



Socio-psychological Specifics of Higher Education Design of Convicts in Prisons on the Basis of Information and Communication Technologies

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ABSTRACT

The announced relevance of this article consists of absence investigations on higher education design for prisoners with given the specificity of the prison society. At the same time higher education is a more actual factor of personal development, behavior correction and future socialization in the society. The purpose of this article consists of the process model of higher education design on the information and communication technologies basis for convicts during their stay in prisons with the specificity of the prison environment. The leading method of this research problem is the method of simulation based on the developed mechanisms of compensate for the imbalance of personal isolation and social communication of the convicts. It allows you to treat this problem as the deliberate and organized process of the personality development of the convicted person in the intellectual, professional and emotional spheres. In the article the structure of the model of higher education design for the prisoners on the information and communication technologies includes the target, organizational, procedural, methodological, the resulting components and the feedback block, the combination of which is aimed at the development of the personality of the convicted person during his stay in the prison and further socialization after the liberation. The materials of this article are practical value for the teachers, educators and lawyers in the organization of educational process in prisons.

Keywords: Penitential System, Prisoner, Information-Communicational Technologies of Education, Social Isolation

JEL Classifications: A23, I23, I26

1. INTRODUCTION

As you know, the imprisonment and the harsh conditions of serving punishment in the penitential system (PS) are a serious distress for the person (Alferov, 1993, 1994, 1995; Averkiev, 1973). Hostile environment, severe restrictions of activity, almost complete breakdown of basic social relations only contribute to the alienation from society. Practice of the penitential system shows that changing is of the identity of the offender by using methods of isolation and suppression is impossible (Foucault, 1999). On the contrary, in such circumstances, the person demonstrates antisocial tendencies. Criminal environment only pushes to it. Violence, as we know, begets violence. So punitive and restrictive measures will not promote re-socialization, rehabilitation and reformation of the person convicted, but also lead to the opposite effects of criminalization, social exclusion, and resentment of people. The

rehabilitation of the offender, and the management of socialization of the convicted, is in itself a highly complex problem. Social isolation and punitive measures in extreme conditions of correctional institutions repeatedly complicate this task. As revealed in the present research, this problem is not only connected with imperfect system of correction and rehabilitation, but also with the lack of serious scientific and methodological apparatus of the investigation, analysis and controls of this phenomenon.

Existing research (Bebenin, 2008; Litvishkov, 2004) devoted to apologetics of the current prison system and management of the prisoner s socialization in prisons, or “photography” and statements of fact of the PS life. However, many domestic and foreign scholars in their research point out that education is the most effective factor correction, re-education and socialization of the convicted. However, until now it is often said that education

of prisoners only leads to a large number of sophisticated crimes. Note that the statistics of the Federal penitentiary service under the Ministry of justice of the Russian Federation, indicates the opposite: The higher the level of intellectual development of the person, the less likely he committed the crime. However, the different levels, forms and technologies of education have different effects on the personality development of the individual. Especially brightly this difference manifests itself in prisons, due to the extreme conditions of vital activity of society of the criminal environment.

In the author's works (Volov, 2004; 2007; 2008; 2009) shows that higher education has a positive impact on all the forms of alienation of the personality of the convict. In connection with the above, the purpose of this study is to develop a process model design IN convicted on the basis of information technology while serving the sentence in the PS taking into account socio-psychological peculiarities of the environment of correctional institutions.

2. MATERIALS AND METHODS

2.1. Method of Investigation

As instrumental and methodological basis of research in addition to the traditional tools (questionnaire survey, mathematic statistics, observation) were used the developed innovative principles (Volov, 2007; 2009) are the principle of extremity research of innovations, principle of congruence of educational innovations, principle of the balance of personal isolation and social communication of person.

2.2. Experimental Basis of Investigation

The educational project on higher education of prisoners in prisons is realized in 33 prisons of Volga Federal District (Samara region, Uliynovsk region, Pensa region, Nizhny Novgorod region, Chuvashia, Mordovia and Bashkortostan) from 1998 to 2009 years.

This involved 402 prisoners (men) and 25 prisoners (women) who have received higher education on the distance education technologies (DET) basis and 417 prisoners who have not received it, 30 teachers and 47 officers of prisons.

3. RESULTS

The proposed process model includes a model of the mechanism of compensation of the imbalance of the personal isolation and social communication periods.

The process model includes the following blocks: I - Is assessment of level of normative-value characteristics of prisoners prior to the beginning of the educational process on the basis of DET. At this stage of the management process is necessary to obtain detailed information about the personality of the convicted person and environment of its location. In the assessment of personality includes:

(1) Criminal-legal assessment of the personality of the prisoners (the degree of seriousness of the offence, the article of the criminal

code); (2) medical and valeological status of the convicted person (age, presence of chronic diseases, including mental illness, etc.); (3) level of education; (4) professional skills; (5) level of intelligence; (6) a family status; (7) other socio-cultural and psychological characteristics (ethnicity, religion, sports, hobbies, etc.); (8) normative-value characteristics and the social installations of a convict before the start of training.

Unit II - Is the goal setting. The effectiveness of the management process of socialization of the convicted will be greatest if it will identify the mechanisms of socialization of a convict in prison and will be used by DET to obtain a higher education. The goals of management are aimed at solving the main task - The correction of the offender, his social adaptation in society after serving his sentence. Then it is determined the basic components of the theoretical and methodological apparatus of research on the effectiveness of control and experimental-technological base for the realization of management. Unit III management model - Is research problems that need to be addressed to achieve these goals. Unit IV - Is development of the program impact on the object of research is the re-socialization of the convicted person, which is consisted a system of measures for realization of positive impact on the prisoner. Unit V - Is implementation of impact on the personality of the convict (controlled object) through the organization of a special educational environment on the basis of DET in prison. Block VI is control changes in the normative-value characteristics of prisoners in the facility management during the implementation of the developed program impact. Unit VII - Is the feedback system that allows to realize the correction of objectives and tasks of the research with the misalignment of management results with the planned results.

As noted above, the proposed process model of the innovation mechanism of the prison socialization in prison, is descriptive. The management is informal: It consists of the creation of the specially organized educational environment, which triggers the mechanism of self-identity of the convicted leading to his correction, re-education and further social adaptation in the society. In our research, the term "educational environment" correlates with the process of the specially organized purposeful influence on the personality of the convict. In a local social environment (the criminal environment and the environment of the PS administration) of the penitentiary institution, relatively speaking, "grafted" specially organized local educational environment of higher educational institutions, have, in contrast to the traditional educational environment of the University, the following indicators: A higher proportion of independent work (without a traditional teacher, in the minds of the convicted person associated with a prison guard) modern technological systems of training, interaction with the teacher-technologist, which is a colleague in the educational process, helping to deal with the learning material. This system was made possible through the use of remote satellite telecommunications educational technology of Modern University for the Humanities.

Model of the mechanism of compensation of the imbalance of the personal isolation and social communication of the convicted person has a dual nature. On a conscious level by a specially

organized educational environment it occurs positive impact on standard-valuable sphere of the person convicted (a system of norms and values in society, the system of interaction with the social environment, the system of norms and rules of the prison) that simultaneously leads to the destruction of ties with the values of the criminal environment of the correctional institution. At the subconscious level through the creation of a virtual educational portal of freedom is occurred of compensation of the personal isolation and social communication imbalance, and thus through the dual influence of specially organized educational environment starts the mechanism of self-organization of the personality of the convicted, which ultimately should lead to a positive movement of personal growth, re-education and re-socialization of the prisoner.

In order to demonstrate more clearly and to position the results on the rehabilitation, adaptation and socialization of the personality of the convict while studying at the University, it is advisable to consider the possibility of using a vector-diagram method (Yasvin, 2001) on the development of personal and professional qualities of students while studying at the University (Figure 1).

In the past XX century career and personal growth, according to vector-diagram method of development of personal and professional qualities, may occur in I or II quadrant on the plane in the Cartesian coordinate system (activity-passivity, freedom-dependency). The era of globalization has revolutionized all spheres of society, and, in particular, in personal and career field. Therefore, it is possible to adjust a vector-diagram method (Yasvin, 2001) for the realities of the modern world: It transforms from flat into a three-dimensional space. There is a new virtual reality, information generated by the breakthrough of modern science and technology - The creation of powerful computer systems, the Internet, satellite television, etc. there is a new vector - Vector of the virtual freedom and dependence. We can positioned the vector of socialization, adaptation to the conditions of modern world and the development of the personality of the convicted person in the diagram of three-dimensional-vector space. This vector is in the space between the vector of “activity,” “virtual freedom” and the vector “dependence” in its ultimate sense (deprivation of liberty). Obviously that to enhance the process required a broad range

of legal, organizational, technological, and economic activities, reforming the prison system. Given the current economic and legal opportunities in Russia today, based on this model, it is possible to give specific recommendations for improving the effectiveness of the fight against criminalization of the society due to the management socialization of convicts in the framework of tertiary education in prison.

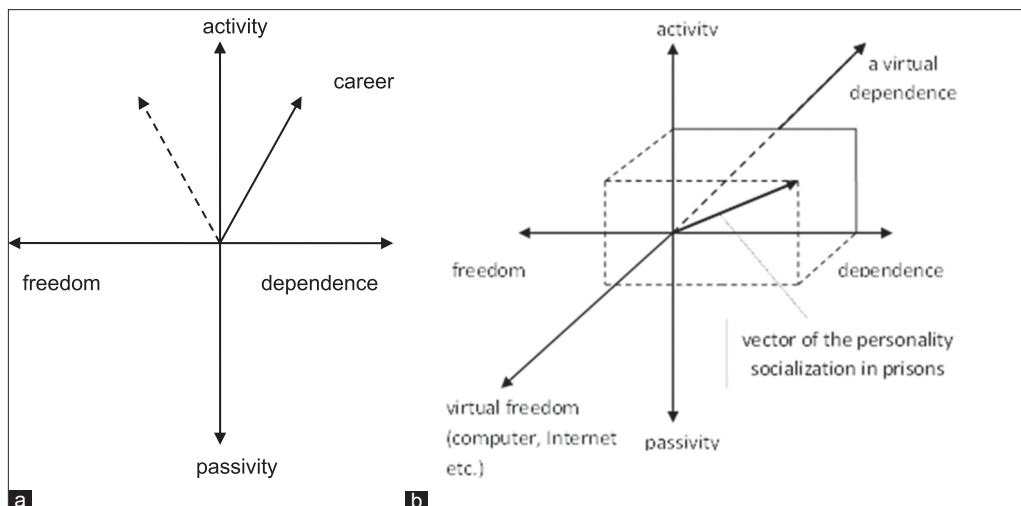
4. DISCUSSIONS

The need to use education to combat with crime is recognized in European countries (EPAI), although the projects of mass higher education there is not yet underway. This connects with the economic cost is largely due to the performance conditions of the correctional institutions. It is, above all, the greater limiting the movement of convicts and a smaller amount of free time than in the Russian PS. Special conditions of the Russian penitentiary system, positively distinguish it even among European systems, the PS is the first, the topographic organization of areas of opinion, including numerous territorial objects, the second, in connection with the possibility of movement along them of prisoners (Volov and Volov, 2007).

However, the educational experience of the projects shows that the brutal conditions of isolation with regime restrictions, effect on the process of education of prisoners, making it unproductive, and sometimes impossible to achieve the major educational objectives. So, for example, became mandatory in the program of the evening school at the place of detention of prisoners most often perceived as violence over self. Literally “under duress” prisoners who do not have matriculation, is forced to go to prison school, destroying the meaning of pedagogical influences.

Analyzing failures of a few projects on higher education in prison, we assumed that to achieve the basic educational goals required for the specific environment and mode of prisons, we have identified the effects of prison isolation, and the use of special education technologies to overcome them. From the whole range of educational technologies it is necessary to choose only those that are didactically and organizationally compatible with the socio-

Figure 1: (a and b) Vector-diagram method of the personality socialization in prisons



psychological conditions of the learner. The most appropriate technology training, according to the results of our research, is the satellite telecommunications educational technology.

On the basis of Modern University for the Humanities the project of higher education in the penitentiary system had been successful and widespread (more than 60 regions of Russia). Thanks to modern technologies and opportunities of distance learning of MUH were overcome economic factor and operational barriers to the implementation of the educational project “from outside.” Conducting of psychological and pedagogical researches since the beginning of the project in prisons, in the first year revealed two, at first glance, insurmountable obstacles - Environmental and subjective. In particular were established psycho-emotional factors which effect on learning and personal development, in the form of communicative units and psycho-emotional defenses. In many respects, these reactions are due to the influence of criminal environment in prisons and social isolation. Alienation from society creates a communication vacuum that must be somehow compensated. The most available in prison is a criminal society with a corresponding subculture, contributing to desocialization of personality. The learning environment can be an alternative to the criminal world of prison.

In this regard, in the design and implementation of the educational project we also have used the environmental approach, designed to overcome the factors and effects of prison isolation. The application of satellite telecommunications technologies in distance learning, as revealed in the result of our study, to minimize the effects of isolation and oppression, and therefore is the most preferred. Identified psycho-emotional blocks and archaic psychological defenses (rationalization, projection and regression) are overcome in our project in particular due to the fact that prisoner in the literal sense, is freedom - Freedom in teaching, organization of educational process, the choice of means of training. In this case the convicted doesn't feel the social isolation. Educational process is realized without unnecessary intermediaries. The convicted person is given a virtual educational “portal” at the expense of telecommunications product and training information technology. Knowledge is transmitted directly, bypassing the identified psychological and communication barriers.

The design of higher education in the prison system to realize the function of re-education of prisoners, in our opinion, requires of the educational space modeling of pedagogical and socio-psychological levels. When designing higher education in prison conditions, we relied on the psychological concept of system conformity of functionally specified patterns of the psychological structure of the personality performing it. Also take into account the experience of work on process modeling study at the University. As noted above, in our work, the design was carried out directly during the educational process. We have developed a special program for adaptation of convicts to their new educational activity taking into account peculiarities of the extreme environment training. In particular there was the positive effect associated with the educational discipline and psychological climate in the group of students of the prisoners, when choosing elders and the transfer of the powers of self-control, organization and management fees

support the process of learning (responsibility for equipment, control test, tests and examinations, etc.). In addition, personnel were also entrusted with certain powers to support and assist in the educational process. Thus there is inversion of roles: From “supervisor” an officer became the assistant curator of the educational process, and prisoner convict - free student.

Thus was formed a special educational environment, where the convicts and gradually without being forced to get a new social role. Passionate effect, as observations show themselves convicted and prison statistics, positive reflected on some of the other prisoners. Itself distance learning based on telecommunication technologies implies the autonomy of the student, creativity and a greater degree of freedom in choosing the sequence of delivery of modules on the programme, the formation of the training algorithm, the use of technical assistance in the preparation of academic disciplines. It turned out to be extremely important in relation to the formation of “educational environment” and the possibility of designing the educational process by the inmates themselves. So from the “object” of the educational project the convicts become a “subject,” i.e., an active participant. In our view, this is extremely important for success in learning and to ensure self-condemned, and, therefore, the reform and re-education.

Thus, the achievement of the main pedagogical tasks associated with training and re-education is possible with the modernization of the educational space in which social roles are redistributed and the students included in the educational process the representatives of the administration for the purpose of self-organization and self-development of prisoners through activities and empowerment of social responsibility. Created and tested the design model of higher education of convicted on the basis of the environmental approach is implemented directly in the conditions of the penitentiary system with the use of satellite telecommunication technology. On the basis of our model of designing for higher education and conducted comprehensive psychological and educational research for the first time formulated pedagogical mechanisms of re-education at training of the convicts in places of deprivation of liberty in the formation of a special educational environment. The obtained results extend notions about methods of correction and reeducation of convicted persons on the basis of the implementation of educational activities directly in places of deprivation of liberty. Empirically confirmed the effectiveness of the developed model for design education based on the environmental approach in the conditions of isolation for inmates in educational and psychological criteria of increased social activity, development of reflection in learning and behavioral skills.

5. CONCLUSION AND RECOMMENDATIONS

Generalization of receiving results of this research can be to present as following:

1. The penitential isolation phenomenon and its consequences revealed. It shows reasons for the failure of existing conditions of the prison regime for correction and reeducation of prisoners and their subsequent socialization.
2. The revealed phenomenon of the violation of the personal isolation and social communication balanced and formulated

on its basis the principle is a fundamental factor in choosing of the strategy and technology of the prison socialization.

3. The developed process model of the prisoner's personality correction at the system of high education which includes the mechanism of advantage over the penitential isolation consequences and correction mechanism of balance disturbances of the personal isolation and social communication periods for the special organizing environment.
4. The process realization of the developed control mechanism of the prisoner's socialization in social experiment. This project shows that at the contrary (at the contrast) of prisons which don't receive high education have positive personal direction if future which the ones connect with education.
5. It has revealed special conditions of the higher education of prisoners on the distance educational technologies.
6. It has revealed the most efficient technology of education of prisoners with point of view of their socialization - it is DET.

We undertook a study to identify the most effective from the point of view of socialization of individuals learning technology at the University. The results of the study on the basis of the comparative analysis of value-normative characteristics of students of different forms of learning technologies showed that the most effective satellite telecommunication technology for learning, initiating sustainable dynamics of the normative-value characteristics of the personality of students, which is especially important for the correction and rehabilitation of prisoners held in extreme conditions prison.

The results of this investigation can be useful for administrative staff of prisons (officers, educators, lawyers etc.). Besides the developed process model can use for organizing of high education not only for adults but for juvenile offenders in prisons.

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