Criminalistic didactics in modern conditions of war and digital technologies

Shevchuk Viktor Mykhailovych

1 Doctor of Legal Sciences, Professor, Professor of Criminalistics; Yaroslav Mudryi National Law University; Ukraine
leading researcher
Academician Stashis Scientific Research Institute for the Study of Crime Problems; Ukraine
Honored Lawyer of Ukraine

Abstract.
The article is devoted to the study of innovative approaches of criminalistic didactics in modern conditions of martial law and digital technologies. The problems of applying innovative methods and technologies for teaching criminalistics are revealed and analyzed, the most promising areas for their improvement and development are highlighted. Suggestions and arguments about the need for mandatory study of criminalistic science by future lawyers are formulated. The necessity of taking into account during the forensic training of future lawyers the current state of development of science and practice, the tasks of adapting criminalistic knowledge to the conditions of martial law, the existing international standards of the European Union, the formation and emergence of new directions in the criminalistic doctrine is substantiated. At the same time, the strengthening and activation of the practical component in the teaching of criminalistic science acquires significant significance. They also need to take into account modern trends in the development of criminalistic science related to the formation of its newest branches: digital, medical, aerospace, genotyposcopy, computer, cybersecurity, nuclear and military criminalistics. A critical analysis of scientific approaches to the problems of criminalistic didactics has been carried out, promising directions for further research on this issue in modern criminalistic science have been identified.

Keywords:
criminalistic didactics
ingnovations in the teaching of criminalistics
criminalistic education
military criminalistics
digital footprints
criminalistic thinking
digital technologies
digital criminalistics
Introduction. Criminalistics, as an applied science, integrating modern achievements of science and technology, now directs its scientific potential to create an effective system of criminalistic tools, techniques and technologies, the use of which is aimed at solving complex practical problems, among which the possibilities of using criminalistic knowledge in combating crime are of particular importance, in the realities of the military present and the approach to a single European space [8, p. 631-669]. One of the most important tasks of criminalistic science is the development and application of technical, tactical and methodological and criminalistic means of techniques and recommendations that allow collecting, examining and using evidence. It is known that evidence and evidence are the basis of any process, and the effectiveness of the consideration of criminal proceedings in court and the speed of achieving the goals of justice depend on how well and fully the evidence base is collected during the pre-trial investigation. At the same time, the specifics of the formation and application of criminalistic knowledge reflect certain trends in the development of the modern globalized world, challenges, threats and means of eliminating or neutralizing them [11, p. 896-903; 21, p. 8-25]. In such conditions, the issue of increasing the role of criminalistic science in the formation of evidence in the conditions of war and global threats of the 21st century is acute.

The military aggression of the Russian Federation and the introduction of martial law in Ukraine had a significant impact on all areas of our lives. The Russian military is committing mass murders of civilians on the territory of Ukraine, the destruction of infrastructure facilities and dwellings of citizens, the rape of women and children, and looting. The crimes committed by the military of the Russian Federation on the territory of our state are extremely large-scale and their fixation and investigation involves the study of a significant amount of events, the careful collection of a large array of evidence and the conduct of a large number of forensic examinations. In such wartime conditions, legal science, and the legal system in general, faced new challenges and tasks, which, in turn, needed to apply the latest
approaches to solve them [32, p. 9-20]. In such a situation, the tendency to strengthen the practical orientation of criminalistic developments, innovative products, their pragmatic orientation to solving practical problems in a state of martial law and global challenges of our time is of particular relevance [20, p. 40-47].

Under such circumstances, the search for new effective forms and methods of higher legal education becomes an urgent scientific and methodological task in law schools. In modern conditions, it is necessary to revise the content of legal educational programs. The content of the professional training of a lawyer becomes more complicated and significantly transformed under the influence of the conditions of war and such socially important and interrelated processes as the expansion of law enforcement and European integration [33, p. 4-9]. With this in mind, there is a need to introduce innovative technologies into the educational process, which will help prepare highly qualified, competitive lawyers. At the same time, innovative approaches to legal education become important - a purposeful process of partial changes leading to the modification of goals or channels of education; introduction of new technologies in the education system [13, p. 49-50], including the development of criminalistics as a science and academic discipline, while improving the methods of its teaching. These circumstances pose new challenges and prospects for the system of legal education, legal disciplines and criminalistic science as a scientific and applied legal science, which is at the forefront of the struggle. An important problem is the formation and application of innovative approaches in criminalistic didactics.

Results and discussion. In the study of the identified issues, the determining factor is that the methodology of teaching criminalistics and related disciplines is subject to the general laws of the educational process [19, p. 7-14]. However, in addition to general laws, the methodology of teaching any science depends on the specifics of its content and the tasks that need to be solved. It is the specific features of teaching criminalistics, which are determined by its content, that are the core foundation that synthesizes
the theoretical foundations of combating crime and the practice of its application in modern conditions [7, p. 110-115]. Moreover, the use of criminalistic knowledge in war conditions should provide the parties to criminal proceedings with the appropriate tools, scientific apparatus, technical and criminalistic tools and information technologies, provide for the prevention or elimination of judicial and other errors, the achievement of justice and the resolution of social conflict. Mastering criminalistic knowledge, obtaining proper practical skills and the modern litigation based on them should take place on a scientific basis based on the use of the latest criminalistic methods, techniques and technologies (information, interactive, communicative, etc.) [34, p. 9].

Innovative methods of teaching criminalistics are closely related and arise in accordance with the needs and trends of society and correspond to its nature and level of development in a given period. In modern conditions of war, the transformation of crime and global threats [22, p.40-47], as we see, there is a need to introduce methods from the arsenal of active and innovative methods of teaching legal disciplines into the educational process. Practice shows that active and interactive teaching methods are distinguished among the methods for improving the teaching of criminalistic science [5]. These methods include: 1) providing mastery of the subject (verbal, visual, practical, reproductive, problem-search, inductive, deductive); 2) stimulating and motivating educational and scientific activities (educational discussions, problem situations, business games, creative tasks, search and research, experiments, competitions, quizzes, etc.); 3) methods of control and self-control in educational activities (survey, test, exam, test, test tasks, questions for self-control, etc.) [3].

Practice shows that an organic combination of innovative methods with classical, traditional ones, a thoughtful and harmonious combination of various methods of each discipline and each lesson, depending on their purpose, purpose, and specificity, helps to improve the quality and effectiveness of the educational process in higher education institutions. In this regard, the improvement of the system of teaching
legal disciplines, including criminalistics [24; 35; 36], provides for the need for the teacher to use innovative teaching methods in accordance with their creative plans, which may not be provided for by the program or the content of textbooks. This teaching technology is the most difficult, because it forces the student to be at the peak of his mental activity for most of the educational process, and the teacher must, using various methods of innovative teaching methods, maintain this activity, arouse the student's interest in the educational process and the desire to participate in it as much as possible. This approach provides a high cognitive level of assimilation [9, p. 1005].

In the specialized literature it is noted that the basis of the active methodology and its method of active learning is the concept of problem-based learning or, as it is also called, sign-contextual learning. The essence of the concept of sign-context learning, information, in order to obtain the status of professional knowledge, must be assimilated in the context of the applicant's own practical action, a graduate student. It should be close to the subject-technological and socio-cultural situations of future professional activity. The proposed situations should be problematic and reflect the problematic nature in the future type of professional activity performed. Consistent transformation of one form of educational activity into another is increasingly approaching the forms of organization of professional activity [14, p. 4]. The ideology of this methodology is aimed at organizing support and stimulation of the cognitive activity of students (cadets), graduate students, creating conditions for their creativity and unlocking their potential.

Today, the position seems to be quite reasonable, according to which the high efficiency of the educational process, including the teaching of legal disciplines, is ensured by the use of such innovative teaching methods and techniques [6, p. 216-220], such as: analysis of critical situations; audiovisual teaching method; "brainstorm"; contraction method; business (role-playing) game; "take a position"; commenting, evaluation (or self-evaluation) of the actions of participants; master classes; method of analysis and diagnosis of the situation; project method; modeling;
training "polygon"; problem (problem-search) method; public speaking; work in small groups; business travel method, etc.

It is important to note that innovative methods of teaching legal disciplines arise in accordance with the needs of society in the development of jurisprudence and correspond to its nature and level of development in a given period; these are new promising trends, processes and approaches in the development of modern higher education [9, p. 1006]. Taking this into account, we cannot classify as innovative: the method of analyzing and diagnosing the situation, the problematic (problem-search) method, the method of public speaking and the audiovisual method of teaching. Thus, the first three methods have been included in legal training programs for more than ten years, which are used by specialized legal higher education institutions, and the audiovisual teaching method a priori forms the basis of modern higher education. It is assumed that increasing the effectiveness of teaching criminology is achieved through the use of modern educational technologies and teaching methods [15, p. 45-54].

The variety of existing methods of teaching legal disciplines allows the teacher to choose those that will not only ensure the high quality of assimilation by applicants for higher education, graduate students of the educational material, but also most fully correspond to its individual characteristics. Moreover, different teaching methods have a different educational impact on students, graduate students. It should be noted that the choice of one or another method of teaching legal disciplines largely depends not on the desire of the teacher, but on the teaching technology that is adopted in a particular educational institution. In addition, this is due to objective reasons caused by the consequences of the coronavirus infection (COVID-19) pandemic and the military actions of the Russian military on the territory of Ukraine. Educational institutions, being in quarantine, depending on the circumstances, either work completely in a remote (remote) format, or in a mixed format, when applicants for higher education study both online and in person. This format of education involves the provision of educational services through audiovisual communications, in the form of
audiovisual courses, electronic textbooks, computer test tasks, trainings and practical aids for distance learning, video recordings of various forms of education in order to analyze and discuss the actions of participants in the educational process, etc. [9, p. 1005].

After analyzing the experience of training future lawyers, we believe that the most effective form of training is the use of active learning methods by teachers of the Department of Criminalistics. It is assumed that the educational process and teaching of criminalistics should be:

a) an imitation of the environment in which students work, should contain specific goals, objectives and problems of social and professional activities of students; b) ensure the formation of students' abilities to solve practical problems. Active learning involves the direct participation of a student (cadet), who is looking for ways and means of solving situational problems (problems) that are considered in practical classes. Through the use of this approach, students (cadets) have the opportunity to develop and improve the practical skills, skills and communicative, organizational qualities of a highly professional lawyer.

Promising in the teaching of criminalistics is the introduction of such educational technologies as: information and communication technologies (use of Internet information resources and computer programs; creation of a multimedia library, etc.); professionally oriented technologies; group and collective learning technologies; problem learning; heuristic learning; contextual learning; technologies for the development of critical thinking; gaming technologies; technologies of group creative exercises; interactive technologies of situational modeling; multimedia technologies; technologies for the level of differentiation of training based on mandatory results; modular learning technologies; information and monitoring technologies (testing); didactic technologies (using audiovisual means); design technologies and research activities; portfolio technology; case method; on-line conferences, on-line libraries, etc. Such teaching methods are: - explanatory and illustrative method; method of problem presentation; partially search (heuristic) method; research method; game
method (business game); discussion method; brainstorm; case method; portfolio, etc. In addition to these methods of teaching criminology, as practice shows, the following are also extremely effective: discussions with the invitation of specialists; public speaking on a topic (improvisation); trainings; webinars; error analysis, etc. It is assumed that a promising direction in the forensic training of applicants in higher educational institutions is the introduction of a forensic testing ground into the educational process [16, p.12-15], which is a specially equipped area or premises for conducting such classes in the field. Such a polygon should be adapted for the performance of specific tasks by higher education students: the presence of staged premises (territories), furniture, models, mannequins, models, analogues, etc.

Also, different criminalistic techniques should be presented at the criminalistic testing ground [18, p. 72-85], simulators, devices, devices, materials [37, p. 75]. When conducting practical classes in criminalistic science, the use of a criminalistic testing ground allows you to simulate various situations of investigation and certain aspects of the professional activities of an investigator, detective, prosecutor, operative worker, providing conditions for the integrated use of forensic knowledge acquired by applicants and the development of practical skills [17, p. 59-65].

Methods and technologies for the study of criminalistic science acquire an innovative focus, in particular, when conducting practical classes on forensic tactics and methods for investigating certain types of criminal offenses, they provide for the possibility of using various types of business games using computer classes, laboratories, forensic testing grounds, and actively working simulators, to develop skills and abilities during investigative (search) actions, such as inspection of the scene, interrogation, search, investigative experiment, presentation for identification, etc. As practice shows, the use of such methods makes it possible to develop practical skills and theoretical knowledge with students (cadets). At the same time, appropriate conditions and opportunities are created to work with each student (cadet) individually, conduct group classes, giving students role-
playing functions and develop practical skills in planning and investigation of certain types of criminal offenses. In addition, another important form of conducting classes in criminalistic science, which is effective and provides a perspective, is complex business games in several disciplines. So, for example, the investigation of various types of criminal offenses can combine business games in criminal law, criminal procedure, criminalistics, theory and practice of forensic examination, and in turn - court hearings in criminal, civil and administrative proceedings (criminal, civil, arbitration), administrative process, criminalistics, theory and practice of forensic science, etc.

Innovative in the study of criminalistic science is also the use of 3D models based on the results of laser scanning of the scene or modeling [2, p. 40 - 43; 25, p. 45; 26, p. 45]. Quite promising is the use of modern information technologies in professional criminalistic training. It is important to develop the skills and abilities of applicants to use the means of criminalistic technology, other scientific and technical means [38, p. 92-102]; ensuring the introduction of modern software into the educational process, developing skills to use databases and departmental information resources online, performing specific practical tasks with their help, etc. It can also be the active use of automated workstations in relevant areas of practical activity. When studying the features of the investigation of certain types of criminal offenses, it is important to use specially developed and registered criminalistic techniques [12, p. 84; 36, p. 12]. In addition, an important role in conducting practical classes and performing laboratory work in criminalistic science should be played by the forensic museum (or forensic science room), criminalistic testing ground, laboratories, conducting practical classes and business games [39, p. 39-47]. In this case, the choice of the optimal methodology and technology for conducting practical classes, lectures, seminars, the use of modern technical and criminalistic tools and visual aids becomes essential.

Recently, in the theory and practice of criminalistics and forensics, there have been heated discussions about the need for lawyers in higher educational institutions to study
criminalistics and forensics as compulsory disciplines. There is also a second point of view on this issue among lawyers, in particular, to exclude criminalistic science and forensic science from the basic (mandatory) complex of academic disciplines. As the main argument, they cite the fact that the study of these disciplines is necessary only for the training of lawyers in criminal law specialization. In our opinion, this approach is erroneous and requires critical analysis and revision.

We support the first point of view and position of V. Yu. Shepitko [37, p. 73] that criminalistics as an academic discipline should be taught to all law students, future lawyers. At the same time, criminalistics should be a mandatory (normative) discipline at all law faculties and universities, regardless of the professional orientation (specialization) of future lawyers (prosecutor, detective, lawyer, notary, legal adviser, judge, etc.). Another thing is that different lawyers need a different amount of criminalistic data, a certain amount of workload for training programs. Moreover, the traditional classical teaching of criminalistics should be modernized in a certain way. It is necessary to more intensively use the latest methodological developments - the proposal of business games, the formulation of problematic and situational tasks, the use of reflective thinking and management. At present, lecturing, conducting practical and seminar classes is impossible without the use of multimedia tools, demonstration of video materials, the introduction of presentations, the use of electronic resources and original computer educational products. Performing laboratory work in forensic science involves the use of modern equipment, instruments, fixtures, other scientific and technical tools and materials. Classes in criminalistic science are associated, as a rule, with the development of their scenario, the need to model (imitate) situations. In the case of students working in small groups, several different scenarios should be prepared. The advantage of situational methods must be recognized as an increase in the attractiveness of classes, which motivates the assimilation of theoretical knowledge [10, p. 111 - 112].

The decisive role in the development of sciences at the
stage of the scientific and technological revolution is played by the processes of integration and differentiation of scientific knowledge, expansion and deepening of fundamental and applied sciences. This fully applies to modern forensic science as a science of a synthetic nature, which, due to the integration and integration of scientific knowledge, is today the main conductor of the achievements of natural, technical and humanitarian sciences in the field of combating crime and legal proceedings. This circumstance could not but affect the main trends in the development of forensic science, the expansion and modification of its functions and tasks, which affected and affected the content of the forensic science course, including the features of its teaching methodology in modern conditions of martial law and granting the status of Ukraine as a candidate joining the European Alliance.

Criminalistics, as an educational, legal and applied discipline, determines the nature and content of the specific tasks facing it in providing a scientific and methodological foundation in the fight against crime, countering modern challenges in a war. It is assumed that such tasks and challenges should be solved in the course of the educational and educational process, in particular, the actual amount of theoretical criminalistic knowledge that should be mastered by future lawyers, the set and degree of formation of certain practical skills, abilities, qualities that they must acquire. the result of training and practice, including the study of forensic science. In this case, we are talking about the formation and implementation of the main tasks of criminalistic education and criminalistic training of future lawyers, highly professional and in demand in practice.

Criminalistic education in law schools, being a relatively independent subsystem, is integrated in accordance with the social functions of practitioners (investigators, prosecutors, detectives, courts, lawyers, notaries, etc.) and it should be structured and meaningfully filled with all the necessary parameters of the models of lawyers-specialists of the relevant specializations and an effective training system associated with the use of traditional and innovative methods and means of forensic science in practice and the acquisition by students (cadets) of the skills necessary for future work
and skills in accordance with the chosen specialization. In addition, forensic education in law schools can be considered as a relatively independent subsystem, which is a systematic training and education of future lawyers of a professional orientation or specialization (investigators, detectives, prosecutors, lawyers, notaries, legal advisers, judges, investigating courts, etc.), which is aimed at mastering their forensic knowledge, skills and abilities in order to put into practice forensic recommendations for combating crime in the context of war and global threats and today's challenges.

For a comprehensive study of the problems of improving the methodology of teaching criminalistics and the features of the forensic training of future lawyers, it is necessary to clearly answer the following questions: 1) what to teach (training content); 2) how to teach (forms, methods, organization of training); 3) who needs to be taught; 4) who will train students and cadets [11, p. 901]. At the same time, it is important to take into account that the content of criminalistic training should be considered through the prism of the subject of criminalistic science. Criminalistics as an applied legal science studies criminal activity, but in its own special aspect - from the point of view of what determines the patterns of occurrence of traces in the commission of such criminal activity and the patterns of work on their identification and subsequent use for the disclosure, investigation and prevention of criminal offenses.

Therefore, it is seen that criminalistic science should teach the future lawyer (investigators, detectives, prosecutors, lawyers, notaries, legal advisers, judges, investigating courts, etc.) the art of understanding, reading and forensic analysis of all processes of trace reflections (patterns of occurrence, existence and disappearance traces), and then on the basis of this - how and by what means it is most expedient to identify, collect, record, investigate and use evidentiary information in pre-trial investigation and judicial proceedings.

In this regard, the problems of the formation and application of criminalistic didactics acquire special attention and significance. Didactics is a branch of pedagogy and the theory of education that studies the problems of
learning, reveals the patterns of mastering knowledge, skills and abilities and the formation of beliefs, determines the volume and structure of the content of education. The main issue of didactics is associated with the content of education and upbringing, the student's thinking in the process of studying a particular subject. Didactics can be considered the science of learning, which studies the laws, patterns, principles and methods of learning, and its object is learning. The subject of didactics is the connection between teaching and learning, their interaction; tasks related to the description and explanation of the learning process and the conditions for its implementation; developing more modern learning processes; organization of the educational process; new learning systems; new learning technologies.

For the development of criminalistic didactics, criminalistic thinking is very important. We believe that forensic thinking is one of the main principles of the existence of criminalistic didactics and even legal (criminalistic) training of future lawyers. Further methodological development of criminalistic didactics in the education system can contribute to the training of universities of professionally qualified lawyers of a wide profile, able to successfully solve various problems in law enforcement and law enforcement practice. Moreover, it is important to note that, in our opinion, training in criminalistic thinking for lawyers who are not related to the criminal law specialization of training can provide them with the necessary knowledge, skills and abilities in the implementation of practical professional activities in various areas of legal practice.

Further prospects for the formation and development of criminalistic didactics suggest the need to reboot and modernize the existing paradigm of criminalistic science. In the conditions of war and modern European integration processes, criminalistic science is being rebooted, connected, first of all, with the emergence of new challenges to the criminal justice system and the need to solve priority tasks in the conditions of active hostilities on the territory of Ukraine, the formation of criminalistic knowledge in accordance with the needs of practice. Under such conditions,
criminalistic science is called upon to develop the latest tools, techniques and methods aimed at countering criminal offenses related to the military aggression of the Russian Federation against Ukraine and other crimes in war conditions. A separate area in forensic science should be the development of a system of forensic investigation methods [23, p. 21-26; 40, p. 10-11], activation of the development of technical and forensic support [27, p. 108-122], application of special knowledge [28, p. 108-122], protection of information sources and problems of information security [29, p. 158-168]. In fact, we can state the formation of a new scientific criminalistic direction of military forensics. Consequently, the practice of using criminalistic knowledge to collect evidence during the war is quite relevant. In addition, in modern conditions there are significant changes in the criminalistic support of law enforcement agencies, they are associated with the processes of informatization of society and the introduction of innovative approaches using modern information, digital, telecommunication and other technologies. In this case, we can talk about the emergence of a new direction in criminalistics - «Digital Criminalistics» [41, p. 185-196], the development and implementation of which seems quite promising in the development of criminalistic knowledge and criminalistic activities [30, p. 67-72]. Therefore, it is important to take into account the current trends in the development of forensic science associated with the formation of certain branches (directions): medical, genotyposcopy, computer (digital), aerospace and nuclear criminalistics. The formation of new areas of criminalistic science is due to scientific and technological progress, the introduction of new technologies, the need to identify specific traces and collect evidence (genomic, digital, nuclear, etc.) [1, p. 90-93; 43, p. 17; 45, p. 201-220].

Considering the modern tasks of adapting criminalistic knowledge to the conditions of martial law and reforming domestic legislation to the international standards of the European Union, the problems of adapting and modernizing criminalistic knowledge to modern practice requirements are quite relevant. Therefore, it is seen that among the most
promising areas of innovative scientific research in criminalistic science are: documenting and investigating war crimes committed by the military of the Russian Federation in Ukraine; search for the missing and identification of those killed in the war in Ukraine; the use of digital criminalistics in identifying, fixing and investigating war crimes committed by the military of the Russian Federation in Ukraine; intensifying the use of special knowledge and conducting criminalistic research to determine the amount of damage to individuals and legal entities incurred as a result of Russian aggression; development and application of innovative forensic products to improve the effectiveness of the investigation of war crimes; criminalistic support of the activities of the International Criminal Court [31, p. 14-19]; construction and application of an appropriate system of separate criminalistic metodics of war crimes and other criminal offenses related to the military aggression of the Russian Federation against Ukraine. It seems that these issues should be taken into account when developing programs and academic disciplines [42, p. 7-19] and with the improvement of the methodology of teaching criminalistics in modern conditions. In addition, it is necessary to defend the thesis that the study of criminalistic science in the context of modern scientific knowledge is essential for the training of future lawyers and legal education in general.

Conclusions. Thus, for criminalistic education and criminalistic training of future lawyers, the problems of formation and application of criminalistic didactics acquire special attention and significance. Therefore, in the current conditions of war, the transformation of crime, European integration processes, it is necessary to attract and apply in the future qualitatively new, innovative approaches to ensure the effective mastery of criminalistic knowledge, skills and abilities. We are talking, in particular, about the development and implementation of modern educational technologies, improving the content and methods of teaching criminalistics. The main innovative methods of teaching the academic discipline "Criminalistics" should include active and interactive teaching methods, since the creative component of legal education increases significantly, the
role of all participants in the educational process is activated, and the creative search independence of students and cadets is strengthened.

It is assumed that the multi-variant methods of teaching criminalistics, a clear, thoughtful and expedient combination of already established methods tested over the years with innovative ones, when each stage of the training sessions will be justified by the learning objectives that are planned by the didactic process and the content of training, can become promising. All this in combination can significantly increase the effectiveness of the teaching of forensic science in higher education institutions. In terms of its content, the innovative teaching methodology combines all new and effective teaching methods that contribute to the intensification and modernization of the educational process, develop a creative approach and personal potential of applicants. Criminalistic training of highly qualified future lawyers should take into account current trends and tasks of adapting criminalistic knowledge to the conditions of martial law, reforming domestic legislation to international standards of the European Union and the emergence of new branches (directions) of criminalistic science. At the same time, the strengthening and activation of the practical component in the teaching of forensic science acquires significant significance. It is important to take into account current trends in the development of forensic science associated with the formation of its new areas: digital, medical, aerospace, genotyposcopy, computer, cybersecurity, nuclear and military forensics, which will significantly increase the role and applied value of this knowledge system in modern ones the realities of wartime and digital technologies.

References:


LAW AND INTERNATIONAL LAW


LAW AND INTERNATIONAL LAW


[34] Шепітько, В. Ю. (2017). Цільове призначення криміналістичних знань і прагнення європейських стандартів у протидії злочинності. Теорія та практика судової експертизи і криміналістики,17, 4-11.


LAW AND INTERNATIONAL LAW


