



KAPITEL 11 / CHAPTER 11 ¹¹ IDENTITY OF THE JUVENILE DELINQUENT

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Introduction.

A juvenile lawbreaker is a particular, most challenging object of education, and re-education as a juvenile is most often burdened with ingrained negative views, judgments, habits, and behavior patterns. He usually rudely opposes positive influences, creating a psychological barrier of distrust, distancing, and even hostility between himself and the educator. Breaking this barrier means creating positive prerequisites for further psychological influence. In this case, it is essential for the educator not only to be able to instill in an adolescent or young man certain positive traits, properties, and qualities but also the art of correction and re-education, which means neutralizing and eradicating the previously formed negative aspects of spiritual life and behavior.

Presenting main material. Correction and re-education is a creative process of purposeful positive influence on a juvenile's mind, will, and feelings. Using techniques and methods similar to adult offenders' is unacceptable and can only cause harm. No matter how positive and valuable the advice and experience of others are, they can hardly fully compensate for the lack of their own experience and life observations. Unconscious imitation of recommendations often leads to coarsening and rigid programming of the living process of personality development. The educator should be able to find the proper method, creatively using someone else's experience and focusing on his thoughtful attitude to the correction process, based on a good knowledge of the theory and a deep understanding of the peculiarities of a juvenile's spiritual world and behavior. Awareness of these conditions and knowledge of age-related development features allows the educator to find the right solutions and achieve high results in the education and re-education of the individual.

Age (in psychology) is a category that designates the temporal characteristics of individual development. In contrast to chronological age, which expresses the duration

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of an individual's existence from the moment of his birth, the concept of psychological age denotes a particular, qualitatively peculiar stage of ontogenetic development, which is determined by the laws of organism development, life conditions, education, and upbringing.

Age-related crises are particular, relatively short periods of ontogeny (up to a year) characterized by sharp psychological changes. In contrast to crises of a neurotic or traumatic nature, age-related crises refer to the standard processes necessary for the natural, gradual course of personal development. Age-related crises can occur when a person moves from one age category to another and are associated with systemic qualitative changes in his social relations, activity, and consciousness. In childhood, the following crisis periods can be observed: 'the first-year developmental crisis,' 'the third-year developmental crisis,' 'the sixth-seventh-year developmental crisis,' and 'the adolescent crisis' (at the age of 10-11). These chronological boundaries of crises are rather conditional, explained by a significant difference in individual, sociocultural, and other parameters. The way, duration, and acuity of crises can vary markedly depending on individual typological features, social and micro-social conditions, peculiarities of family upbringing, etc. Periods of age-related crises are characterized by moving to a new type of relationship, which considers new opportunities, changes in the social development situation, changes in activities, and restructuring the entire structure of consciousness. Moving to a new age level is associated with coping with acute contradictions. Negativism, stubbornness, capriciousness, hyperproneness to conflict, and other adverse behavioral manifestations inherent in age-related crises are exacerbated if the child's new needs in communication and activity are ignored and, conversely, are mitigated by proper upbringing. It is known that such turning points in adulthood occur less often than in childhood and, as a rule, proceed more covertly without pronounced changes in behavior.

In terms of value-based nature, which acquires particular importance after childhood, each age period is characterized by specific life tasks, the timely solution of which depends on both personal development as a whole and the success of moving to the next age stage (for example, choosing a profession and vocational training, creating



a family, etc.). Irreversible psychophysiological changes are also associated with age-related development. However, there is no coincidence in time of closely interrelated lines of an individual's physical (physiological), mental, and social development. The uneven pace in the development of these aspects leads to frequent discrepancies in an individual's physical, psychological, or social maturity, causing the phenomena of acceleration, psychophysical and personal infantilism, intellectual disability, etc. The chronological boundaries of psychological age characteristics vary markedly depending on sociocultural, economic, and other factors. It is necessary to distinguish between age-related (ontogenetic) and functional development (within the framework of individual mental processes). The latter is characterized by relatively frequent, partial changes, the accumulation of which, however, creates the prerequisites for qualitative age-related shifts in children's consciousness and personality. In some age concepts, age is considered to be a set of heterogeneous phenomena of growth, general somatic, sexual, and mental maturation, maturity, and aging, associated with many complex phenomena of human socioeconomic development in specific historical conditions.

The age characteristic of personality development reflects a particular system of requirements proposed by society to a person at a particular stage of his life, and the essence of his relations with others, his social position. Specific age characteristics are determined by the peculiarities of the child's entry into groups of different levels of development and in educational institutions, changes in upbringing in the family, the development of new types of activities that ensure the child to gain social experience, the system of knowledge, norms, and rules of human activity, as well as the peculiarities of physiological development.

The concept of age features and boundaries does not have an absolute meaning — age boundaries are flexible, changeable, have a specific historical character, and do not coincide in different social and economic conditions of personality development.

In general, in psychology, the following periodization of age is adopted: childhood (age from birth to 6); primary school age (age 6 to 10); adolescence (age 10 to 15); youth: the first period (high school - age 15), the second period (age 17 to 21);



adulthood: the first period (age 21 to 35), the second period (age 35 to 60); old age (age 60 to 75); extreme old age (age 75 to 90); centenarians (age 90 + years). In psychology, the concepts of age periodization with different construction principles are adopted.

Modern science distinguishes two main stages of personality development. Firstly, adolescence is the period of children's development from ages 11-12 to 15. Secondly, youth is about 15 to 18 years old.

Adolescence is a period of intensive development of personality, extension of moral and intellectual characteristics, profound changes in mental activity, and improvement and reshaping of the body. This is the age of the first truly independent act, responsible decisions, and profound friendship. However, this is also the age when a careless attitude to social requirements, rudeness to elders, cynicism, isolation, and stubbornness are manifested. Adolescence is the most controversial and dynamic period in a person's life.

Adolescence is defined as a transitional age. This is no coincidence because the adolescent is a person who is in a state of moving from childhood to adulthood, from immaturity to maturity. Therefore, one's behavior reveals contradiction and instability, with sharp jumps from naïve and childish to seriously motivated actions. As a rule, adolescents lack consistent and firm behavior patterns, causing particular susceptibility to various influences, including those that lead astray and sometimes cause making the wrong choices and deviations from public morality, leading to moral breakdowns of the individual.

Preventing these breakdowns in time is a task successfully solved by purposeful educational influence on an adolescent's inner world and behavior in order to develop the ability to act in various life situations as a mature and conscious person as soon as possible.

However, to provide an adolescent with practical assistance in developing an adult's traits, it is necessary to know the difficulties and contradictions of the developing personality and the peculiarities of its interaction with the environment. First of all, it is necessary to know the psychological characteristics of age. Usually, the most characteristic features are



- an emotionally expressed desire to learn about the surrounding reality,
- high activity,
- personal evaluation of certain events and facts.

These traits often conflict with little life experience, the lack of ability to overcome failures and the instability and superficiality of the first impression. The result is an excessive variety of cognitive interests, a rapid change in attention to something, and a high 'flexibility' of assessments and self-esteem.

Moving from childhood to youth is associated with changes in values. This is expressed in the fact that the imagination and views inherent in childhood are shifted by more mature, independent (or claiming to be independent) judgments and new assessments of the surrounding reality. The desire for self-assertion and independent activity is also strengthened. At the same time, there are often contradictions between old and new judgments and assessments. Hence, there is duality, contradictory statements and conclusions, a pronounced attempt to dissociate oneself from everything childish, the lack of age authority, aversion to unreasonable prohibitions, and so on.

Internal contradictions, acute susceptibility and vulnerability of the adolescent, superficiality of self-consciousness and self-esteem, and lack of stable interests determine his exceptional susceptibility to the influence of certain conditions. The immature ability to critically and selectively evaluate leads to the fact that different, sometimes random, circumstances can leave a deep imprint on an adolescent's inner world and behavior. However, the adolescents' beliefs are not dependent on actual conditions. After all, one of the features of youth is an inquisitive mind and imagination.

The desire to follow dreams often takes an adolescent away from reality and creates a barrier between him, adults, and sometimes peers. An adolescent fears the destruction of his dream and painfully experiences the possibility of accusing him of naive and childish fantasies. He fears being misunderstood by others or becoming an object of ridicule. This gives rise to excessive self-love, isolation, distrust of others, and the desire to retire into oneself. Moreover, sometimes, irritability and anger



manifest themselves in outbursts of aggressiveness and cruelty.

However, these traits do not and cannot cancel adolescents' natural obsession with communication with peers and adults. The interest in communication with adults is often more substantial than age-related wariness and distrust. It expresses the typical expectation of help, mutual understanding, and emotional intimacy from adults.

The desire to become an adult is one of the characteristic features of an adolescent that affects his attitude towards adults and his behavior, and it can be understood as future opportunities associated with him today. Therefore, the adolescent often thinks of "adult" problems: the choice of profession, attitude toward public organizations, the state, the opposite sex, determination of one's place among peers and adults, and so on. The adolescent sometimes makes rash, reckless actions and deeds, the only purpose of which is to assert himself. The desire for self-affirmation is the essence of an adolescent's inner motives.

The desire for self-affirmation is inextricably linked with significant changes in an adolescent's various spheres of life and activity, in his psychology and physical development. During these years, the systematic assimilation of the science foundations begins, which, in turn, requires a change in the usual forms of work and restructuring of thinking, a new organization of attention, and memorization techniques. An adolescent develops such a newly formed feature as the development of independence. Feeling one's own spiritual and physical strength naturally leads to self-esteem build-up. Moreover, this feeling is based on his ability to ask practical questions and solve some tasks independently.

For a child under 11-12, the educator or parents transmit the indisputable criterion of truth. However, at the beginning of youth, the teenager tries to have his own point of view. He has a critical attitude to adult reasoning. The adolescent receives much information but still needs a permissible view of social phenomena and norms. At the same time, there is a particular discrepancy between the desire for independent and critical thinking, on the one hand, and the opportunities necessary for this, on the other. The adolescent tries to overcome this discrepancy by stubbornness: he tries to defend his reasoning or point of view, even if it is wrong. In this case, adults who keep



communicating with adolescents in an authoritarian way gradually lose their authority. Instead, the adolescent has his social circle of other individuals who think alike with him and those he perceives with respect. Therefore, depending on what aspirations and ideals this group possesses, we may find significant changes in developing a group member's thinking and point of view.

In order to explain some of the peculiarities of an adolescent's psychology and behavior accurately, it is necessary to consider the specifics of this age's physical development.

Adolescence is a period of rapid development of the body. During these years, there is a sharp increase in height and weight, the skeletal and muscular system is strengthened, and the cardiac and pulmonary apparatus improves. The adolescent begins to mature sexually.

These processes affect the adolescent's activity, emotionality, and the psychology of relationships. For example, an adolescent develops such traits as awareness of his strength, a sense of pride, and the desire to brag and demonstrate it.

The nervous system of an adolescent is still in the stage of development. At the same time, adolescents have some variability in the development of reaction inhibitors and weakened control of the cerebral cortex over the subcortex (compared to adults); the consciousness of the verbal stimuli significance (the second signal system) is not fully developed. These features affect an adolescent's psychology and behavior. The motives for the people of this age's activity are often like temporary insanity and emotional outbursts. The behavior patterns are unstable, and actions are often uncontrolled by consciousness (impulsive) and unintentional.

A special place in adolescent development is occupied by attraction to the opposite sex, which, in any case, until the full completion of sexual development, has an idealized, romantic character. An adolescent is driven more by cognitive than sexual interests. These needs are unfamiliar to him at this age. Therefore, nothing is more natural for an adolescent than to love bodily beauty. He distinguishes between sexual interests, attraction, and fantasy. Sexual interests refer to sexual relations.

Physical development influences mainly the manifestation and functioning of one



or another mental feature while their content is determined by social factors, that is, material, ideological, and other social backgrounds in which the personality is developed. It must also be taken into account that the older an adolescent becomes, the less the level of physical development plays a role in his psychology and behavior. This, in particular, refers to the characteristics of the next stage of a person's life.

Youth is a period of human development that reflects moving from adolescence to independent adulthood. The chronological boundaries of youth are defined in psychology in different ways; researchers often distinguish early youth - high school age (age 15 to 18) and late youth (age 18 to 23). By the end of youth, the processes of physical maturation are completed. The psychological content of this stage is associated with the development of self-awareness, solving the problems of professional self-determination, and entering adulthood. Cognitive and professional interests, the need for work, the ability to make life plans, and social activity are formed in early youth. In youth, the dependence on adults inherent in the previous stages of ontogeny is finally overcome, and the individual's independence is adopted. The importance of individual contacts increases along with the critical role of communication. Youth is a tense period when moral consciousness, value orientations and ideals, a stable worldview, and civic qualities of the individual are developed. Under unfavorable social or microsocial conditions, high-profile and complex tasks facing an individual in youth can lead to acute psychological conflicts and deep anxiety, to the crisis course of youth, and various normative deviations in boys' and girls' behavior.

Early young age (early youth) is the age of the individual's spiritual and physical powers flowering. The age of mental maturity that makes a person capable of independent labor and social life and activity. Young men face a choice in all spheres of life: they must choose their profession, define their values, develop a particular way of life, etc. This is a challenging choice. It is inevitably accompanied by reflection, doubt, and hesitation.

New conditions of life and activity significantly change the position of youth among the surrounding people, increasing their independence and activity. Significant



changes take place in the spiritual world of young men. Psychologists, in particular, note the further development of mental activity. Young men's thinking differs from the thinking of an adolescent by a higher level of generalization and the ability to have a more profound knowledge of the surrounding world laws. In some young men, critical thinking acquires rather peculiar, hypertrophied features: a fixation on the negative aspects of reality, issues that do not correspond to the ideal, and so on.

Youth is a period of a specific state when a desire for something new and the need for a close friend are observed - these are, apparently, the factors that determine the occurrence of this phenomenon. The development of social contacts, gaining life experience, and mental activity improvement are the prerequisites for developing a worldview as a system of views on society and nature, the people surrounded, and the principles and norms of behavior.

The attitude to the rules and norms of behavior is inextricably linked with the development of youth moral consciousness. In early youth, there is a move from knowledge of elementary moral concepts to a deep awareness of the most complex moral categories such as duty, honor, conscience, public wealth, etc. During this period, people begin to understand not only the details of many moral concepts but also what is the most important; he realizes and evaluates various actions and deeds done by people surrounded by their own, resulting in young men's high moral sensitivity, evaluation, and self-esteem. Sometimes, these qualities take on distorted forms. Thus, the moral exactingness of young men is often manifested in the exaggeration of the facts related to injustice, dishonesty, and unscrupulousness. A rigorous evaluation is expressed in straightforwardness, peremptory condemnation, and categorical and sometimes offensive conclusions and judgments for others.

With the development of moral consciousness in youth, legal consciousness is observed. A person begins to think about his legal position in society, his rights, and his duties. Some legal prohibitions are also about to be perceived in a new way as personally significant ones. However, legal consciousness is generally still at the stage of development: legal concepts are often unfounded and unsystematized, legal understandings are often superficial, and legal experience is limited.



The development of moral and legal consciousness has a significant influence on the motives of young people during the period of early young age. These motives increasingly begin to pass through the prism of moral and legal assessments and have a specific and essential life meaning for the individual. All this is directly manifested in the choice of behavior patterns in different situations, the sequence of deeds and actions, and the desire to implement the decision made steadily.

Elements of moral and legal consciousness are the basis for developing self-assessment and self-awareness. Young age is characterized by an increased interest in oneself and one's place among the people surrounded. A young man wants to know who he is, how others perceive him, what he is capable of, how he is perceived compared to peers and adults. Therefore, his actions are driven by the desire to check what he is made of and his orientation toward the opinion of peers and acquaintances. Some of the actions contradict the norms and generally accepted rules of conduct. This is primarily explained by the fact that young men often overestimate their capabilities or, on the contrary, show disbelief in their strength and seek to hide it to gain popularity among their peers. Seemingly incompatible traits also important: determination; courage, and the desire to shift responsibility onto adults; ambitious, often romantic, long-term goals and a small amount of practicality; demanding ideals and inability to follow them, etc.

The conflicts and contradictions of a young age are emotionally charged. After all, the age of a young man is a period of vivid emotions, passions, and experiences. Unlike adolescents, young men have a more developed sense of companionship and friendship. It is no coincidence that psychologists characterize early youth as the most collectivist age of a person. The new relationship between the sexes and love causes a particular emotional problem. He shows himself the ability to disguise feelings and carefully hide them from other people's assessments. At the same time, a young man is often unable to control his emotions, does not know how to restrain emerging impulses, and acts guided only by direct impressions. The feelings in a given situation often contradict the young man's rational conclusions, judgments, and long-term goals of future life.



In general, characterizing the process of personality development in youth, it is impossible not to see that the personality in this period reaches the first degree of maturity. True maturity will come later. In the meantime, this is the age of maturing possibilities: a young man demonstrates the features of a mature person.

Age 15 to 17 is called early youth (young age). In its psychological content, this period of life is a boundary between adolescence and youth. Indeed, in early young age, childhood and adolescence traits are interconnected with adult ones; along with youth features, there are often features of other age stages, especially adolescence ones. This struggle between the old and the new awareness takes various forms.

While educating the younger generation, it is necessary to develop a sense of responsibility, self-control, and the ability to evaluate their actions and actions from the standpoint of public interests. Responsibility in any of its forms, both moral and legal, is associated with the observance of specific rules. Responsible behavior is a system of actions and deeds based on strict adherence to the rules and norms of behavior. There is irresponsible behavior if someone deviates from these rules and norms and acts contrary to their requirements. Prosecution takes place for irresponsible acts. It is carried out to instill the skills of responsible behavior and prevent possible violations of the rules of conduct by other persons.

The most acute form of responsibility is criminal liability. The person is brought to responsibility for committing a crime or an act of omission. This means that a person is criminally liable only if he or she is guilty of committing acts provided by the criminal law. Criminal liability, therefore, is one of the ways to protect the interests of society and its members from criminal acts. It is expressed in convicting a delinquent on behalf of the state and imposing a punishment by court.

According to the law, only persons aged over sixteen while committing the crime may be criminally liable. In cases of severe crimes, persons over fourteen may be brought to criminal liability as an exception. Thus, the minimum age of criminal liability coincides with late adolescence and early young age. It is the age when a juvenile acquires a new legal quality and becomes criminally liable.

Usually, starting from childhood, a person begins to realize the content of



elementary social prohibitions. The child knows what is prohibited and what a person can be punished for. In preschool age, persons develop the basics of discipline from the standpoint of respect for the demands and prohibitions determined by adults. The basics of the conscious fulfillment of one's duties and the need to consider social taboos are developed in early adolescence. However, it lacks the main thing that characterizes responsibility: the ability to predict the results of one's activities and correctly determine whether they benefit or harm society. This ability is developed mainly during late adolescence and early youth.

During this very age, changes in intellectual, emotional, and volitional activity lead to the development of the main psychological prerequisite for responsibility: rationality, expressed in adolescents and young men's ability to deliberately resolve conflict and delve deeply into the essence of phenomena. Moral and legal experience allows young people to choose a particular behavior pattern prudently, carefully understand the consequences of their actions, and correlate them with the requirements of moral and legal standards. Rationality, therefore, is the psychological basis of responsible behavior. Being a rationalist means understanding the phenomena of life, finding the essence of each issue, being responsible towards business and people, and expressing independent and fair judgments. These characteristics are especially intensively developed in adolescence and young age.

Generally speaking of responsibility, we should remember the age of incomplete social maturity. This fact ultimately determines the features of the criminal legal status of juveniles, the specifics of the assignment of punishment, and its execution in comparison to adults.

Criminal liability and punishment are interdependent concepts. If criminal liability is a requirement of a particular behavior, then criminal punishment is a particular state coercion applied when violating this requirement. Criminal punishment means that the state is negative toward the lawbreaker and recognizes his behavior as reckless. Thus, criminal punishment serves as a state's legal negative evaluation of a person's level of responsibility and behavior.

Applying certain types of punishment to persons who have committed a crime has



at least two primary goals. Firstly, to keep a delinquent from committing a crime in the future and thereby prevent its recidive. Secondly, to warn other members of society against such actions.

It is wrong when to consider punishment as a negative reward for what has been done, as revenge on the delinquent, and see failure in the fight against crime as the leniency of punishment, even if it comes to juveniles. Sometimes, public severe punishments are said to be applied. However, punishment is both a punishment for what has been done and a means of re-educating the offender. The dialectical essence of criminal punishment is to force in order to convince, to punish in order to set one in the right way and to give a negative evaluation to affirm positive initiatives.

Punishment is a harsh means of influencing the individual. From this point of view, the law establishes severe restrictions on administering punishment to juvenile delinquents. At the same time, they serve punishment in the form of imprisonment only in particular colonies for juveniles, where special regime conditions are established that allow them to set young lawbreakers in the right way effectively. In cases where the purpose of the punishment is achieved, early release from punishment may be administered to the juvenile.

Current criminal law recognizes the very fact of juvenility as a factor that mitigates liability. It obliges the court to administer the imposition of punishment on juveniles with preciseness and consideration, widely use a conditional sentence, and choose a more lenient punishment from those provided by law. The court is also given the right to decide on administering coercive measures of a re-educational nature instead of criminal punishment concerning persons who committed a crime being under eighteen years old. The court makes such a decision only when it determines that the crime committed does not pose a significant public danger, and the juvenile can be set on the right way and re-educated with the help of coercive measures of an educational nature.

All this testifies to the humanism of criminal law. Taking into account the psychological characteristics of the individual, it requires such protection of public interests in which the social improvement of each adolescent or young man is achieved.



The criminal punishment of a juvenile, as well as others, is always associated with certain restrictions, deprivation, and suffering. By the court's verdict, the guilty person loses certain benefits — rights, property, freedom, etc. An adolescent and a young man have unique feelings about separation from family and relatives, isolation from peers, and, finally, public censure. There are no juveniles who are indifferent to punishment. However, it sometimes happens when a juvenile tries to flaunt his courage in court.

Nevertheless, often after the verdict is passed, depression and despair are set in. Criminal punishment is a severe and extraordinary measure. It often remains a negative, long-term imprint in a person's soul, brings suffering not only to the perpetrator but also to people close to him, and is difficult for a juvenile's teachers and educators. Still, this measure is necessary. It affirms a sense of responsibility, fosters the ability to resist negative influences, develops the ability to act according to legal and moral principles, and helps to develop a strong character.

An essential feature of punishment is its correspondence to the crime committed. That is, the punishment depends on the criminal act committed. The more dangerous the crime is for society and the more harm it causes to the public interest, the more severe the punishment and the specific coercive measure administered to the delinquent. This principle of criminal punishment also applies to juveniles.

The juvenile is responsible for the actions and deeds committed. The court prosecutes an adolescent or young man not for the fact that there are particular views or moral traits in his psychology but for the fact that these traits are embodied in an act that is dangerous for society, for the people around him, that is, for a crime.

When determining the degree of reliability for a juvenile, the person himself and the nature of the crime committed are considered. This, of course, expresses the moral essence of punishment. Correspondence between crime and punishment is how one can determine the connection between the degree of liability and the harmfulness of the crime committed.

A criminal or administrative penalty is imposed depending on the nature of the act committed.

Administrative penalties include coercive measures administered by the state



bodies: cautions, fines, administrative arrest, and correctional labor. These measures ensure the protection of the established order by officially convicting the perpetrator's actions and creating adverse moral or material consequences for him. Unlike criminal punishments, administrative ones are administered not for criminal acts but for administrative offenses. These are violations of social norms and rules, which have no features of increased social danger due to their insignificance and lack of harmful consequences.

Among offenses, there are usually three main groups of acts, differ in their harmfulness. Firstly, judicial acts (the most dangerous) are those on the verge of crimes: disorderly hooliganism, disorderly speculation, etc. Secondly, administrative acts (less dangerous) - they are mainly related to violations of local councils resolutions. Thirdly, social acts (the least dangerous) - those that violate the norms of morality and elementary rules of relations between people.

Special educational measures may be applied to a juvenile offender along with administrative and criminal liability. Commissions on juvenile affairs apply these measures.

This body has the right to oblige a perpetrator to apologize to the victim publicly or in another form; forces the juvenile to compensate for the damage caused; transfers materials on the offense of a juvenile to the educational institution where he studies and public organization of his residence for discussion and taking measures; transfer the juvenile on bail to his parents or persons in loco parentis; refers to particular medical and educational institutions for children or adolescents; places the juvenile in a particular correctional and educational institution for children and adolescents.

When applying these special measures of educational influence on juveniles, not only the degree of the delinquency committed and its consequences are comprehensively taken into account, but also the personality of the perpetrator is necessarily taken into account. The materials considered by the Commission on Juvenile Affairs are diverse: they include administrative offenses, crime, and children's mischief.

Commissions on juvenile affairs consider materials on adolescents who have



committed severe and dangerous crimes for society but have not reached the age of criminal liability. Their competence also includes considering cases of juveniles who are subject to criminal liability due to their age, but these criminal cases have been terminated by the court, prosecutor, or investigator due to the insignificance of the act committed. At the meetings, the Commission of Juvenile Affairs discusses the issue of applying measures of educational influence toward persons who have committed administrative offenses (disorderly speculation, disorderly hooliganism, etc.) but have yet to reach the age of administrative responsibility.

Conclusions.

Thus, the activities of commissions on juvenile affairs testify that the choice of means of educational influence primarily depends on what acts and at what stage of personality development have been committed by the perpetrators. Insignificance of the act committed and the juvenile's insufficient social maturity cause the rejection of criminal punishment and its replacement by pedagogical measures of influence.

The application of educational measures to juvenile lawbreakers is one of the main directions in developing and improving social 'tools' for preventing offenses and crimes the younger generation commits. This struggle is, on the one hand, an essential part of the work to eradicate crime and, on the other hand, an integral and essential aspect of educating young people.