teenager who finds him/herself in a difficult life situation. Every employee who interacts with a minor in penal institutions is, first of all, an educator who contributes to the correction and development of the personality of a teenager.

As part of professional and pedagogical training, classes are organized in penal institutions in the framework of service training. In addition, educational organizations of the

Federal Penitentiary Service of Russia implement professional development and retraining programs, which include topics (sections, paragraphs, etc.) reflecting certain aspects of working with minors.

Involvement of competent teachers of third-party educational organizations in the educational process is an important condition for the formation of professional and pedagogical readiness of employees of penitentiary institutions where juvenile offenders are held. Nowadays, some territorial bodies of the Federal Penitentiary Service of Russia have contracts with third-party educational organizations of various types (general education, professional educational organizations, as well as higher education organizations, organizations of additional education, additional vocational education, etc.).

At the same time, noting advantages, it is necessary to point out some drawbacks, primarily related to the organization, regularity and purposefulness of the learning process. Thus, in penal institutions, there is no certain circle of persons to undergo such training, no requirements for the form and regularity of these classes and topics necessary for mandatory study.

Topics studied in the framework of various types of vocational training are rather narrow. Most classes, including those implemented by teachers of third-party educational organizations, are aimed at increasing the conflictological competence of employees. Within the framework of these classes, the issues of mediation and conflict-free communication are studied, which, in our opinion, is not sufficient. It is necessary to expand the subject of classes, include topics that address psy-

chological and pedagogical characteristics of juvenile offenders, traditional and innovative methods and technologies of working with them, etc.

Participation of invited teachers of educational organizations is an important condition that contributes to the deeper professional and pedagogical training of employees in working with minors. However, employees without psychological and pedagogical education, interacting with minor suspects, accused and convicted should undergo such training. For example, employees of operational and regime departments, including employees of the duty service.

Special attention should be paid to the professional and psychological selection of employees standing in reserve for positions related to interaction with suspects, accused and convicted persons, taking into account their personal desire to work with this category of persons.

In conclusion, we would like to note that the circumstances presented in this article require a qualitatively different attitude to professional training of employees in working with minors, focusing on the psychological and pedagogical nature of their activities. We are convinced that any employee, regardless of their position, rank and work experience, involved in working with minors, makes a special contribution to their individual and personal development. However, at present, features of professional and pedagogical training of the penitentiary institution staff in working with minors remain insufficiently studied, which is reflected in the level of practical work with this category of persons.

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