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## COMPLIANCE OF PRISONERS WITH THE DISCIPLINE AND MAINTENANCE REGIME IS A NECESSARY FACTOR FOR THEIR MORAL RECOVERY

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### ABSTRACT

Modern society places increasingly high demands on individuals involved in the education of convicts. A specialist in the field of education of convicts must be a professional in a broader and more comprehensive field of this work. The article discusses the issue of forming an acmeological direction of psychology among employees involved in the education of convicts.

**Relevance:** Discipline and order in modern society are necessary so that a person does not violate the rules of society, respects the laws, but also in order to cultivate in a person the qualities necessary for society.

**Formulation of the problem:** in penal institutions, the regime has established conditions that stimulate the desire of convicts to comply with discipline. In instilling discipline in convicts, disciplinary practice plays a significant role.

**The purpose of the study:** to cultivate in a person the qualities necessary for society, to force him to develop in a direction that is useful and necessary for society. The author examines particular issues of the formation of acmeological orientation of persons involved in the education of convicts.

**Research methods:** minimalism, systematic analysis of psychological phenomena, pedagogical and sociocultural analysis, theoretical and empirical.

**Results and main conclusions:** when carrying out general preventive measures aimed at preventing violations of the regime of detention of convicts, it is necessary to take into account the entire complex of interrelated objective and subjective factors.

### KEYWORDS

Discipline, crime, education, practice, professional activity, self-discipline, regime, convicted.

### INTRODUCTION

In recent years, in our country, in penitentiary institutions, all conditions have been created to solve the problems successfully connected with correction of morals of convicts in penitentiary institutions in our country. One of these conditions is the regime. Along with performing other tasks, it is designed to instill discipline among convicts. Modern society places increasingly high demands on individuals involved in the education of convicts. The author examines particular issues of the formation of acmeological orientation of persons involved in the education of convicts. A specialist in the field of education of convicts must be a professional in a broader and more comprehensive field of this work and have an acmeological professional orientation.

Discipline in modern society is necessary not only so that a person does not violate the rules of society and respects the laws, but also in order to cultivate in a person the qualities necessary for society, to force him to develop in a direction that is useful and necessary for society. «Discipline distinguishes society from anarchy; the discipline that determines freedom» [1, p.15]. Modern society seeks from its members not mechanical, but conscious compliance with laws, rules, and duties. During the period of reforms, the role of moral principles in people's lives increases, administrative regulation of relations between members of society is significantly reduced, and the importance of conscious self-discipline increases. In psychological and acmeological studies, the abilities of the object of labor, the state of society and the conditions of education are indicated as significant acmeological conditions for the self-realization of an individual. Discipline, being a moral category, should cultivate the best character traits in people. Indiscipline in our society is unacceptable. Lack of discipline contributes to the commission of crime. That is why the correction of a convicted person must begin with instilling in him conscious discipline and self-

discipline. It is necessary to build on instilling conscious discipline and self-discipline among convicts disciplinary practice. Therefore, before demanding that a convicted person fulfill certain requirements of the regime and internal rules, it is necessary to clearly and patiently explain to him the meaning and expediency of these requirements, their role and significance for the education of those positive traits that will help him get rid of vices, helping those who committed a crime. The meaning of these requirements is explained to convicts in classes, during individual and group conversations.

All methods of explaining to convicts the meaning of the requirements of the regime and internal rules will be most effective if they are applied indirectly, through the active positive part of the convicts, through disciplinary action on violators. This active (positive part) is constantly replenished by persons who consciously strive for correction, actively helping the administration not only maintain the established order and discipline in the correctional institution, but also, to a certain extent, promoting this order and discipline among other convicts. In practical work, this can be achieved by training convicts according to a specially developed program, which included the following topics: «Goals and objectives of educational work», «Regime in a correctional institution. Its role and significance for the education of discipline», «The concept of discipline in society». Classes on these topics can be attended by all convicts.

Constant individual work with convicts and classes conducted with him not only contributed to his education in the direction necessary for the administration, but also increased his sense of responsibility for fulfilling his assigned duties. The activities of employees of the penal system have a clearly expressed focus on interaction with people, with convicts in particular. Therefore, regardless of

their position, all employees, in addition to general professional knowledge, must also have psychological training [2].

Indirect impact must be supported by a systematic explanation of the harm of a particular crime, illustrating this with specific examples available in a given correctional institution. It is very important to create a public opinion of intolerance around the person who committed the crime.

For example this is well facilitated by theme evenings. At the evening held in one of the execution institutions on the topic «Crimes resulting from the loss of human dignity and national pride», the depth of the crimes resulting from this was clearly shown. This evening showed the vileness of such a crime. An evening was held at the penitentiary institution on the topic «Crimes born of sycophancy and loss of a sense of human dignity and national pride». A thematic evening held in another penitentiary institution on the topic «Offenders are on trial» contributed to the creation of intolerance among the collective around malicious violators of the regime and discipline.

It is necessary to work to expose the essence of theft, hooliganism, violence and other crimes. For this purpose, classes, visual propaganda, local radio broadcasting, reader conferences, and individual work were used.

The institution should set before itself the only important goal – to make the convict repent of the crime he committed, to form intolerance towards crimes. It is very important that the convicted person admits that he was punished fairly. Then he will have a natural desire to atone for his guilt, and this will contribute to the development of discipline.

The existing regime in correctional institutions establishes conditions that encourage the desire of

convicts to maintain discipline. Indeed, the incentive for this is the benefits that can be applied after the convicted person has served a certain part of the sentence.

The opportunity to receive these benefits should be widely used for the education of convicts discipline and self-discipline. The desire of the convicted person to be released should be used especially widely in this case. This desire must be associated with his life perspective, however, in many cases, the «stressful nature of the work, the remoteness of most penal institutions from major economic and cultural centers» negatively affects the quality of educational work [3].

Internal order plays a major role in instilling discipline among convicts. Where the style of an individual approach is skillfully selected and the convict is educated, the fight against discipline violators is successfully carried out and violations are prevented.

Perhaps, in all institutions, this established procedure may not always produce the desired effect, this issue is currently being studied in depth. But still, practice shows that it has a lot of positive aspects. For example, through such an established procedure, the conscientious attitude of the prisoner to work is determined in reality. In institutions, it is necessary to achieve such a situation that any offense committed by a prisoner is discussed among his team.

In order to mobilize the establishment of internal order for the successful implementation of the tasks facing them, meetings of other groups are widely practiced in the colony. At these meetings, convicts are told about how they are fighting offenders.

The discipline of convicts is promoted by their aesthetic education. This is achieved through amateur art activities, various quizzes, literary evenings, sports, and libraries. We must strive to instill in the convict

good taste, the need for literature, knowledge about sports, to instill in him a sense of beauty, to teach him to rationally use his leisure time not only in a correctional facility, but also after releasing from prison.

An important means of instilling discipline among convicts is well-organized work. It plays a huge role in shaping the moral character of the convicted person.

It is in work that the convict feels himself as a person occupying a certain place in life and in society. Work develops in him such qualities as perseverance, curiosity, and the ability to achieve his goal. Instilling discipline in convicts presupposes the need for an individual approach to them, taking into account the characteristics of each convict, knowledge of his character, development, abilities, habits, and the nature of the crime committed. For this work we need educators - professionals. Their professional activity is objectively complex, therefore it is difficult to master and requires a long period of theoretical and practical training [4].

In a correctional facility, you cannot ignore any, even minor, deviation from the rules in the behavior of the convict. Of course, here, the goal should be to prevent future offenses caused by such deviations, and the behavior of the educator should be focused, first of all, on influencing the mind of the prisoner and causing in him a conscious desire to eliminate the vices that lead to violation of the regime and the established order. Experience shows that disciplinary practice plays a significant role in instilling discipline among convicts. The head must «set an example of honesty, impartiality and fairness through his personal behavior» [5].

It is necessary to take into account that convicts do not react equally to the administrative measures applied to them. Therefore, both punishment and reward must

be given taking into account the personality of the convicted person.

There are still convicts in penitentiary institutions who try to exert a corrupting influence on others and maliciously violate the regime. Coercive measures and penalties must be applied to such convicts. However, care must be taken to ensure that these penalties do not replace educational work. Whoever, instead of everyday, painstaking educational work, relies on punishment cannot count on success.

It is important to clarify the circumstances that caused the offense committed when determining the imposition of disciplinary punishment. When applying disciplinary sanctions or rewards, the basic principle is an individual approach. For this reason, in the process of making a decision on determining the type of disciplinary sanction, one should take into account the severity of the offense, the circumstances of its commission, the level of guilt of the convicted person, his age, whether the offense was committed accidentally or intentionally, for the first time or repeatedly. An individual approach, taking into account all specific circumstances contribute to the fact that disciplinary action acquires educational significance both for the «punished» and for other convicts.

It is necessary to choose a punishment that has the greatest educational impact on the convicted person. Meanwhile, penalties such as deprivation of a visit from a convicted person who has no relatives or deprivation of the right to use a store for a convicted person who does not have money in his personal account are sometimes applied.

At the same time, it is necessary to avoid the use of punishments such as depriving a prisoner without relatives of the right to make an appointment,



depriving a prisoner who does not have money in his personal account of the right to shop at a store, which is sometimes found.

## CONCLUSIONS

Many correctional facility managers are not flexible enough in their disciplinary practices. They often resort to punitive measures such as placing the offending prisoner in a disciplinary cell, often without sufficient justification. The practice of placing the disciplinary unit in penal isolation for a minor violation often leads to the appearance of justified anger in the prisoner and a desire to resist the administration. For the correct application of disciplinary practice, it is important to achieve uniformity in the demands placed on prisoners by the team of employees with educational influence, as well as the proportionate use of persuasive and coercive tools. It is necessary to apply equal requirements to all prisoners, and it should not be allowed to provide any privileges and benefits to some prisoners. Instilling discipline in convicts and applying preventive disciplinary measures to them, it is necessary not only to constantly analyze the reasons and conditions that contributed to the commission of violations by convicts, but also the correctness of applying this or that punishment to them. In a correctional institution, the results of disciplinary practice should be summed up, and it should be discussed how correctly the educational worker acted in a particular case. Sometimes, the staff who are supposed to have an educational influence, ignore the issue of gaining the trust and acquittal of prisoners, which experts say is one of the most important issues [6].

Thus, when carrying out preventive measures aimed at preventing conflicts and offenses between prisoners, should be considered into account the totality of the general interrelated objective and subjective factors

(state of the regime, operational situation, state of educational affairs, material supply) characterizing the penal institution and the socio-psychological processes (system of formal and informal interaction, nature of intragroup and intergroup relations, leadership) occurring in the microenvironment.

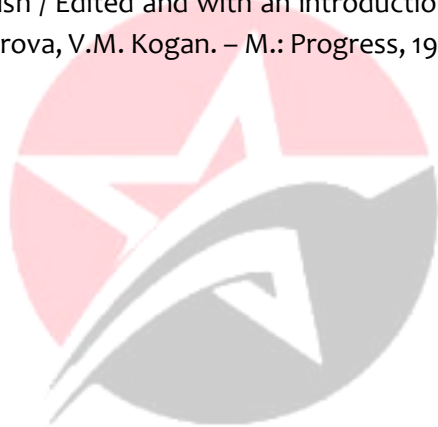
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