



## **SOME ASPECTS OF ETHICAL EDUCATION IN PENALTY INSTITUTIONS**

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### **ABSTRACT**

*This article discusses one of the complex processes of the penal system. This is the process of moral correction and education of convicts. The article also deals with the formation and development of such qualities in convicts as moral qualities, respect for work, society and human dignity, the stages of formation of these qualities and the direction of moral education.*

**KEY WORDS:** *penitentiary institution, moral education, moral standards, moral education of the convict, positive moral orientation, degree of education, stages of moral education, the direction of moral education*

### **INTRODUCTION**

In our country, special attention is always paid to education. The focus on this issue has been particularly strong in recent years. This serious attention is also paid to the education and upbringing of convicts serving sentences in penitentiary institutions. To this end, comprehensive measures are being taken in our country today to increase the effectiveness of educational work on the organization of general and vocational education of prisoners, their moral correction. “In accordance with the Action Strategy for the five priority areas of development of the Republic of Uzbekistan for 2017-2021, it is planned to develop a system of education, training and employment of prisoners, especially minors and young people” [1] The aim is to provide general and vocational education to convicts and, in particular, juvenile offenders, to rehabilitate and educate them in the educational process and to facilitate their reintegration into society after their release.

### **METHODS**

Certain measures are being taken to implement this strategic task. In particular, the draft Resolution of the President of the Republic of Uzbekistan “On additional measures for the organization of education in the penitentiary system”

was announced. It was reported that “six penitentiaries have been set up for general secondary education, and four penitentiaries have been set up for secondary special and vocational education. On the basis of the “master-apprentice” system, comprehensive measures are being taken to provide vocational training to convicts [8]. General and vocational education provided to convicts is one of the means of psychological influence of an educational nature. In the process of education, along with the increase in the literacy of convicts, their moral correction and upbringing are carried out. They adopt the accepted moral norms in society, learn to live in obedience to the law. Also, the occupations held by convicts in the penitentiary institution help them to engage in socially useful work in the society after their release.

### **RESULTS AND DISCUSSIONS**

On November 7, 2018, the President of the Republic of Uzbekistan signed the Resolution “On measures to radically improve the criminal-executive legislation”. In order to implement this decision, the “Concept” of improving the criminal law of the Republic of Uzbekistan in 2019-2021 was adopted. The second part of the concept focuses on “Correction of prisoners and prevention of recidivism” [2], which aims to improve the work of



penitentiary and other penitentiary institutions in terms of moral correction of prisoners and the effectiveness of educational work. mentioned All this shows that the issue of moral correction and education of convicts is one of the most pressing issues today.

In our country, the legal aspects of this issue are A.A. Shamansurov, I. Ismailov, S. Niyazova, K. Payzullaev, M.Sh. Yuldashev, M.Z. Mukimova, R. Jabborbergenov, A. Payziev, Yu.S. Pulatov, studied by A.Sattorov and other scientists. The issue of moral correction and education of prisoners is being studied psychologically and pedagogically by such scientists as B.N.Sirliev, R.M.Mahmudov, L.Tursunov.

It should be noted that one of the main reasons why the issue of moral education is on the agenda is, in our opinion, due to the spread of "popular culture" around the world. The development of social networks and television has led to the fact that the moral worldview, which contradicts our oriental educational traditions, also has a certain place in our country, albeit negatively. These negative vices continue to "poison" the minds of young people. The issue of further increasing the influence of the family and public education system in preventing this scourge, which is spreading in society, remains relevant. As a result of the lack of attention paid to child rearing in the family, adolescents are left out of parental control. This, in turn, causes them to fall into the path of crime. Almost every parent firmly believes that their child will not commit a crime. Even in the case of a crime, the parents are adamant that "this is slander, my child will not do that". The child, on the other hand, believes that his criminal behavior, which he has learned from others, from the Internet, from movies, is correct. Eventually, however, he finds himself in a penitentiary. What can we conclude from this? The conclusion is that in the commission of crimes of any kind by the younger generation, it is necessary, first of all, to increase the responsibility of parents for the upbringing of children. In doing so, it is important what kind of moral example a parent sets for their child.

The moral education of convicts who come to penitentiary institutions is entrusted to the specialists who serve there. The moral education of convicts requires special attention. In the process of moral upbringing of convicts, their moral correction shall be carried out. Therefore, "The moral correction of a convict is the formation of law-abiding behavior, respect for man, society, labor, rules and traditions of society"[3]. Moral education of prisoners is one of the most complex and important aspects of the penitentiary system. The Criminal Procedure Code of the Republic of Uzbekistan states that educational work is one of the main means of moral correction of persons sentenced to imprisonment. This shows that all the educational work carried out in penitentiary

institutions is aimed at the moral correction of convicts.

The process of moral correction of convicts, the psychological and pedagogical problems to be solved are characterized by their complexity. Indeed, in the majority of convicts, views have been formed over the years that contradict the moral standards accepted in society. Any attempt to change these views in a positive direction will be strongly opposed by them. As mentioned above, they have always been accustomed to thinking of themselves as "right". Such vices as dishonesty, selfishness, and encroachment on the property of others have become the worldview of some convicts. It takes a lot of knowledge, effort and hard work to work with a person with such a worldview, to change it for the better. Therefore, it is necessary to pay special attention to the individual approach in the planning of moral and educational work with convicts. It is from this point of view that the choice of methods of educational influence should be taken into account. Along with the choice of educational methods, a comprehensive approach to the education of convicts is also very important. Moral education should be carried out in conjunction with other areas of education: spiritual education, legal education, patriotic education, inter-ethnic education.

E.V. Zautorova, who conducted research in the field of education of convicts, points out the following as the founders of the essence of moral education:

- Spiritual education - the formation of moral feelings and skills, moral behavior skills;
- Patriotic education - the formation of love for their homeland and readiness to stand up for their people;
- International education - the formation of respect for other nations and peoples;
- Political education - the formation of political consciousness [4].

E.V. Zautorova divides the moral rehabilitation of convicts into two periods. The first period is the preparatory period, which is divided into three stages:

- Initial stage. At this stage, conditions are created for the formation of the convict's ability to see his own behavior, to analyze his unconscious actions;

-Controversial phase. At this stage, the abandonment of old habits and the transition to new behaviors 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 sets, the ideals he strives for.

In the second period, direct moral correction takes place, that is, the formation of moral



consciousness and moral behavior, which leads to the complete disappearance of old habits.

The scholar noted that the successful completion of the moral correction of convicts can be seen in the moral conduct. This is manifested in a person's behavior, that is, in his actions or inactions in a particular situation. It is also seen in the words spoken by the convict, in the attitudes towards the people around him, in himself, in his gestures, attitudes, and speech tones.

The most important aspect of the educational process is the result of the educational impact. It is important to determine whether the educational impact shown to convicts over the years has been effective. The conclusions of FR Sundurov are noteworthy among the scientists who have studied the effect of educational influence among penitentiary scientists. The scholar distinguished the following groups of convicts on the basis of their moral recovery:

1. Positively classified convicts. These are:
  - proven morally corrected;
  - those who have passed the path of moral correction;
  - who have entered the path of moral correction.
2. Negatively classified convicts. These are:
  - those who have not entered the path of moral correction;
  - those who grossly violate the agenda of the institution [7].

From the point of view of these scholars, it can be said that the moral recovery of convicts can be observed in their behavior. This situation helps to determine the direction of educational work with them.

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 immoral habits and inclinations. First of all, it is alcoholism and drug addiction.
2. Formation of moral values. The strategic task is to inculcate in prisoners the value of a free and law-abiding life in society.
3. Build confidence in a positive life future.
4. Develop self-awareness and self-control, understanding other people's experiences and behaviors [6].

Summarizing the above points, it can be said that the moral education of convicts can be carried out in several directions: moral education, formation of moral feelings, moral values, moral behavior and confidence in the future, and practice of moral methods of behavior. This leads to the following results: 1) the convict knows and understands moral 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.

## CONCLUSION

In conclusion, today special attention is paid to the moral education of prisoners. In conducting educational work with prisoners, their moral education requires special attention. In carrying out moral education with convicts, it should be borne in mind that convicts cannot be forced to accept universal moral norms and values and to behave in accordance with them. Only man can change his values. The educator only needs to help the pupil make a decision about living a socially useful life. "Some convicts have a positive mental outcome based on their age, life experience, academic and social status, occupation, health, and other characteristics" [5]. It is necessary to rely on these positive qualities in upbringing. This is the only way that moral education with convicts will be effective.

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