

EDUCATIONAL OPPORTUNITIES IN CORRECTIONAL FACILITIES: PROSPECTS OF DISTANCE LEARNING

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Correction and re-education of a convict in prisons is possible through the education system, where it is necessary to choose the appropriate technology and the most important is the auxiliary role of the computer in the learning process.

Distance education, using the capabilities of information and communication technologies of education, provides a fundamentally new level of accessibility of education while maintaining its quality by creating a mobile educational environment and reducing unit costs per student in comparison with traditional systems.

Both motivational and intellectual readiness of convicts for the learning process using IT are important conditions in the training process of convicts.

Key words: convicts, training in a place of deprivation of liberty, information technology, motivational readiness, intellectual readiness, distance education, social adaptation.

OPORTUNITĂȚI EDUCAȚIONALE ÎN UNITĂȚILE DE CORECȚIE: PERSPECTIVE DE ÎNVĂȚĂMÎNT LA DISTANȚĂ

Reabilitarea și reintegrarea persoanelor condamnate în instituțiile penitenciare pot fi realizate prin intermediul sistemului educațional, unde este necesar să se aleagă o tehnologie adecvată, iar rolul principal îl joacă computerul în procesul de învățămînt. Educația la distanță, folosind capacitățile tehnologiilor informaționale și de comunicare ale educației, oferă un nivel fundamental nou de accesibilitate a educației, menținându-i calitatea prin crearea unui mediu educațional mobil și reducerea costurilor per student în comparație cu sistemele tradiționale. Atât pregătirea motivațională, cât și cea intelectuală a persoanelor condamnate pentru procesul de învățare cu utilizarea tehnologiilor informaționale sunt condiții importante în procesul de educație al persoanelor condamnate.

Cuvinte-cheie: condamnați, instruire într-un loc de lipsire de libertate, tehnologia informației, disponibilitate motivațională, disponibilitate intelectuală, educație la distanță, adaptare socială

In recent years, there has been an information explosion in all civilized countries, including the Republic of Moldova, which implies that people from all walks of life are acquiring computer skills. Thus, basic computer literacy provides modern individuals with wide-ranging access to virtually any type of information. It encompasses the formation of initial concepts regarding the use of computer technology, the acquisition of primary skills in working with personal computers, the utilization of operating systems and text editors, and the ability to navigate global networks, including the Inter-

net, to search for various information resources available to humanity. To address the challenges of correcting and rehabilitating individuals in extreme conditions through the education system, it is necessary to select an appropriate technology. In our view, the auxiliary role of the computer in the learning process is most significant.

To begin with, it is considered important to address such conditions in the process of educating convicts as their motivational and intellectual readiness for learning using IT.

In the abstract “Design and Implementation of Higher Education in Correctional Facilities Based on Information and Communication Technologies” by Volova N. Yu., the concept of distance information and communication technologies of education is elaborated. It defines that they enable individuals to obtain both basic and additional education related to their primary activities¹. In her opinion, the use of information and communication technologies in education is aimed at expanding the educational network and meeting the needs and rights of individuals in the field of education to the fullest extent possible. With this, we agree, as the use of computers contributes to increasing motivation for active participation in the learning process, generates enthusiasm among most participants, and fosters their desire for continuous improvement of results.

Undoubtedly, the main psychological feature of learning with the use of computers, as assessed by instructors in the groups, is the constant interaction among learners — convicts, despite each individual having the opportunity to work on the computer independently throughout the entire time².

Currently, distance education system is not opposed to the existing classical education system. On the contrary, it naturally integrates into it, contributes to the integration of various educational structures, and promotes the development of life-long learning in the republic. Importantly, this distance education system, using the capabilities of information and communication technologies of education, provides a fundamentally new level of accessibility of education while maintaining its quality by creating a mobile educational environment and reducing unit costs per student compared to traditional systems. We agree that the proper use of modern information tools in the educational process aligns the architecture of the educational space with the structure of modernity, and puts each participant in the educational process into new relationships with the cultural environment. As mentioned above, the effectiveness of learning and the subsequent success of students are closely related to the motivational sphere, the hierarchy of values and norms of behavior; and self-realization, the realization of one's own potential, are no less important.

Based on this, there is a need to consider the motivational and intellectual readiness of convicts for the learning process in places of deprivation of liberty, especially

1 Волова Н. Ю. «Проектирование и реализация высшего образования в исправительных учреждениях на основе информационно-коммуникационных технологий». Автореферат, Самара 2011, с. 75

2 Там же, с. 75

their mental state. In article is define that the success, pace, and direction of the learning process depend on the organization of the student's learning activities. it is determined by their direct work aimed at comprehending the material, understanding it, memorizing, and using it to solve various tasks, and this process can be influenced by both internal and external factors.

Considering internal factors, we attribute to them the characteristics of a person, where the priority is the originality of performing educational–cognitive activities. An important factor in studying new material is motivational readiness. After conducting a theoretical analysis of the authors' work³, we concluded that the attitude of convicts — learners toward studying plays an important role in the successful organization of the learning process in correctional facilities.

Let's define the main concepts that were used in the research. As Zankov L. V. states, in psychology and pedagogy, readiness is understood as a state that contributes to satisfying a particular need⁴.

According to Ershov A. P., the concept of readiness is a component of the motivational sphere of personality, which, in addition to the primary source of activity and personality activity (needs), also includes a system of secondary psychological formations that develop during the formation of the personality. This includes current motives, attitudes, states of readiness, values, interests, ideals, orientation, etc. At the same time, unlike other motivational formations, the concepts of “intention” and “readiness” belong to the group of “preliminary” or “start” states, that is, states immediately preceding actions⁵.

Making a summary, it can be said that sources of motivation for human activity should include both biological and social needs. Cognitive needs can be defined as the basis for forming readiness for learning. This is ensured by the so-called orienting reaction of a person, which at the same time ensures the success of the activity. It is unequivocally noted that motivation manifests itself through an attitude, which is readiness for a specific activity that may be related to environmental factors. An attitude can reflect both personal needs and the views of an individual. For example, a person's worldview is a kind of perspective on the world that underlies their creative abilities, and this state can have a stimulating or inhibiting effect on the organization of many cognitive processes, upon which the success of assimilating new material depends.

Bozhovich L.I. defines the formal conditions for forming intentions, readiness for action. Firstly, these are conditions of the external environment when the goal of

3 Алферов Ю.А. «Социальная адаптация освобожденных из мест лишения свободы». Учебное пособие, Домодедово, 1992, с. 70, Вербицкий А., Сахарова Н. «Психологические особенности включения взрослых в образовательную деятельность»// Новые знания, 1999, № 2, с. 23–26.

4 Занков Л. В. «Наглядность и активизация учащихся в обучении». М.: Учпедгиз, 1960, с. 230

5 Ершов А.П. «Информатика и компьютерная грамотность». М., 1988, с. 34

the activity is distant and its achievement is postponed. Secondly, situations where the satisfaction of a need cannot occur immediately at the moment but requires the achievement of intermediate goals that do not have their own motivating force. In this case, a person's intention can serve as a stimulus for actions aimed at achieving intermediate goals, within which the learning process takes place. In such cases, orientation towards the final (positive) result can stimulate the intermediate result, in particular, the learning process itself⁶.

One condition, known as the implementation of learning activities (readiness coefficient), is the level of existing knowledge and preparedness of the student. Their absence renders new knowledge inaccessible to the learner, so the teacher must orient themselves to the level of basic knowledge of their students, taking them into account when organizing instruction, which certainly poses a challenge.

The second direction of research should involve studying the orientation of the individual as a whole.

Following the diagnosis of the motivational readiness of the individual for learning and the determination of the general characteristics of personality orientation, it is necessary to investigate the intellectual readiness of convicts.

It is known that no activity can continue without the use of reserves of past experience (long-term memory), without retaining a plan of activity and its intermediate results for some time (short-term, working memory). Often, limitations in mnemonic associations are obstacles in solving certain intellectual tasks, as well as educational tasks in general⁷.

Similar to how memory is involved in the implementation of other mental functions, memorization and retrieval of information by humans cannot be regarded solely as a mnemonic function⁸. So, let's define: in order to remember any event or information, a person must direct all their attention to it. In the case where a person sets a direct goal to remember something, it is deliberate memorization, and if such a goal is not set, then memorization can be considered involuntary. However, it should be noted that the emotional coloring of events or material, their significance to the individual, also plays a huge role in memorization.

Bespal'ko V.P. noted that the processes of information encoding are closely related to thinking⁹. Thus, it turns out that short-term memory is limited in volume and requires preliminary processing of information. Here, compression is meant, in order to obtain a quantity of symbols that fits into short-term memory through recoding from a large amount of perceived symbols.

6 Божович Л.И. «Практико-ориентированная диагностика учения: проблемы и перспективы». // Педагогика. 1997. № 2, с. 14–21

7 Беляева А.П. «Дидактические принципы профессиональной подготовки в профтехучилищах». М.: Высш. шк., 1991, с. 15

8 Колин К.К. «Стратегические приоритеты образования». // Открытое образование, №5, 2001., с. 6–12

9 Беспалько В.П. «Слагаемые педагогической технологии». М.: Педагогика, 1989, с. 192

When perceiving new information, a person compares it with the already accumulated information, selecting the essential parts, and then, in such a purposefully selected, processed, and generalized form, incorporates it into the system of their long-term memory. At the same time, changes occur in the stored information: additions, clarifications, and further systematization. Retrieval of information from long-term memory is also selective. It often involves not reproduction, but reconstruction of past experiences. The higher the intellect, the greater the role it plays in memory processes¹⁰.

Considering the conditions of education in places of deprivation of liberty, the focus is often on activating reproductive functions in those undergoing training.

Overall, it is important to emphasize that encoding and retrieval of accumulated knowledge, attention, and thinking are complex processes, in which emotional coloring of the material, its presentation, intentions, and motivational readiness of the individual to perceive information all play their roles.

When organizing the educational process in correctional facilities, both the psychological characteristics of convicts and the features of their emotional state are taken into account. However, we are specifically interested in the manifestation of motivational and intellectual factors of readiness of convicts for learning. For example, the perception of educational material by students who abused drugs before conviction differs from that of convicts who did not use drugs. Negative emotional and psychophysiological background negatively affects both cognitive functions and the nature of the convict's educational activities as a whole.

A general comparative analysis of motivational tendencies in the education of students in non-custodial settings and convicts has shown that the motivational readiness of convicts can be assessed as relatively high. The expression of motivational tendencies in convict students is higher, although the overall intellectual level is lower, particularly in terms of general indicators of verbal memory and several other measures. Personal characteristics, the perception of educational information by convicts (both men and women), and the dynamics of emotional states that determine the color, significance of the perceived material, are diverse and can influence the organization of the educational process in correctional facilities in various ways.

Describing the personality of convicts, many researchers note their narrowly selfish motives, underdeveloped intellectual abilities, and spiritual needs. All of this undoubtedly corresponds to reality, but these traits originate not so much from the personality itself as from the society in which it has formed.

The factors and levels of motivational, intellectual, and social readiness of convicts for the learning process and the use of information technologies identified by us allow for the establishment of a comprehensive system of socially oriented utilization of information and educational technologies as a factor in the social adaptation of the convict's personality.

¹⁰ Ibidem, p. 192

This article examines the motivational and intellectual aspects of convicts' readiness for the learning process using information technologies. The research results indicate that these aspects play a crucial role in organizing the educational process in correctional facilities. Considering the psychological and emotional characteristics of convicts, as well as their motivational readiness, leads to the conclusion of the necessity of an individualized approach to education in this category of learners. The identified factors of motivation, intellectual readiness, and social adaptation of convicts allow for the development of a comprehensive system for using information and educational technologies for successful social rehabilitation of individuals in penitentiary institutions.