
MORAL CORRECTION AND EDUCATION OF CONDEMNED PERSONS AND ISSUES OF THEIR MORAL CORRECTION

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ABSTRACT

In our country today, special attention is paid to the moral education of citizens, especially youth. Because the "mass culture" that negatively affects the human mind through the internet and other media is aimed at promoting immorality in society. "Popular culture" means a person's disregard for social norms, drug and other psychotropic substances, the desire to live without marriage, the weakening of beliefs, changes in the value system: the devaluation of the homeland, the family, the loss of respect for parents, the avoidance of responsibility, the disrespect for customs and traditions, and so on. This article deals with the issue of moral correction and education of condemned persons, which is one of the complex processes of the penitentiary system. The article gives an idea about the directions of moral education of convicts, about the program of moral correction and examines the criteria for the moral correction of convicts.

KEYWORDS: *Condemned Person, Moral Correction, Education, Legal Consciousness, Legal Culture, Popular Culture, Crime, Punishment, Directions of Moral Education, Moral Correction Program, Moral Correction.*

1. INTRODUCTION

In our country today, special attention is paid to the moral education of citizens, especially youth. Because the "mass culture" that negatively affects the human mind through the internet and other media is aimed at promoting immorality in society. "Popular culture" means a person's disregard for social norms, drug and other psychotropic substances, the desire to live without marriage, the weakening of beliefs, changes in the value system: the devaluation of the homeland, the family, the loss of respect for parents, the avoidance of responsibility, the disrespect for customs and traditions, and so on. All this is immoral. One of our great thinkers, A. Avloni, considered morality to be a science that calls for good and forbids evil. This means that a person who has mastered the science of morality always lives by doing good and turns away from evil. A person who does not have this knowledge commits evil, transgression, crime.

Today in the Republic of Uzbekistan special attention is paid to the improvement of criminal and executive legislation, the moral correction of prisoners. Efforts are being made to improve the activities of penitentiary and other penitentiary institutions in terms of moral correction and the effectiveness of educational work, to create effective mechanisms for the participation of enterprises, organizations, institutions, public structures and citizens in the correction of prisoners. This shows that the issue of moral correction of convicts is one of the most pressing issues.

2. MAIN BODY

In the process of moral correction and education of convicts during their imprisonment,

educational work aimed at the formation of legal consciousness and legal culture is carried out in them. Such educational activities are carried out in the form of education, labor and other forms. All such activities prepare convicts for life after release. For a convicted person, imprisonment is a punishment in itself, and now in penitentiary institutions they must prepare for life after release. Otherwise, they will have difficulty adapting to a life of freedom. This can make it difficult to communicate with those around you, and can negatively affect your nervous mood.

A person who finds it difficult to find his place in society, who is unable to establish a proper relationship with the people around him, is more likely to re-offend. The moral upbringing of convicts is an object that must be studied separately. In our country, the process of moral correction and education of convicts is carried out in penitentiary institutions. "Moral correction of a convict is the formation of law-abiding behavior, respect for man, society, labor, rules and traditions of society" [1]. Moral education of convicts is one of the most complex processes in the penitentiary system.

The moral upbringing of convicts is based on the convict's level of upbringing, personal qualities, and how immoral he is. Scholars who have conducted research in the field of moral education of prisoners have identified specific areas of moral education. E.V. Zautorova conditionally distinguishes the following areas of moral education:

- To give a certain scope of knowledge about moral education, i.e. universal moral and ethical values, moral norms, etc. and their assimilation;
- Development of moral sense (first of all, sense of duty, sense of responsibility, etc.);
- Formation of moral and behavioral skills (use of knowledge in everyday life);
- The basis for the formation of feelings and skills is accurate and well-regarded knowledge in society [2].

V.G. Stukanov, a specialist in educational work with prisoners, identified the following areas as the main areas of moral education:

1. Exercising educational influence in order to form the desire of convicts to overcome their own habits and inclinations of immorality. First of all, it is alcoholism and drug addiction.
2. Formation of moral values. The strategic task is to instill in prisoners the value of a free and law-abiding life in society.
3. Build confidence in a positive future.
4. Develop self-awareness and self-control, understanding other people's experiences and behaviors [3].

Summarizing the views of the above-mentioned scholars, it can be said that the effective moral education of convicts consists of several components: education, formation of moral feelings, moral values, confidence in the future, and practice of moral methods of behavior. This leads to the following results: 1) the convict knows and understands the norms, ideals, etc.; 2) the convict acknowledges that they are important to him; 3) the convict acts in accordance with moral norms; 4) the convict controls his actions; 5) The convict lives in bright days, with confidence in the future.

Russian scientist E.V. Zautorova believes that the process of moral education of prisoners should be carried out on the basis of a two-stage program of moral correction.

He calls the first phase of the program a preparatory phase and divides it into three stages:

- Initial. At this stage, conditions are created for the convict to see his behavior, to form an

analysis of his unconscious actions;

- Contradictory. At this stage, the abandonment of old habits and the transition to a new behavior take place. The person understands his actions and takes the first "step" in the direction of moral correction.
- Final stage. Conditions shall be created for the convict to work on himself. The goals he has set for himself, strive for ideals.

In the second period, a direct moral correction takes place, that is, the formation of moral consciousness and moral behavior, which leads to the complete disappearance of old habits. [2]

The question arises: did the convict make a moral correction after the end of the second period? How do you know that a moral correction has taken place?

This problem has been studied by a number of scientists. Lawyer GP Baydakov cites exemplary behavior, adherence to the requirements of the regime, conscientious approach to socially useful work, a positive attitude to social and educational activities and participation in them, the desire to get an education and a profession as criteria for the moral recovery of convicts[4]. However, this criterion proposed by GP Baydakov for the moral rehabilitation of convicts has been criticized by other scholars.

In our opinion, it is appropriate to accept convicts as exemplary behavior, adherence to the requirements of the regime, conscientious approach to socially useful work, positive attitude and participation in social and educational activities, aspiration to education and profession as criteria of moral correction. It would be expedient to separate only the level of the indicated indicators. If a convicted person demonstrates his exemplary behavior for three months, adheres to the requirements of the regime, has a conscientious approach to socially useful work, has a positive attitude to educational activities, actively participates in them, shows aspiration to education and profession, he can be considered corrected. [5]

3. CONCLUSION

In the course of our study, we learned the reintegration into society of persons released from prisons, serving their sentences in areas where the criminal situation in the country is complicated, how to communicate with others, their nervous state and how well they acted in accordance with moral norms. Their mental abilities were also studied using logic tests.

Using the methodologies, it was found that 46% of convicts had difficulty adapting to society, 39% said that the treatment was satisfactory, 15% said that they had adapted to society, and there were no problems in this regard. The study of neuropsychological status revealed that 59% of individuals were unstable due to dissatisfaction with themselves and the environment, 27% with neurological changes due to the environment, and 14% with mental instability. 16% of the respondents did not have mutual understanding in communication with others, 54% had a change in communication due to what kind of people they interact with, and 29% had no problems with communication with others. [6]

The following situation was revealed on the behavior of the studied persons in accordance with the norms of morality in the society: 29% of respondents do not act in accordance with ethical norms, 35% adhere to ethical norms when benefiting, 34% try to adhere to ethical norms, 2% strictly adhere to ethical norms.

When the mental capacity of the respondents was studied, it was found that 86% of the respondents had low mental capacity and 14% had moderate mental capacity.

A study of individuals who have served a sentence of imprisonment revealed that almost half of

those who have served a sentence have difficulty reintegrating into society. This condition causes neurological instability in the person. Also, the majority of offenders are people with low mental capacity. Therefore, more attention should be paid to the fact that the work of correctional and educational work of convicts is aimed at increasing their mental capacity. We believe that it would be expedient to encourage convicts who seek education and read a lot of books by reducing their sentences. Because we believe that a person who works on himself and develops his mental capacity is less likely to re-offend.

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