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## PSYCHOLOGICAL APPROACHES AND THEIR EFFECTIVENESS IN WORKING WITH PRISONERS

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**Abstract.** This article discusses the causes of criminogenic traumas among convicted persons, their psychological consequences, and methods of prevention. Criminogenic factors are the main psychosocial factors that motivate a person to commit a crime. This article analyzes modern psychocorrectional approaches, based on international and local experience. The psychological effectiveness of criminogenic trauma prevention is shown based on statistical tables and scientific facts .

**Key words :** criminogenic trauma, psychocorrection, prisoner, recidivism, prevention, CBT, EMDR, rehabilitation.

## СОЦИАЛЬНО-ПСИХОЛОГИЧЕСКИЕ АСПЕКТЫ ЛИЧНОСТИ ОСУЖДЕННОГО

**Абстрактный.** В состоянии рассматриваются причины возникновения криминогенных травм и переживаний, их психологические последствия и методы профилактики. Криминогенные факторы являются основными психосоциальными факторами, мотивирующими человека к совершению преступления. В государстве анализируются современные психокоррекционные подходы, основанные на международном и отечественном опыте. На основе статистических таблиц и научных данных показана психологическая эффективность профилактики криминогенных травм.

**Ключевые слова:** криминогенная травма, психокоррекция, правонарушения, рецидивизм, профилактика, когнитивно-поведенческая терапия (КПТ), ДПДГ, реабилитация.

Criminogenic factors and psychological trauma directly affect a person's ability to commit a crime and repeat the crime . The majority of convicted criminals have experienced severe psychological trauma in their lives. Many of them were subjected to physical and psychological violence in childhood or adolescence. Therefore, the effectiveness and systematic nature of psychological services in penal institutions is an important factor in reducing crime.

Identifying criminogenic traumas among prisoners, studying their psychological consequences , and proposing effective methods of prevention and psychocorrection.



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A **convict** is a person who has been found guilty of a crime by a court verdict and sentenced to imprisonment. He or she is serving the sentence in a **penal institution** (i.e., a prison or penal colony).

**Legal explanation of the concept of convict:**

□ A person acquires the status of a **convict** after being found guilty by a court and sentenced in accordance with the Criminal Code or the Code of Criminal Procedure.

□ Convict - refers to a person who **has been convicted** but is currently serving a sentence.

**Prisoners are classified as follows:**

1. **First-time offenders** – those who have not been convicted before and have committed a crime.

2. **Recidivist** - a person who has committed a crime before and commits another crime.

3. **Those held in special regime institutions** are those who have committed serious or extremely serious crimes.

4. **Juvenile offenders** – offenders between the ages of 14–18.

**From a psychological point of view:**

Prisoners often :

□ Has experienced mental trauma;

□ Was in social isolation;

□ Aggression, anxiety, depression, and hopelessness are observed.

**Criminogenic trauma is a state of psychological trauma** that causes a person to commit a crime or become prone to crime.

Criminogenic trauma is a traumatic situation that occurs in a person under the influence of internal (psychological) or external (social) pressures, which can lead them to commit a crime.

Many psychological problems can arise in the process of working with prisoners. Understanding and working with these problems is important for the effective organization of the rehabilitation of prisoners. Prisoners usually face a dramatic change in their lives as a result of criminal liability and sentencing, which significantly affects their psychological state.

One of the most common problems of prisoners is a feeling of isolation and loneliness. Due to the deprivation of liberty, they are separated from society and lose their usual social contacts. This situation is especially psychologically difficult for those who have had regular contact with their family and loved ones. They may experience feelings of loneliness and abandonment, which in turn leads to depression. Also, the strict rules of life in penal institutions increase stress and anxiety in prisoners. They have to make great mental efforts to adapt to new conditions.

Prisoners often experience deep regret and guilt for their past actions and crimes. These feelings, if not dealt with properly, can worsen the psychological state, leading to low self-esteem and despair. At the same time, some prisoners may try to justify their



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crimes or tend to blame other people or circumstances. This leads to the formation of psychological defense mechanisms, but they deepen the problems instead of solving them.

In addition, the new order of life of prisoners can cause them an identity crisis. During the period of serving their sentence, there is a need to reassess who they are and their value. Prisoners are forced to abandon their previous social role and rebuild their identity in order to adapt to new conditions. This process is complex and sometimes causes internal contradictions. Many prisoners also experience a sense of hopelessness about the future.

During the process of deprivation of liberty, they are deeply concerned about how they will live and find their place in society after returning. This concern is especially serious for those sentenced to long-term sentences. They are skeptical about whether society will accept them or restore their trust in them. Violence and oppression in prisons are also common problems.

Prisoners may experience situations of violence, rigid social hierarchy, or intimidation in their relationships. Such conditions negatively affect mental health, increasing stress and anxiety. In some cases, these situations can lead to mental disorders, including post-traumatic stress disorder. At the same time, the isolation and restrictions of routine that occur during prison life also affect the cognitive abilities of prisoners. They may have reduced ability to concentrate, think logically, and solve problems. This situation poses additional challenges for prisoners in the rehabilitation process. The problem of dependence on psychoactive substances or alcohol is also widespread among prisoners. This problem negatively affects not only their health, but also the rehabilitation process.

Prisoners who are in such situations should be treated with special therapeutic approaches. There may also be a high risk of suicide among prisoners. This is mainly due to depression, hopelessness or difficulties in interacting with other prisoners.

Psychologists of penal institutions should be on high alert to prevent these situations and provide immediate assistance when necessary. When working with prisoners, it is necessary to take into account many factors in order to improve their psychological state and effectively organize the rehabilitation process. The qualifications of psychologists, individual and group training, and customized programs play an important role in this process. Developing an approach that takes into account the individual characteristics of each prisoner will significantly facilitate their return to social life and help prevent recidivism.

Various problems may arise when conducting educational processes with prisoners. These problems are associated with their personal characteristics, the conditions in penal institutions, and the complexity of their relationships with society. First of all, one of the important problems is the resistance of prisoners to the educational process. In places of execution of punishment, some prisoners refuse to participate in educational activities or are indifferent to these processes. This situation often arises from their lack of faith in change or a feeling of lack of attention to themselves. Also, the specific personal characteristics of prisoners complicate educational work. Although most prisoners are punished for violating social rules, when working with them, it is observed that their social



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adaptation, self-control, and sense of responsibility skills are not sufficiently developed. These circumstances make educational processes even more difficult, since first of all it is necessary to form their psychological and moral rules .

The conditions in prisons also create difficulties in implementing educational work. The limited living conditions of prisoners can have a negative impact on their mental and physical health. For example, violence or pressure inside the prison reduces the effectiveness of educational activities. The social hierarchy and negative relationships prevailing among prisoners are also factors that complicate educational processes. The level of knowledge and life experience of prisoners are important for the successful implementation of educational work. Some prisoners may have a low level of literacy or limited educational opportunities . This situation makes it difficult for them to adapt to social norms and accept new knowledge . Therefore, educational activities should, first of all, be organized in accordance with their level of knowledge. Lack of motivation is also one of the main problems in educational work with prisoners.

Many prisoners become hopeless about the future while serving their sentence and are unable to find the motivation to change their behavior. An individual approach is needed to increase motivation in educational processes and encourage prisoners to change. This requires additional time and resources. Another important problem is the issue of the acceptance of prisoners by society.

towards each other or conflicts between them can reduce the effectiveness of educational work. Therefore, special attention should be paid to improving social communication and developing cooperation in educational processes . The qualifications of teachers and psychologists also play an important role in working with prisoners . If the specialists conducting the educational process do not have sufficient experience and knowledge , the effectiveness of this process will decrease. Therefore, it is necessary to regularly train and improve the qualifications of specialists conducting educational work.

advanced methods to solve educational problems . For example, special trainings, psychological exercises and cultural and educational activities serve to broaden the worldview of prisoners and improve their adaptation to social life. The introduction of interactive methods can be useful to ensure the active participation of prisoners in the educational process . The problems that arise in educational work with prisoners are multifaceted , and each requires a unique approach. To eliminate these problems, individual and group approaches, as well as work with society, are necessary. Effective measures aimed at improving the education and social adaptation of prisoners will facilitate their return to society and help prevent recidivism.

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