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THEORETICAL ANALYSIS OF APPROACHES TO THE STUDY OF I-CONCEPT IN THE CONTEXT OF CONVICTS' CORRECTION

ТЕОРЕТИЧЕСКИЙ АНАЛИЗ ПОДХОДОВ К ИССЛЕДОВАНИЮ Я-КОНЦЕПЦИИ В КОНТЕКСТЕ ИСПРАВЛЕНИЯ ОСУЖДЕННЫХ

Abstract. The relevance of the problem considered in the article is due to the need for effective implementation of convicts' correction, the formation of their readiness to lead a law-abiding lifestyle after release, as well as a set of mental properties that determine the subjective need for lawful behavior in the main spheres of life. These goals can be achieved through the implementation of psychological support for correctional work with convicts. Psychological analysis of the reasons for committing crimes, current trends, scope and specifics of psychological work with persons serving sentences in correctional institutions requires studying the features of their "I-concept". The theoretical studies of the concept of "I-concept" in psychological science are analyzed, approaches to the relationship of I-concept with the concepts of "self-consciousness", "I-image", "self-esteem", "self-knowledge" are considered in the article. The author's definition of the concept of "I-concept" is presented: this is a complex holistic model in the relationship of all its structural elements in the context of their meaning and role to explain the significant psychological processes that occur with convicts at various stages of serving a sentence, and to determine the directions of an adequate differentiated psychocorrectional impact on convicts who have committed various crimes.

Keywords: research, I-concept, self-consciousness, I-image, self-relation, self-knowledge.

Аннотация. Актуальность рассматриваемой в статье проблемы обусловлена необходимостью эффективного осуществления исправления осужденных, формирования у них готовности к ведению правопослушного образа жизни после освобождения, а также совокупности психических свойств, детерминирующих субъективную необходимость правомерного поведения в основных сферах жизнедеятельности. Данные цели могут быть достигнуты посредством осуществления психологического сопровождения воспитательной работы с осужденными. Психологический анализ причин совершения преступлений, актуальные направления, объем и специфика психологической работы с лицами, отбывающими наказание

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в исправительных учреждениях, требуют изучения особенностей их Я-концепции. В статье осуществлен анализ теоретических исследований понятия «Я-концепция» в психологической науке, рассмотрены подходы к соотношению Я-концепции с понятиями «самосознание», «Я-образ», «самооценка», «самопознание». Представлено авторское определение понятия «Я-концепция» – это сложная целостная модель во взаимосвязи всех ее структурных элементов в контексте их значения и роли для объяснения значимых психологических процессов, происходящих с осужденными на различных этапах отбывания наказания, и определения направлений адекватного дифференцированного психокоррекционного воздействия на осужденных, совершивших различные преступления.

Ключевые слова: исследование, Я-концепция, самосознание, Я-образ, самоотношение, самопознание.

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The relevance of the problem under consideration is due to the need for effective implementation of convicts' correction, the formation of their readiness to lead a law-abiding lifestyle after release, as well as a set of mental properties that determine the subjective need for lawful behavior in the main spheres of life. These goals can be achieved through the implementation of psychological support for upbringing work with convicts. Psychological analysis of the reasons for committing crimes, current trends, scope and specifics of psychological work with persons serving sentences in correctional institutions requires studying the features of their I-concept.

The problem of I-concept, its structure and content is widely discussed in the scientific literature. However, the nature of the use of this concept is arbitrary, and the features of the research of the phenomenon of "I-concept" are largely influenced by the theoretical orientations of researchers, their dependence on the scientific school. For example, E. S. Shil'shteyn (2001, p. 26) points out that the concept of "I-concept" can include anything, "because a person can think of himself in any terms". In addition, the context of considering the category of "I-concept" largely depends on the branch of psychology in which it is studied. From the standpoint of developmental psychology and age psychology, the problem of "I-concept" was considered by V. S. Merlin, V. S. Mukhina, M. I. Lisina, E. N. Lebedenko, A. A. Rean, V. I. Slobodchikov, L. V. Kochkina, Zh. A. Maksimenko, K. V. Koloskova, E. N. Vasina. The "I-concept" study in formational psychology was carried out by V. A. Vedinyapina, N. G. Amurova, M. V. Vasilets, G. V. Orlova. As a particular type of "I-concept", some authors distinguish the professional "I-concept" (S. T. Dzhaner'yan, G. V. Orlova, M. V. Vasilets). In the context of penitentiary psychology, A. N. Pastushenya, E. V. Chernysheva, and O. I. Sochivko were engaged in the development of the problem of "I-concept". In a number of works, individual processes are investigated, as a result of which

"I-concept" is formed, so S. A. Minyurova, V. V. Bayluk reveal the concept of "self-knowledge of the individual", S. R. Pantileev, N. I. Sardzhveladze, E. N. Vasina consider the self-relation and its derivatives. The objective of this study is to specify the concept of "I-concept" as an integrative mental formation that determines the social and legal behavior of convicts during the period of serving their sentence and determines their lifestyle after release from a correctional institution.

In the scientific literature, there are various approaches to the definition of the concept of "I-concept". It is often associated with self-consciousness, I-image, and with such self-processes as self-attitude, self-knowledge, and self-esteem, but researchers' views on the relationship of the above-mentioned concepts are ambiguous and depend on the theoretical context.

A significant layer of "I-concept" research, revealing its various aspects, is associated with the development of the concepts of "consciousness" and "self-consciousness". The content analysis of the literature shows that there are different points of view on the relationship between the concepts of "I-concept" and "self-consciousness" (Ivashchenko, A. V., Agapov, V. S. & Baryshnikova, I. V. 2000). A number of authors (T. A. Chernova, E. N. Lebedenko, Z. V. Diyanova, T. M. Shchegoleva, I. M. Belova, Yu. A. Parfenov, D. V. Sologub, E. A. Nekhvyadovich, A. A. Nalchad-zhan) hold the view that the concept of "self-consciousness" is generic in relation to the concept of "I-concept", and refer the latter to the central formation of self-consciousness, its final product. There are other views on the relationship between "I-concept" and self-consciousness. Thus, V. S. Agapov, A. V. Ivashchenko, and I. V. Baryshnikova point out that self-consciousness is a component of "I-concept"; A. A. Nalchadzhan, A. B. Orlov, I. I. Chesnokova, A. G. Abdullin, E. R. Tumba-sova use the concepts of "I-concept" and "self-consciousness" as synonyms.

The question of the relation of “I-concept” to the concept of “I-image” also remains debatable in psychological science. Researchers look at this problem in different ways – from identification to the inclusion of “I-image” in the “I-concept”. Thus, I. S. Kon (1981), noting the duality of the I, refers “I-concept” and I-image to the reflexive I and does not separate these concepts. Considering the I-image and the “I-concept” within the framework of the model of the readiness of convicts’ personality for a law-abiding lifestyle, A. N. Pastushenya (2013) considers these concepts synonymous, including them in the system of personal properties of a law-abiding person. A. A. Nalchadzhyan considers I-images to be interconnected substructures of “I-concept”. I-images, in turn, he divides into stable and situational (dynamic). Dynamic I-images surround “I-concept” and are actually conscious parts of I-concept and stable I-images (Nalchadzhyan, A. A. 2010, pp. 185–186). Z. V. Diyanova, T. M. Shchegoleva (2017, pp. 137–143), analyzing this problem, note that some people’s ideas about themselves are not formed in a stable “I-concept”, but function in the form of situational I-images. E. N. Lebedenko (2007, p. 132) shares these concepts, considering the I-image as a dynamic system of a person’s ideas about himself, which includes three levels (central, social, integrating) and is part of the “I-concept”, which is the product and result of self-consciousness, provides a tactic of a person’s self-presentation.

Based on the main objectives of this study, we support the point of view of E. S. Shil’shteyn (2001) that despite the variety of approaches, there must be some properties in the “I-concept” that most researchers agree with. The identification of these properties can be achieved by considering the “I-concept” as an integrative mental formation having a complex structure, the elements of which are closely interrelated and have a mutual influence on each other. This view corresponds to the consideration of the phenomenon of “I-concept” from the standpoint of an integrative (system)

approach (A. V. Ivashchenko, V. S. Agapov, I. V. Baryshnikova, O. B. Popova, A. A. Budnitskiy, E. A. Levkova, I. M. Belova, Yu. A. Parfenov, D. V. Sologub, E. A. Nekhvyadovich, E. S. Shil’shteyn, K. V. Koloskova), which corresponds to the complex system-integral and structural-hierarchical nature of the subject of “I-concept” (Ivashchenko, A. V. 1998). From the standpoint of the integrative approach, the I-concept is characterized as:

- a relatively stable system of self-directed attitudes, a system of self-concepts and self-perceptions of the subject, a system of multiple I, formed on the basis of interactions with the environment, developing in the process of self-actualization of the individual on the basis of a positive attitude to oneself, reflecting the continuity of self-concepts in time, contributing to the analysis of the past, the definition of the present, the anticipation of the future (Baryshnikova, I. V. 1998, pp. 7, 17–20);

- integrative system personality-semantic formation, which includes in a generalized (at different levels and different degrees) quality the integral of the main life relations of the personality and their numerous specific ways of realization, expression and embodiment (Agapov, V. S. 2004);

- system integral mental formation, implemented in such areas as cognitive, emotional, volitional, behavioral, accumulating ideas, knowledge of the subject about himself, personal semantic formation, the experience of the subject’s assessment, self-assessment of their own properties and qualities, their capabilities and limitations, manifested in the life strategy (Ivashchenko, A. V., Agapov, V. S. & Baryshnikova, I. V. 2000).

Thus, the integrative approach allows us to give a systematic comprehensive definition of the I-concept of convicts’ personality – this is a complex holistic model in the relationship of all its structural elements in the context of their meaning and role to explain the significant psychological processes that occur with convicts at various stages of serving a sentence, and to determine the directions of an adequate

differentiated psychocorrection impact on convicts who have committed various crimes.

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