

psychological characteristics of juvenile and their influence on the behavior of the minors, laying emphasis on the mandatory incorporation by court of the mitigating circumstances and individual approach in determining the gravity of the offenses committed by a minor. When sentencing minors the court ought to take into account the issues of living conditions, education and other aspects: family circumstances; the material conditions of life and upbringing of a minor; attendance of school or other educational institutions; the level of academic success and behavior, relationships with teachers and educators; relations with other minors, the level of physical and intellectual development, the ability to comprehend the facts and the social consequences of the committed offences; the previous behavior of the minor, the minor's behavior after committing the crime, in particular his attitude to the victim, the behavior during the pre-trial investigation and in court proceedings; the presence of moral responsibility to take care of other family members and his attitude towards this obligation; attitude of minor to the offenses committed by others and to the designated punishment, its legal effects.

Key words: the circumstances that mitigate punishment, minors, the severity of the crime, humanization of criminal legislation, sentencing.

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I. Mudrak

Theoretical and Empirical Analysis of the Phenomenon of Adolescents' Anxiety in Penal Institutions of Ukraine

This paper analyzes the psychological characteristics of the display of anxiety by teenagers serving punishment in penal institutions. Reveals the influence of variety's deprivation, which is a negative factor that imposes a significant imprint on the functioning of adolescent colonists' psycho-emotional sphere and their entire vital activities. The results of the factor analysis are given, they include a comparison of the results of children enrolled in the school of penitentiary institutions and their peers from the full family enrolled in regular school. The basic line of resocialization of adolescent colonists is proposed.

Key words: adolescents, penitentiaries, deprivation, anxiety, resocialization.

Formulation of the scientific problem and its significance. Carried out a theoretical analysis of our scientific and psychological heritage in sphere of educational, social and penitentiary psychology gives reason to consider that the corrective labor institutions, other than legal merits of the existence of a binary patterns «crime is punishment» functions special internal psychological reality, which is dominated by traditional practice total isolationism and spontaneous cultivation different kind of deprivation, resulting in nearly all persons deprived of their liberty inherent intense manifestations of anxiety, depression, apathy, frustration, despair, hopelessness, insecurity, sadness, boredom and other personal-depreciation and destructive psychological states [1; 2; 3].

The formulation of the aim and objectives of the study. Essential for growth «anxiety index» factor is homosexual population in a closed and isolated from the public area of life existence, leading to expressions of aggression / autoaggression, sexual tension and the appearance of the reasons for the different types of sexual deviations.

Person with difficult adolescence and delinquent past experiences, which also lives on the «law» and the concepts of the criminal subculture, worries about how to avoid becoming a victim in a new unfamiliar situation. Even the status of prisoner of a man who is serving a sentence for a crime, the oppressed and subdued, dependent of subject, had to go to prison garments is a factor of permanent anxiety prisoner's adolescence.

Physical testing and mental suffering being experienced teenager in artificial isolationist-deprivation of situation fit into the concept of the social punishment, retribution for the crime, but it is hard to argue that they contribute to the successful resocialization as a system of means for its harmonious return to a prosocial environment.

The presentation of the main material and justification of the results of the study. The main

conceptual provisions of psychological study of anxiety in adolescents conditions of confinement are reduced to the fact that staying in penal institutions, as a form of sentence may be associated with the occurrence of negative traits and characteristics: aggressiveness, criminality, unsociability, cruelty and negativity that is to acquire general personal and social deviance.

Imprisonment as a form of social exclusion and deprivation imposes a significant imprint on the psycho-emotional sphere of prisoners is different in strength, pace and rhythm of emotional reactions and thus are considerably enhances or distorts providing separate phases of symptoms of impulsivity, unmanageable, static, etc. extremity [1; 2; 3; 4; 5].

In terms of penitentiaries personal anxiety as psychodynamic aspects of emotional and volitional regulation of a typical mental mapping mechanism existential problems of prisoners, including adolescent colonists and responses. For teens in prison mode of life anxiety is fairly common and typical condition that is caused by a variety of challenges and experiences.

The most common reasons of anxiety in adolescents colonists are adaptive and status-role issues (prisoner, a social outsider, rejected, insulted «unfair» by the court low status in an informal hierarchy and subculture of colonies, etc.).

As a teenager, who is serving a sentence in the colony, elevated levels of anxiety manifests as individual property rights and his characterological trait typical behavioral tactics implemented in the tendency to over-excitement, anxiety, fear, insecurity and anxiety in situations that threaten trouble failures, frustration, physical risk, psychological pressure and violence and so on.

Anxiety has an active psycho regulatory impact on various aspects of communication and adolescent colonists, defining their psycho dynamic and successful course. Anxiety significantly affects on the performance of the leading activity, directly or indirectly, is displayed on the content and functional characteristics and potentials deprivation and socially isolated adolescents, particularly in their spiritual and moral, emotional and intellectual properties and the ability to successfully resocialization.

The results of monitoring and diagnostic work with deprivation children who being in isolation mode experience even additional negative impact of different restrictions in communication, family, touch, food character, etc., requires a balanced and scientifically sound package methods and techniques that have specific study of personality in prison conditions. In the light of the activity, approach anxiety on a personal level as integrative holistic characterization of the mechanism of regulation of mental activity and activity as the main factor in the formation of anxious personality type at all.

In one of the key methodological positions of research should select the individual fact of imprisonment, as a means of getting rid of her will and therefore it is necessary to consider the whole range of penitentiary and its impact on adolescent psychology, particularly anxiety.

We concluded thesaurus of techniques for difficult structure sample of adolescents (norm – deprivation) allowed carrying the widest possible systematic-constant section of their basic personal and social-psychological problems, primarily with a view to ensuring adequate molding resocialization efforts and means for neutralization the excessive manifestation of different kinds of anxiety.

Empirical research was three-state, including the first conducted analysis of the specific manifestations of anxiety in adolescents in the following main perspectives:

- 1) the state study investigated problem in psychological and pedagogical literature (methodological and empirical aspects),
- 2) the specificity of the manifestation of anxiety in adolescents in conditions of deprivation and penal institutions,
- 3) features a comparative analysis of the criteria «rule-deprivation» and «school-school penitentiaries». Selected objectively and psychological parameters of the individual adolescent anxiety and practiced procedure observation and peer reviews. Monitorings were conducted of these indicators in various activities (academic, labor, etc.).

The second phase carried out a direct research work, using questionnaire of general personals psychodiagnostic techniques and laboratory experiments. The survey conducted in a group form a laboratory experiment – individually with each student.

The third phase occurred collection of empirical data, their quantitative processing and interpretation of qualitative indicators. With a VRP (the varimaks rotation procedure) was conducted a factor analysis, averages and indices of variability, called interpreted and four main factors which accounted for the largest semantic-functional load.

Conducting factor analysis helped to clarify the modalities of the amount of performance that made the essential content of each factor and gave him the nominative definition.

Because of the conducted factor, analysis distinguished four main factors that have concentrated the

most important and most common nominative indicators of adolescents' anxiety who have experience of deprivation of social interaction in school penitentiary institutions and their peers from the full family enrolled in regular school.

Structural and semantic comparison of factors in both groups studied allowed clarifying the relevance and level of representation parameters and performance anxiety. At the same time, clarifying certain distinctions helped establish the specific impact deprivation determinants of the formation and manifestation of anxiety adolescent colonists.

Comparative analysis of the factors in both groups of adolescents studied comprehensively cover allowed state of anxiety as an important component of support and awareness of the individual in an increasingly complex and responsible stage of ontogeny. We found that in the life of teenager colonists' significant role plays by elevated compared with their peers in regular school level of development different kind of anxiety, but its necessary engagement of intensive resocialization efforts.

Therefore empirical research, including qualitative interpretation of the indicators of factor analysis, we performed considering one very important reason- homogenization and criminal experience of the sample, which included boys-colonists who have committed crimes and are serving sentence in penal institutions.

We stated that deprivation, isolationism, institutionalism, tough penal code of conduct, general clearly expressed a criminal nature of remedial work with the colonists encourages them to experience anxiety as a continuous basal nasty oppressive state of uncertainty, depression and so on.

A set of indicators, which fell most semantic load proves particularly difficult and inconsistency operation and manifestation of anxiety deprived adolescent colonists' ambivalence of their inner world.

Deprived teenager-colonist often chooses the main important and the reference in penitentiaries model of development is an aggressive independence, accompanied by high levels of anxiety.

However, the colonists adolescence exhibits uncertainty. conformity and other passive behavioral tendencies, such as showing a protective effect same approval, adolescents emphasize thus the gap between the «I» - the real and the «I» - ideal discrepancy between the «I»-existent and «I»-desired , and thus signals a disturbing own existence.

In general, a concentrated anxiety background (due to frequent manifestation of such factors as «general anxiety», «interpersonal anxiety», «clear» anxiety) certainly indicates the personal hardships teenagers in a closed educational institution of corrective labor type.

Daily social isolation prison as combination of different kinds of deprivation restrictions served by authoritarian hypersocialization that just generates depressive, neurotic and anxious mode of consciousness, fragile, undeveloped and dichotomous image of themselves and the world, a sense of acquired helplessness and inferiority of baited.

Successful resocialization of deprived teenagers – pupils of penal institutions that are experiencing social isolation and consequently feel almost permanent different kind of anxiety, necessary to apply modern developmental and socio- psychorehabilitation technologies. Experiencing a variety of complex shapes, types and forms of deprivation (social, communicative, parental, family, etc.), colonists deepen deviant traits because penitentiary regime as educational and correctional labor facility closed type is a kind of measure of behavioral anxiety personality that committed a crime and is serving a sentence in place and conditions of detention.

We have stated that the high anxiety of deprived personality brings continual active suppression by the prison system to communicate basic needs, freedom of movement and other necessary things and matters that taboo, prohibition, regulation, punishment, law suppress personal activity and immerse people in the experience different kinds of restrictions.

Psycho-correction work with deprived adolescents-colonists who are in prison, should be lade in the direction of resocialization as full dimensional, full socialization psychorehabilitation the provision of care.

In order to provide a holistic resocialization of assistance, including the prevention and treatment of neurotic disorders, pathological anxiety, etc. provided with the close cooperation of psychologists, teachers, social workers, doctors; administration can provide a comprehensive solution on critical problems that arise in connection on this regard.

The results of the forming experiment show that the application program developing social and psychological training in general had a positive impact on reducing resocialization adolescents with anxiety penitentiaries.

Developed on the basis of summarizing the theoretical results in the correction and psychological training of work and their theoretical and empirical searches for the last fifteen years we developed and tested «Program for resocialization developing social and psychological training with convicted juveniles

colonists» was successfully implemented in the resocialization process of educational colony.

Conclusions. Colonists as a special large group of teenagers, because of social, economic, moral and psychological causes of crime committed, serving their sentence, but require diverse psychological, educational and legal assistance.

In order to successfully resocialization taken into account must be the specifics of the penitentiary deprived teenager-colonist and the urgent necessity for skilled help in recognizing the existential contradictions and anxiety and finding adequate ways and means to overcome them for the purpose of social and psychological adjustment to normative values non deprived community in the event of dismissal of the conditions at imprisonment.

Resocialization provides continuous professional social corrective activity with complexities object – deprived children who are in penal institutions, serving time for their crimes and often are carriers of deviation and delinquent nature.

Developed and tested based on summarizing the theoretical results in the correction and psychological training of work as well as their theoretical and empirical searches for the last fifteen years, we have introduced in resocialization process of Kovel penal colony «Program of resocialization developmental socio-psychological training of convicted juveniles colonists». The recommendations based on humanistic, genetic and psychological, developmental, rather than on the policy and rigidly structured approach to correction and resocialization in general.

In order to achieve resocialization effect and reducing excessive background anxiety that is inherent in adolescents' penitentiaries, we conducted a molding experiment.

The results of the qualitative interpretation of the before and after effects of molding parameters proved not only some positive changes in the manifestation of anxiety in the colonists after developmental-remedial classes, but overall progress resocialization as an attempt to renew socialization.

Indicators obtained through forming experiment show progress of developed, tested and implemented in real resocialization space of educational program of colony developing social and psychological training.

We see prospects for further research in conducting branched of researches to identify age dynamics of anxiety in terms of penal institutions and develop innovative means of prevention and reduction of deprived personality for successful further resocialization.

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Мудрак І. Теоретико-емпіричний аналіз феномену підліткової тривожності у кримінально-виконавчих установах України. Стаття присвячена аналізу психологічних характеристик прояву тривожності у підлітків, які відбувають покарання у виправних установах. Розкрито вплив позбавлення різноманітності, яке є негативним фактором, що накладає істотний відбиток на функціонування психоемоційної сфери підлітків у колоніях і на всю їхню життєдіяльність. Результати факторного аналізу наведені та включають в себе порівняння результатів дітей, що навчаються в школах пенітенціарних установ, і їх однолітків з повних сімей, які навчаються у загальноосвітніх закладах. Пропонується методика ресоціалізації підлітків у колоніях. На основі теоретичних і емпіричних пошуків за останні п'ятнадцять років, узагальнення теоретичних результатів корекції та психологічної роботи в ресоціалізаційному процесі у Ковельській виправній колонії автор представив розроблену та апробовану «Програму ресоціалізаційного розвиваючого

соціально-психологічного тренінгу засуджених неповнолітніх у колоніях». Рекомендації засновані на гуманістичному, генетичному і психологічному, розвиваючому підході, а не на урядово-встановленому жорстко структурованому підході до корекції і ресоціалізації. Для досягнення ресоціалізаційного ефекту і зниження надмірної фонові тривоги, яка властива в місцях позбавлення волі підлітків, було проведено формуючий експеримент. Показники, отримані за допомогою формуючого експерименту, засвідчують прогрес у розроблених, випробуваних і впроваджених освітніх програмах розвитку соціальної та психологічної підготовки підлітків у процесі ресоціалізації в колоніях.

Ключові слова: підлітки, кримінально-виконавча установа, позбавлення волі, тривога, ресоціалізація.

Мудрак И. Теоретико-эмпирический анализ феномена подростковой тревожности в уголовно-исполнительных учреждениях Украины. Стаття посвящена анализу психологических характеристик проявления тревожности у подростков, отбывающих наказание в исправительных учреждениях. Раскрыто влияние лишения разнообразия, которое является негативным фактором, накладывает существенный отпечаток на функционирование психоэмоциональной сферы подростков в колониях и на всю их жизнедеятельность. Результаты факторного анализа приведены и включают в себя сравнение результатов детей, обучающихся в школах пенитенциарных учреждений, и их сверстников из полных семей, обучающихся в общеобразовательных учреждениях. Предлагается методика ресоциализации подростков в колониях. На основе теоретических и эмпирических поисков за последние пятнадцать лет, обобщения теоретических результатов коррекции и психологической работы в ресоциализационном процессе в Ковельской исправительной колонии автор представил разработанную и апробированную «Программу ресоциализационного развивающего социально-психологического тренинга осужденных в колониях». Рекомендации основаны на гуманистическом, генетическом и психологическом, развивающем подходе, а не на правительственно-установленном жестко структурированном подходе к коррекции и ресоциализации. Для достижения ресоциализационного эффекта и снижения избыточной фоновой тревоги, которая отмечена в местах лишения свободы подростков, был проведен формирующий эксперимент. Показатели, полученные с помощью формирующего эксперимента, свидетельствуют прогресс в разработанных, испытанных и внедренных образовательных программах развития социальной и психологической подготовки подростков в процессе ресоциализации в колониях.

Ключевые слова: подростки, уголовно-исполнительное учреждение, лишение свободы, тревога, ресоциализация.