

The Educational Staff of the Penitentiary in the Moral Correction and Education of Convicted Persons Types of Pedagogical Skills

Khotamov Shukrat Nasirovich

Republic of Uzbekistan

University of Public Security

Associate Professor of the "Social and Humanities" Department

Abstract: This article analyzes the types of pedagogical skills necessary for educators who are directly involved in the moral correction and education of convicts in penal institutions. Also, the specific features of the operation of penal institutions and the pedagogical requirements imposed on the employee of the penal institution based on these characteristics are highlighted.

Key words and concepts: pedagogic worker of a penal institution, expressive abilities, moral correction of convicts, professional training, pedagogical-psychological training, professional competence, level of knowledge, internal culture, behavior culture, self-education.

Moral correction and education of convicts in penal institutions is carried out by the pedagogical team of the institution, as well as all employees of the penal institution. Therefore, these employees should have special training. S.V. Poznishev drew attention to this issue and said that a hundred years ago, there should be a special educational institution that trains employees for penal institutions. B.S.Utevsky also paid attention to this issue and proposed to open departments for training employees for middle and junior posts of penal institutions and higher courses for senior management positions in schools under the People's Commissariat of Internal Affairs. He developed his views and proposed to establish a special educational institution for the purpose of development and improvement of the professional training of employees for the penitentiary system and to open different departments based on the positions of the trainees. B.S. Utevskiy was a supporter of penitentiary system employees receiving legal information in absentia.

But for many years there was a lack of personnel in the penitentiary system. For this reason, for a certain period of time, active prisoners were involved in the process of working with other prisoners.

An educator with pedagogical skills: can lead a team, educate the team and each of its members; can listen to others, can force himself to listen; worldview will be broad; has communicative skills; As long as he can be observant and empathetic.

That is why talented pedagogues can listen to prisoners and find a way to their hearts.

There will never be a break in the educational activities of the educators of competent penal institutions. It follows the principle that there will never be any trifles in the educational activities of educators. The possibilities of a competent pedagogue are very wide. Because a pedagogue remains a pedagogue everywhere, whether at work, at home or on the street. That is why the founders of labor ethics pedagogy, B.Utevsky and E.G.Shirvindt put forward the opinion that every pedagogue in labor-ethics correctional colonies must be a "pedagogue-psychologist". Life shows that people who studied with excellent grades in educational institutions can become average educators, and a person who studied with satisfactory grades can successfully engage in pedagogical activities in a penal institution.

In the course of our research, we identified the following types of pedagogical skills of employees of penal institutions:

1. Organizational skills in penal institutions. The organizational skills of the educator are manifested in his ability to properly organize his activities, educational work with prisoners, their educational processes, conducting various activities.

2. Constructive abilities of educators of penal institutions, which are considered a condition for the successful formation of a community of convicts. A good teacher can foresee the results of his activities and the actions of prisoners in different situations. These skills help the educator to make the right decision.

3. Didactic abilities of staff of penal institutions. During his work, the educator of penal institutions has to conduct lectures, lectures, interviews with prisoners and other activities in penal institutions. These skills help deliver the material to inmates in an understandable manner and prevent laziness and laziness in training.

4. Expressive abilities of educators of penal institutions. These abilities are manifested in the ability of educators of penal institutions to effectively show their thoughts, knowledge, beliefs, and feelings with the help of speech and facial expressions. The educator should color his speech with humor - humor, but not always.

5. Execution of punishment is institutional communicative skills in beekeepers. These skills help the educator to establish good relationships with the prisoners. The educator's openness to communication is clearly manifested in his pedagogical manners, in avoiding conflicts with prisoners, and in his ability to involve other persons in the educational work.

6. Special abilities of educators of penal institutions. These abilities are inextricably linked with the comprehensive improvement of the educator's pedagogical activity, development of his life, abilities in one or another field of activity. If the head of the group has skills in such areas as technology, sports, science, art, he will enrich pedagogical skills and expand his sphere of influence.

7. Educators of penal institutions must have the ability to be "suggestive" (from the Latin word "suggestion" - to influence), that is, to have an emotional-volitional influence in the process of education and training. "Suggestive ability" is manifested in setting tasks for convicted persons and achieving the fulfillment of these tasks. "Suggestive" abilities depend on some personal qualities of the educator: persistence, demandingness.

8. It is necessary for the employees of the penal institutions to be loving towards the students, to be able to enter their inner world and understand them, and to be patient. This is a very necessary skill for educators in correctional institutions. The success of the work of the educator, who conducts educational work with convicts, is that he can enter the inner world of the convict, understand his experiences and situation from his behavior, and be patient without losing his coolness in any situation.

As a result of our professional observation, it became clear that a comprehensive approach to the education of convicted persons is required in the penal institution. This requires in-depth and methodologically based and high-level psychological and pedagogical training from the staff of the penal institution. They operate on the basis of methodological documents developed in a uniform manner. These documents reflect the results of the educator's work, improvement of professional qualifications, formation of skills, abilities, and increasing interest in organizing educational work with prisoners.

The good knowledge of pedagogy and psychology of the employee of the penal institution provides a convenient opportunity to implement penitentiary methodical approaches in influencing the convicted person. It also allows for proper performance analysis in many cases.

Training, training and concentration of educational staff for penal institutions is an urgent problem. The professional activity of an employee in the conditions of deprivation of liberty imposes serious requirements not only on his knowledge in educational institutions, but also on his work with prisoners during his career, on the unique legal awareness of educational staff, and on his acquisition of pedagogical and psychological knowledge.

Correctional staff face a number of emergency situations. Most of the emergency situations, that is, suicides of educational staff, suicides under the influence of alcohol, cases of solving problems at work and in the family, are related to psychological and emotional instability, together with threats to life. For this reason, it is necessary to know in advance the emotional stability, will and their emotional views of the persons entering the work of the internal affairs bodies. It is necessary to decide their level of professional suitability, taking into account the recommendations of psychologists.

One of the most important qualities is the professional pedagogical and psychological training of educational staff in the moral correction of convicts. Every employee in the penitentiary system is required to be an educator, pedagogue. Pedagogical ability does not arise in educators by itself. Pedagogical education is not enough for him. Pedagogical ability is a long-term process that develops over years. "Ability is to mobilize a person's knowledge and ability to perform a task with his whole body."

In the course of our research, persons with pedagogic skills in penal institutions must first of all: a) be able to manage convicts, be able to listen to convicts and force themselves to be heard as well, have a broad worldview, possess communicative skills, especially be an observant employee who can understand the convict. we observed. We came to the above opinion in the process of talking with the convicts. Russian psychologist and scientist L.D. Stolyarenko believed that "capable pedagogues can listen to prisoners and find a way to their hearts."

During our direct conversations with the educational staff, 28 out of 32 head educators said that the potential of talented pedagogues knows no bounds, the penitentiary system they said that their pedagogues will remain pedagogues both at work and on the street. As a confirmation of our opinion, the opinion of the founders of labor correctional pedagogy B.S. Utevsky and E.G. Shirvindt that every pedagogue must be a pedagogue psychologist in labor correctional colonies is very reasonable.

After our conversation and question-and-answer sessions with the heads of the department in the penal institutions, we tried to roughly divide the pedagogues with pedagogical skills into the following types. These are: prospective pedagogues; constructive abilities; didactic skills; expressive abilities; communicative skills; educators with special abilities. Drawing 1.



Figure 1.1. Types of qualified pedagogues

Prospective pedagogues can get into the inner world of a convicted person, understand his experiences and condition, behavior of a convicted person, see positive qualities and use them to the maximum in the correction process.

Educators with constructive ability can see the results of their professional activity in the behavior of convicted persons in various situations. These results will help educators with constructive skills to make the right decisions.

Educators with didactic skills serve to conduct lectures, presentations, conversations with prisoners and other activities for educators of penal institutions. These skills help convicts to deliver lectures, documents in an understandable way, and overcome laziness in training.

When educating convicted persons, educators should focus on the most important aspects of the convicted person, for example, the convicted person's age, life experience, profession,

nationality, and most importantly, the degree of seriousness of the crime committed, it is important to work with them and resocialize them. earns.

It should be noted that during our conversation, we learned that it is necessary to study the complex psychological aspects of self-education of convicts by educators and to educate these aspects. Penitentiary psychology studies not only the psychology of individual convicts, but also social psychological problems related to the execution of criminal punishment and moral correction of convicts. The functions of educators are studied not only from a pedagogical-psychological point of view, but also as an object of study in the science of criminology. The tools and methods of education, which are correctly chosen and used by educators, are instruments with their own weight in the education of convicts.

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