

# The environmental specifics of aggressive delinquent juveniles' family system and organizing career-guidance for them as a tool of their reintegration into society

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**Abstract.** This article is devoted to the problem of organizing labor nurturing for delinquent juveniles held in correctional facilities, and career guidance work with this category of juvenile delinquents. The article substantiates the urgency of the research question, reveals the conditions and reasons for committing offenses by adolescents that lead to undesirable consequences, in particular, to criminal punishment in the form of imprisonment. The specific features of families with various types of disfunctions forming deviations and delinquency in adolescents are described in the paper. The analysis of literature on organizing labor nurturing of juvenile convicts is carried out. The characteristic features of adolescence are given: the specifics of the age are described in terms of ongoing physiological and psychological changes, as well as changes in the social situation. The specifics of developing psychocorrection programs for the above-noted category of minors aimed at the formation of their professional interests and labor skills are given. The main tasks of this type of work with delinquent adolescents held in correctional facilities are described, the primary of which are adolescents' successful reintegration in society, including labor re-socialization, and prevention of recidivism.

## 1 Introduction

The socioeconomic situation that had developed in Russia over the past decades, being extremely unstable, had led to a general decrease in the cultural and educational level of the population, the substitution of true family values for surrogates, the stratification of the country's population, accompanied by a decrease in the economic viability of a significant part of it. No surprise that all of the above had a negative impact, primarily on children and adolescents, whose psyche is much more flexible than the psyche of an adult. As a result,

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almost all adolescents who are under the attention of penitentiary psychologists and teachers have aggressiveness, social and pedagogical neglect and a high level of criminalization of their nearest environment.

In most cases, the reasons leading to the commission of crimes and complicating the social rehabilitation of juvenile offenders are: unorganized leisure; lack of personal interests; problems in family (parent-child) relationships; inability to constructively build relationships with their social environment. As a result of all of the above, a teenager cannot find a worthy place for himself in society, which serves as the basis for his social maladaptation and leads to personality deformation nurturing an asocial type.

Long-term studies have shown that it is in the adolescent period that hormonal changes in the body occur, which, in turn, leads to the emergence of emotional outbursts, the strength and sign of which depend on the individual qualities and age characteristics of the adolescent's body, as well as on environmental factors, which mainly originate in the parental family. In particular, the authors talk about the mechanism of fixing pathological habits in children of "neuropathic parents"; about formation and consolidation of various pathological conditioned reflexes as a means of survival in children from refugee families, internally displaced persons, as well as among street children; about the consolidation of hysterical personality traits in children from families in which they are excessively indulged and any whims are fulfilled; on the formation and fixation of primitive drives in children from families with a *laissez-faire* style of family education; about formation of specific (often negative) personality traits in children of pedantic and emotionally rigid parents [1].

## 2 Results

The negative impact of violations of parent-child relationships on the development of personality is evidenced by the results of many studies. The analysis of specialized literature devoted to this problem made it possible to identify a number of main causes leading to aggressiveness and violations of the socialization of the personality of a teenager. These include violations of the family structure (single-parent families, divorced parents); disturbances in the functioning of the family (conflict, etc.), maladaptive parenting styles, "early traumatization" associated with violations in the mother-child dyad in the first months of a child's life, leading to the formation of subsequently addictive behaviors; the inability of the mother to give the child the opportunity to satisfy his basic need for normal attachment, her emotional coldness and distance from the child, her inability to contain negative emotions and tension of the child, leading to the accumulation of traumatic experience ("cumulative trauma"); the subconsciously transmitted to the child by the mother inability to reflection, recognition of their own emotional states and coping with them; the presence of psychopathological symptoms in one or both parents; asociality of the family.

Within the framework of this topic, not without interest is the classification of types of family education proposed by V.P. Emelyanov [2], according to which the following types of dysfunctional families are distinguished, natives of which are more likely to become offenders even when they are minors. We are talking about the so-called "criminal families" in which the commission of crime is the norm; "problem families" in which tension is constantly felt and conflicts easily arise; "immoral families", which are characterized by alcohol and sexual demoralization; single-parent families where one or both parents have died, the parents are divorced, one or both parents are deprived of parental rights, or are out of the family for a long time (they serve sentences in prisons, work on a rotational basis, etc.). Also, children from "pseudo-prosperous families" fall into the "risk group", in which, with general external well-being, destructive methods of education are used.

A teenager is characterized by a process such as moving away from the family and inclusion of peers in the reference environment, where basic needs such as the need for acceptance and security are satisfied. At the same time, despite the rebellion and denial of the family's value, the adolescent is unconsciously inclined to choose the group of peers as his replacement, the style of interaction and the construction of communication in which they repeat the style of his family upbringing. Thus, teenagers, including aggressive ones, with various types of destruction in the style of their family upbringing most often fall into rigidly structured and hierarchically built antisocial groups.

### **3 Discussion**

Based on the foregoing, the work of penitentiary psychologists with the category of juvenile convicts should be aimed to enhance adolescent's awareness and rethinking of their social attitudes and value orientations for further successful re-socialization and adaptation in society as law-abiding citizens.

Thus, the relevance of conducting vocational guidance work with juvenile convicts aimed at recognizing their abilities and capabilities, as well as at forming their value attitudes relevant to the professional activity in which they can be successful and work for the good of society and observing its laws, is without any doubt.

It should be noted that in adolescents, the system of values and meanings, both social and personal, undergoes significant dynamic changes, since it is in the stage of active formation, which is associated with the physiological and psychological characteristics of this age-difficult period for a person. That is why the process of labor adaptation of juvenile convicts is considered to be one of the key factors in their preparation for release. In view of the foregoing, educational activities conducted with adolescents in an educational penitentiary institution should be aimed, first of all, at forming their interest in a particular professional field, as well as at understanding their ways and possibilities of their inclusion in the educational, and then into professional activities after release. There is one more positive meaning here, since adolescents' understanding of their own goals, abilities and capabilities can become one of the serious aspects of the prevention of recidivism.

The high-quality organization of vocational guidance work with juvenile convicts and their competent psychological support can help in the formation of important prosocial values and moral qualities in adolescents that contribute to their inclusion in socially significant activities that correspond to their individual characteristics and personal needs, which also contributes to their socialization in society after release, both as citizens, professionals in their field, and (in the future) as parents capable of transferring to their children the values and meanings that can not lead them on the path of crime, of passing them useful skills and social interaction with other people and assisting in determining the most appropriate ways of self-realization.

Thus, we can say that identifying the abilities, inclinations, professional preferences and interests of adolescents serving sentences in educational institutions of the penitentiary system, providing them with information about the available professional ways to fulfill their potential, providing practical skills in various professional fields, can be called one of the most important areas of psychological work with the indicated category of convicts.

Based on the data provided in the "Concept of the development of the penal system of the Russian Federation until 2020", the vast majority of convicts, and not only minors, did not have professional and labor skills when they entered the penitentiary system or had lost them. In this regard, one of the main objectives of the Concept is called "the development of forms of educational work, organization of the educational process and employment of convicts in the new conditions of serving sentences".

In addition, a number of researchers dealing with the problem of the re-socialization of juvenile offenders talk about the importance of labor education and professional self-determination of adolescents. Thus, M.A. Nazarova, among the main components included in the program of work with delinquent adolescents aimed at supporting the process of their re-socialization, named, in particular, the implementation of their professional training [3]. E.V. Leus and A.G. Soloviev believe that special attention should be paid to improving the educational level of adolescents serving sentences in educational institutions of the penitentiary system, and their development of labor skills and professional knowledge. A.V. Barysheva, having studied the foreign experience of career guidance with juvenile convicts, suggests that helping this category of teenagers in professional choice can be considered one of the key factors for their successful resocialization. At the same time, she draws attention to the need for systematization, competent planning, the maximum possible integration and coordination of the actions of all subjects of vocational guidance. According to her, the situation of involving a teenager in a specific type of professional activity, providing him with the opportunity to test his own abilities and choose the sphere of his application that is most attractive and corresponding to these abilities, can make the work very attractive even for an individual with rich criminal experience. Thus, competent and high-quality professional self-determination of a teenager can become the key to its successful resocialization and integration into society. L.V. Tsarkova considers the professional self-awareness of juvenile prisoners as a process, which consists in the teenager becoming aware of himself as a subject of labor activity. According to her ideas, this process consists of three components: cognitive, consisting in knowledge about the profession; affective, which is a set of experiences associated with an emotional attitude toward oneself, and behavioral, which includes value-motivational, regulatory, and effective aspects.

## 4 Findings

Based on the foregoing, it is impossible to deny the facts that the process of vocational guidance and labor education of juvenile convicts is one of the most important elements of the resocialization of the personality of a teenager, and requires the development of psychological support programs.

The tasks of labor education of aggressive delinquent adolescents held in educational colonies are the following: to build their belief that labor is a necessary component of their life in society; determination of professional inclinations, development of existing abilities and the formation of new labor skills necessary for successful self-realization in the chosen profession; nurturing work habits; determining ways to acquire the desired profession and building a long-term plan to achieve the goal. In addition, in the process of labor education, it seems more effective to solve the following psycho-correction tasks: changing the motivation of a person's behavior, reorienting him from asocial forms of behavior to social ones; the realization of a natural human need for one's own usefulness and need; the organization of a healthy rhythm of the human body, which also contributes to the solution of the problems of psychological rehabilitation; the correct determination of the abilities and professional inclinations of a minor convict, allowing psychologically competent "occupational therapy", that is, to carry out psychocorrectional influence on him already within the walls of an educational colony through a correctly selected field of activity. Particular attention in this sense should be paid to the possibilities for juvenile convicts to work with natural materials, which include such natural materials as, for example, wood, metal, stone, etc. An especially strong therapeutic effect on the human psyche (especially on the forming psyche of an aggressive adolescent) can provide the work with living creatures and plants. So, for example, when working with animals, a person is very likely to

decrease aggressive and auto-aggressive tendencies, as a result of which he can get out of depressive and sub-depressive states, a general harmonization of volitional and emotional spheres takes place.

It should also be noted that if adult convicts often have some kind of life attitudes and professional preferences that the psychologist needs to identify and try to transform into socially acceptable forms, then adolescents are willing to try various fields of activity, and therefore career counseling activities with them can not only have a practical solution in the form of an adequate selection of a profession, but also have a psychotherapeutic effect. Along with psychodiagnostic measures aimed at identifying professional inclinations, the use of group psychological training as one of the forms of career guidance is becoming especially valuable here. The named form of work is valuable in that adolescents can not only correctly, basing on feedback from peers and a psychologist, evaluate their personal characteristics and professional preferences, but also try themselves in various role-playing situations, such as finding a job, finding their place in the workplace teamwork, communicating with colleagues and superiors, etc.

Another effective area of work with juvenile convicts is work aimed at their employment. Such work should be carried out in close contact with employment centers. The directions of this work include group consultations conducted by invited specialists of employment centers for persons to be released, including information on: the state of the regional labor market; on legal rights and obligations of unemployed citizens registered in the employment service; on employment options for professions already acquired from exempting persons; on special employment programs that promote the employment of vulnerable categories of citizens; about career guidance services and the possibility of retraining unemployed citizens in the employment service.

The variety of existing programs of psycho-correctional work with various categories of minors held in institutions of the penal system indicates the demand for this direction. Conducting psycho-corrective work with aggressive delinquent adolescents has several global goals. On the one hand, it is socialization, which allows solving such problems as: assisting a teenager in accepting and following the routine and regime of detention (first - in custody, then, in case of evidence of a crime, - in an educational colony for minors); prevention of the appropriation by a teenager of elements of a criminal subculture; the formation and development of a prosocial value system; assistance in temporarily adapting to the social environment in such a way that negative trends are not aggravated and constructive tendencies of socialization and / or resocialization of the adolescent develop, in other words, creation of conditions for inclusion of a minor suspect, accused or convicted after his release into society as a full and law-abiding member of this society. On the other hand, psychocorrectional programs developed by penitentiary psychologists to work with juvenile offenders are aimed at relieving "penal stress", which is achieved through: harmonization of the emotional state; reduction of aggressive and auto-destructive tendencies; prevention of neurotic reactions in traumatic situations, etc.

In addition, an important factor in the effectiveness of psycho-correctional programs for working with juvenile suspects, accused, and convicts is the inclusion of ethnic and national characteristics of adolescents in prisons in these programs.

Another factor that must be taken into account when drawing up psychocorrectional programs for this category of adolescents is the age characteristics of juvenile suspects, accused, and convicted persons. No wonder adolescence is considered by psychologists and teachers involved in its study, a rather difficult period. It is at this age interval (from 12 to 18 years) that there is a sharp jump in the physical, emotional and intellectual development of a teenager, since during this period puberty occurs, accompanied by hormonal changes in the body, which, in turn, causes the appearance of emotional outbursts, strength and the sign of which, as already mentioned above, depends on many intrapersonal and

environmental factors. It can be innate personality traits (type of temperament, ability, etc.), family education line, peer environment, which includes a teenager (school class, courtyard company, interest groups, etc.). In addition, communication with peers, establishing personal relationships with them, working out forms of interaction, rehearsal for building models of relationships in the adult world are the leading elements in this period. However, it must be remembered that the reference group here is no longer the educators and teachers, or even the parent family, but peers, whose opinion becomes most significant. It is here that the grouping and division of the surrounding people into "friends" and "strangers" takes place. In particular, N.I. Kozlov considers this age to be precisely the period when a teenager is trying to find his own niche in life, to imagine his future prospects in various life spheres. In this age period, the "I-concept" is formed, defined in the scientific and psychological literature as a relatively stable, more or less conscious, experienced as a unique, system of the individual's ideas about himself, on the basis of which he builds his interaction with other people and refers to itself ... a holistic, although not devoid of internal contradictions, image of one's Self, acting as an attitude towards itself and including components: - cognitive - an image of one's qualities, abilities, appearance, social significance, etc. (self-awareness); - emotional (self-esteem, self-esteem, self-abasement, etc.); - evaluative-volitional - the desire to increase self-esteem, gain respect, etc.

One cannot fail to say that adolescents are not accidentally in places of detention: some of them as a result of the desire for self-assertion in the reference group, another part due to an insufficiently clear idea of social norms, some other percentage due to inability to time and clearly say no. Accordingly, in programs developed by psychologists, one should take into account the fact that the psycho-correctional effect on a teenager should include such conditions as: age-related features of the teenage period; the situation in the parent family of the minor offender and the particulars of the family upbringing of the teenager; value orientations and individual characteristics of the idea of a "social norm"; national and ethnic characteristics of adolescents; typological characteristics of juvenile delinquents.

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