

electronic format of the expert's conclusion is relevant both in the part of creation, transmission and use, since by means of electronic communications can be sent from an expert institution to an investigator or prosecutor, provided to the party of protection in the order st.st. 221, 290 CPC of Ukraine, etc

Key words: criminal proceedings, expert opinion, electronic form, electronic control, communication.

DOI: <https://doi.org/10.33994/kndise.2019.64.08>
УДК 343.977

O. Kofanova
PhD of Juridical Sciences,
Associate Professor of
Department of Forensic Support and Forensic Expertise

National Academy of Internal Affairs

A. Kofanov
PhD of Juridical Sciences,
Associate Professor,
Professor of Department of Forensic Support and Forensic Expertise

National Academy of Internal Affairs

CURRENT STATE AND PROSPECTS OF THE IMPLEMENTATION OF PEDAGOGICAL TECHNOLOGY OF INDIVIDUAL WORK AND SELF- TRAINING OF FORENSIC EXPERTS

Experimental verification of the modern possibilities of introducing the technology of organization of individual work of students of the Educational and Scientific Institute (training of criminologists and experts).

The verification of the effectiveness of the implementation of the technology of organizing the individual work of students (the formative stage of the pedagogical experiment) is realized by comparing the results of the educational activities of the experimental and control groups of the students.

Key words: pedagogical technology, preparation of forensic experts, individual work, independent preparation.

The current needs of the armed executive body, which is the Ministry of Internal Affairs of Ukraine, in investigators, criminological inspectors, judicial experts are conditioned by the democratization of society, the implementation of reforms in the law enforcement system, the expansion of the system of expert institutions, increased attention to the observance of human rights and freedoms, increased efforts in the struggle with criminal manifestations.

Reforming the activity of law enforcement units regarding the technical-forensic and expert support of investigation of crimes requires the reorganization of their structure, changes in professional guidelines and the

specialist's attitude to their professional activities. The fulfillment of this task is impossible without qualitative training of high-level specialists.

The quality and effectiveness of forensic activities are directly related to the level of its theoretical understanding, the degree of development of methodological, legal, organizational principles of its implementation, ensuring the achievements of scientific and technological progress, improving the quality of selection, training and retraining of specialists in technical and forensic provision.

The analysis of the educational activity of institutions of higher education of the legal-forensic direction regarding the actual organization and conducting of vocational training in technical and forensic provision only partially corresponds to the proper level.

In order to meet the needs of the Expert Service of the Ministry of Internal Affairs of Ukraine, raising the general and professional level of specialists in 1992 at the Faculty of Criminologists Training of the Ukrainian Academy of Internal Affairs (at present, the Training and Scientific Institute (training of criminological inspectors and experts) of the National Academy of Internal Affairs) a full-time training course was launched, which during 1995-2018 passed more than three thousand graduates (citizens of Ukraine, Turkmenistan, Georgia and other countries) Higher Education «Bachelor / Specialist / Master». In the preparation of higher education applicants, a specialist of training was conducted for four years in accordance with the curriculum for the training of specialists for the expert departments of the Ministry of Internal Affairs, the field of knowledge «Law» (0304), in the field of training «Jurisprudence», specialty «Jurisprudence» (7.060101)

Ukraine's accession to the Bologna process, which involves various degrees of higher education and the definition of the Law of Ukraine «On legal expertise» of higher education forensic expert (not lower than «expert») necessitated a restructuring of the traditional system of training «expert» on the level «Bachelor» and «Master».

According to the curriculum for bachelor's degree students, the bachelor's degree is assigned to study: the normative part – 4501 hours, with the teacher a total of 2130 hours (lectures – 414, seminars – 640, practical classes – 1068 hours). For an individual work 2370 hours are given (Table 1–2). The indicated distribution of hours, in our opinion, is not effective, although there is an understanding that such a division of hours is a prerequisite for adapting to the requirements of the Bologna Process. In our opinion, the distribution would be optimal – 60 % of hours with a teacher, and 40 % of hours for an individual (independent) work.

Unfortunately, forensic knowledge, as well as knowledge of criminal law and separate related disciplines is not enough to prepare a forensic expert. In addition, forms of practical training are only partially in line with the modern task of expert practice.

The existing system of training forensic experts, in our opinion, has the following disadvantages:

- uncertainty of the profession «Forensic expert» in the State Classifier;
- non-acceptance (as of 10.2018), that is, twenty-six years, the State Standard of Higher Education in the specialty «Forensic Expertise», which would include:

- a) compulsory minimum content of the main educational programs;
- b) the maximum amount of study load of the person being trained;
- c) requirements for the level of preparation of graduates – future forensic experts.

Table 1

The ratio of the distribution of the training hours of the normative part of the preparation of applicants for the higher education 'Bachelor' in the Training and Research Institute for the training of criminologists

	Distribution of hours according to the form of conducting classes with the teacher, (hours)			Total classes with a teacher, (hours)		Individual work, (hours)	
	lecture	practical	colloquium	n	%	n	%
1 course	150	286	244	680	45	820	55
2 course	132	328	204	664	47	746	53
3 course	130	388	190	716	49	754	51
4 course	2	66	2	70	58	50	42

Table 2

The ratio of the distribution of the training hours of the normative part of the training of graduates of the higher education 'Master' in the Training and Research Institute for the training of criminologists

	With a teacher, (hours)			Total classes with a teacher, (hours)		Individual work, (hours)	
	lecture	practical	colloquium	n	%	n	%
1 course	90	214	154	428	34	802	64
2 course	4	28	8	40	7	500	93

In our opinion, the shortcomings of training are also: insufficiency of the theoretical fundamentality of the training of forensic experts; exclusion from the curriculum of the disciplines necessary for the proper training of forensic experts; educational overload with an exorbitant amount of non-expert activities of disciplines; imperfection of the system of approaches to the selection of future specialists; insufficient development of a mechanism for supporting the work of specialists of the Expert Service; weaknesses in the system of control and self-control of the level of professional training of the experts of the Expert Service, the latter two are detected already during the internship.

All this, in the end, leads to a significant deterioration in the quality of professional activity.

So, consider «quality» as the factor that «suffers» most because of the disadvantages of individual training for higher education graduates. The concept of «quality» can be considered as a complex structure, which includes the provision of such elements: legal, scientific, technical, methodological, organizational, material and technical means. The quality of the expert research of the concept is not abstract, it is real, exists and has certain content, expressing a significant certainty, as the result of it is an expert opinion – a judicial proof. The expert's conclusion has procedural

(legal) and scientific and technical significance. Therefore, the concept of «the quality of forensic examination» has procedural and scientific and technical content. Thus, the very concept of «the quality of forensic examination» is complex and requires a comprehensive, systematic approach to its study [14].

The notion of «quality» is closely linked to the notion of «efficiency». There were no special studies on this issue. It is usually noted that the expert research should be complete, comprehensive, objective, etc., and the expert conclusion is complete, understandable, consistent, consistent, well-founded. Therefore, the study of the effectiveness of expert studies and measures to enhance them involves simultaneous analysis of factors that enhance the quality, level of research, as well as the reliability and validity of expert conclusions.

In legal literature, the concept of «quality» is given less attention. I.P. Kononenko defines the quality of the conclusion of the court expert as «a set of legal and scientific and technical properties that meet the requirements of the law, other normative acts that govern the conduct of forensic examinations, and scientific and methodological requirements for the conclusion of a judicial expert as a judicial proof» [5]. This definition is quite acceptable.

Analyzing the aforementioned concept, it becomes clear that quality is a characteristic of the results of the system's functioning (forensic examination) at its individual stages, whereas the effectiveness relates to the characteristics of the entire system, showing how this system operates in accordance with the tasks and objectives for which it was addressed. created Some of these tasks are aimed at obtaining a product of a certain quality (for example, a substantiated conclusion); others – refer to the order of the activity itself, the process (for example, the timeliness of the examination). However, both of them are aimed at obtaining a certain result, reflecting the degree of efficiency of the system.

From the above we can conclude that efficiency is a broader category than quality, and includes the latter.

Quality indicators of expert research are closely linked to the performance indicators of expert research.

The quantitative indicators of «quality» of the effectiveness of expert work include:

1. Indicator of the achievement of the goal of establishing the factual data. They are the ratio of the number of questions posed and resolved. Decided issues are those whose answers are categorically expressed (positive or negative), since the answers given always contain factual data of probative value. It is worth considering also the questions, the answers to which are presented in a conditionally categorical, alternative and probable form, since studies with similar conclusions can be used to develop versions. Unresolved should be considered only those questions, the answers to which contain the wording «to solve this issue is impossible».

2. The number of expert mistakes made by the expert. This indicator is derived by comparing the results of primary and re-examination, examination, and other evidence, completed by criminal proceedings (for which there is a verdict or verdict of a court that has become legally valid), as well as

reviewing supervisory and control agencies in an expert institution according to current findings. High quality, in this case, involves minimizing or complete absence of expert mistakes.

3. Observance of terms. An indicator of such a criterion is the number of issues decided by the expert during an over-the-counter study, as provided by departmental instructions. The degree and quality of the study, in this case, can be determined by the ratio of the number of issues resolved in due time, to all questions put before the expert.

4. Indicator of legality during conducting of examinations. It refers to the number of issues resolved without violating the procedural requirements of the examination.

5. The requirement of completeness and clarity of the conclusion. This goal will be achieved when there are no unresolved questions or unexplored objects during the research, the conclusion is that there are no vague allegations or misunderstandings that allow for a different interpretation of the answer, which can not therefore be used by the investigator or the court. An indicator in this case may be the relation of the complete and clearly formulated conclusions to all current conclusions.

Consequently, the criteria and indicators of the quality of expert research were considered in solving the tasks assigned to the expert in terms of the final outcome of forensic examination, their relation to the criteria of forensic examination in general [12].

But the quality of an expert's work is difficult to determine only by means of quantitative indicators. Here one should proceed from distinguishing the quality indicators of expert research into two large groups:

- Indicators relating directly to the study;
- Indicators relating to the drawing up of a conclusion, which reflects the course of the study and formulated by the expert conclusions.

The following can be attributed to the indicators of the first group: the conformity of the chosen method with the features of the objects under study and the tasks set before the expert; modern level of research (use of a complex of modern research methods); rationality of the research (choice of the most effective solution of the problem); economical expenses of the investigated object (substance); the accuracy of the evaluation of the set of detected features (compliance with its developed criteria); use in case of necessity an expert initiative to establish facts relevant to the case.

The indicators of the second group include the scientific validity, completeness, clarity and clarity of the conclusion. This aspect relates to the assessment of the effectiveness of the production activity of an expert and matters within the organizational structure, although the results of this activity directly affect the achievement of the general objectives of forensic examination.

The scientific validity and completeness of the conclusion are: precisely and consistently describing the objects, the research process, the appearance of the objects under study, which enable their individualization; in signs discovered during the study, through the application of scientific methods; in establishing the objective connections of the revealed signs with the fact being investigated; in the formulation of intermediate conclusions obtained during the study and used to formulate a final conclusion; in the formulation of the final conclusion based on the evaluation of the

set of detected features; absence of questions left unanswered. Clarity is characterized by the logic of reasoning, the availability of presentation for non-specialists (explanation of special terms, etc.), the relevance of the findings to the questions posed. Visibility is determined by completing the conclusion with an illustrative or a photographic table [9].

So, the quality and effectiveness of the research are closely linked and depend only on a factor such as the competence of a future specialist, which in turn depends on the quality of education acquired by the future judicial expert. Improving the quality of training (which includes self-training or individual) is one of the guarantees of improving the efficiency of the future specialist.

The study of the results of theoretical training and practical achievements in the preparation of bachelors and masters in higher education institutions of the IV level of accreditation has allowed to identify a number of contradictions that objectively exist in higher education and are interrelated:

- a typical system of training each individual for independent work and the individual creative nature of his professional orientation;
- using predominantly collective-group forms of education in the process of vocational training and its individual character;
- existing forms of individual work of students, traditional methods, means of its organization and the needs of institutions of higher education of all levels in introducing new ways of its organization;
- the necessity to increase the amount of educational material in the absence of additional academic hours to master it and the inadequate level of students' possession of skills and skills of individual work.

Overcoming the above contradictions is possible subject to radical reformation of the content of professional training, to the individual application of knowledge in practice, to continuous improvement, self-development and self-realization of personality through the introduction of innovative pedagogical technologies.

In the content of the technology of organization of individual work of students we invest the following – a model of educational process in these institutions of education [15], which determines the structure and content of individual work and differentiates it according to the individual-typological features of students of higher education institutions.

It should be noted that the individual work of students of a higher education institution is productive in the case when in the process of its implementation students develop the desired qualities and there are no negative side effects. So, if the technology is aimed at mastering the methods of individual work by students, the formation of skills of individual work, self-education, raising the level of self-professionalism, responsibility, acquiring the qualities of individuality and independence – it contributes to the productivity of individual work.

The development of experimental technology for the organization of individual work for an educational institution took place in two stages. The task of the first stage – the creation of an external component of the structure of educational activities [4], ie the development of a system of training tasks for individual student work. Here we adhere to the following provisions:

- 1) step-by-step complication of tasks;

2) working out a complex of tasks using a complex form of mastering the educational material through methods of modeling, reconstruction, solving problems of search character;

3) the presence in the tasks for the individual work of motivation for their implementation and healthy competition;

4) a combination of tasks from related fields of knowledge.

An important place in technology is dedicated to the formation of a stable positive motivation to study, individual work. Based on the results of research in the field of didactics, psychology, and also due to own searches, it has been established that the productivity of individual work increases when the interaction of the teacher and the applicant unfolds in accordance with the structure of the motivational activity of the applicants. Consequently, the task of the teacher – to coordinate his actions with the sequence of motivational states of the applicant, thereby ensuring their greatest activity during the individual work, that is, the formation of motivation should become a managed process.

The technology of organizing the individual work of the applicants is based on the differentiation of such work, and therefore, during its development, it was taken into account:

1) interconnection of structural elements forming the internal component of educational activity;

2) individual characteristics of the applicants belonging to different typological groups;

3) separate psychological and pedagogical regularities of educational process (pedagogical conditions of individual work of the applicant in this particular educational institution, consistency of the purpose of teaching with the aim of studying the applicant);

4) didactic principles: professional orientation of teaching; Individual approach; consciousness, activity and individuality in learning; stimulation and motivation of teaching, positive attitude to individual work;

5) requirements necessary for activating individual work: the use of deliberate forms of communication (partner interaction between the teacher and the applicant in the process of work on the subject, encouragement, correct comments, support for those who seek faith in their own strength, to succeed, etc.); the use of material that may interest the applicant is useful in expanding his horizons.

At the beginning of the study, a hypothesis was put forward that, in the event of the introduction in the educational process of the training of criminological inspectors and experts during the study of natural and mathematical (exact) disciplines, the technology of organizing individual work, taking into account the individual-typological peculiarities of educational activity competitors, the productivity of such work will increase.

The verification of the viability of the aforementioned hypothesis (the formative stage of the pedagogical experiment) was realized by comparing the results of the educational activities of the experimental and control groups of higher education graduates of the Training and Research Institute (training of criminologists and experts) in the process of studying the technical and forensic modules and natural and mathematical educational disciplines (Table 3-4).

Table 3

Data on the number of people in the group and by age who entered the specified educational institution in the 2014-2018 academic years

Number of people in the group (%)		By age, (%)	
up to 20 people	54	17-20 years old	47
21-25 people	27	21-25 years old	21
more than 25 people	19	26-30 years old	11
		more than 30 years	21

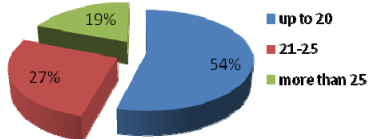


Fig. 1. Number of people in the group

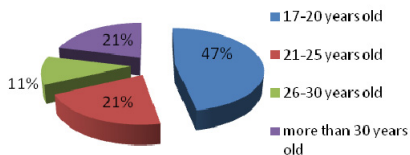


Fig. 2. Up to the age

Table 4

Data on education and the form of training of persons who entered the specified educational institution in the 2014-2018 academic years

Education, (%)		Up to the age, (%)	
technical	17	full-time	79
humanitarian	82	part-time	3
		certification training	18

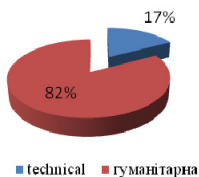


Fig. 3. Education

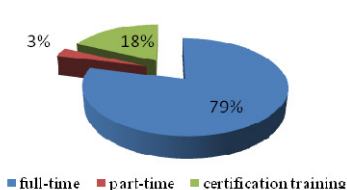


Fig. 4. Form of study

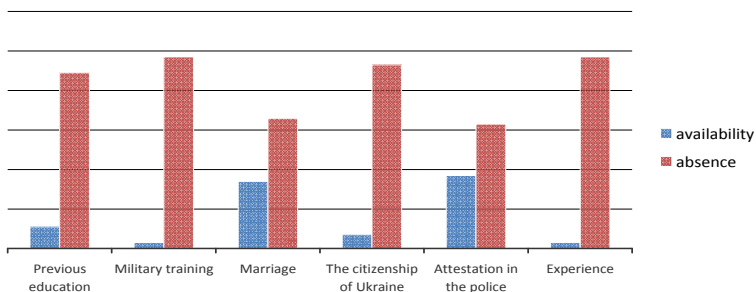


Fig. 5. Data on persons who study (in percentage terms)

For the first criterion of productivity of individual work the success of the applicants from the technical and forensic modules and educational disciplines of the natural-mathematical cycle was taken. We were able to trace the dynamics of success during the experiment by analyzing the results: 1) trial inspection work, through which the initial level of knowledge of the first-year students was established; 2) a control cut of knowledge during the experiment; 3) examination as final control. Table 5 shows that at the beginning of the experiment, the success of the competitors of the control and experimental groups is almost the same, and the average score for the trial control work in the control groups is even slightly higher, which varies considerably during the experiment. During the formative stage of the experiment, the success of all applicants is increasing, but in experimental groups these rates are higher. Almost complete absence of negative assessments on the exam in experimental groups suggests that even those with the lowest educational ability, under favorable conditions are able to qualitatively examine the material individually, prepare for the exam. Thus, the use of the proposed technology for the organization of individual work of applicants will increase the level of the effectiveness of educational activities in the natural-mathematical and technical-forensic modules.

Table 5

The success of individual work of competitors of control and experimental groups

Groups	Exploratory control work		Intermediate control section of knowledge		Exam	
	Average Bal	Success rate, %	Average Bal	Success rate, %	Average Bal	Success rate, %
Control	4,97	75,91	5,96	78,44	5,64	84,93
Experimental	4,46	75,14	6,97	85,30	5,95	99,11

In order to statistically test the hypothesis of the study, the zero hypothesis H_0 for the absence of influence of the indicated technology on the level of success of the applicants was put forward, and regarding the differences between the observed results, to consider them random. As a result of the verification using the Pearson X^2 criterion [3], the hypothesis H_0 was rejected. This made it possible to adopt an alternative – the technology that takes into account the individual-typological peculiarities of their educational activities is influenced by the success of training and the individual work of the applicants.

The next diagnostic parameter in self-appraisal and assessment by competent experts is the indicator of the motivational sphere. The positive motivation of studying and individual work, in particular, is due to an increase in interest in technical and forensic modules and natural and mathematical educational disciplines, self-realization, professional self-determination. For its study, the method of scales was used [2]. The questionnaires of the relevant method were filled in at the beginning of the experiment and 11 more times at different stages of the study, which allowed to trace changes in motivation and to identify trends in development. For the convenience of counting in

accordance with the distinguished categories of persons (Figure 6), they were grouped into four groups.

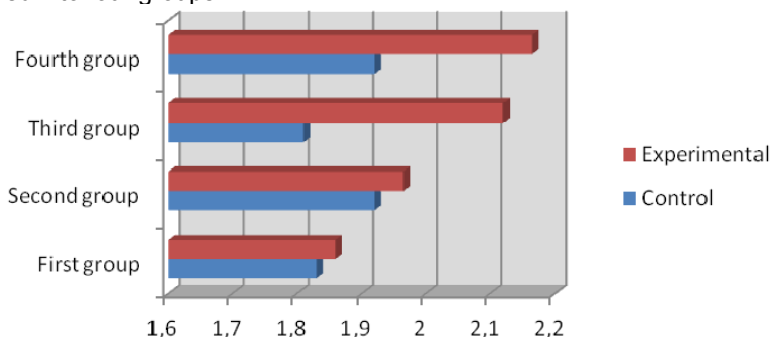


Fig. 6. Comparison of the levels of training motivation during the training of technical and forensic modules and natural and mathematical educational disciplines at the Training and Research Institute (training of criminological inspectors and experts) with the use of information technology capabilities

Initially, all applicants have almost the same level of motivation for studying technical and forensic modules and natural and mathematical educational disciplines. This indicator during the school year in the control groups is changing very slowly and is much lower than in the groups where the organization of the work of the applicants was based on experimental technology. For the applicants, whose individual work was organized in the traditional way, characteristic variations in the level of motivation. It increases with the approach of the exam session, that is, it can be assumed that such an increase is due to the desire to avoid problems due to non-exams. In experimental groups, the motivation for learning is constantly growing, and very rapidly, with the introduction of technology. This indicates an increase in the interest in learning, the awareness of the need for genuine knowledge of skills and skills of individual work for future professional activities.

Simultaneously with the study of the motivational sphere of applicants in the process of pedagogical experiment, the index of satisfaction (I) was measured by the organization of individual educational work in the technical and forensic modules and natural and mathematical educational disciplines [1]. According to the results of the survey, 80% of applicants trained in experimental groups expressed satisfaction with new approaches in the organization of individual work ($I = 0.46$).

Using the method of polar profiles, the coefficient of significance was determined (CS) [11]. The findings of the Collaborator's Guide helped to identify the reasons for the active inclusion of applicants in the individual work of the technical-forensic modules and natural and mathematical educational disciplines. The following factors were the most significant for the applicants: systematic and consistent in its organization (0.77); the promotion of the education of important personal qualities, such as independence,

responsibility, etc. (0.75); assistance in mastering methods, techniques of individual work (0.69); assistance in studying other academic disciplines (0.67); creation of a favorable emotional atmosphere at classes (0.65). The obtained results indicate a significant increase in all the indicators of the motivational sphere of the applicants, and, therefore, indicate the productivity of their individual work.

Based on the foregoing, it should be noted that in the course of studying, which takes place under experimental technology, the success of training and individual work, in particular, increases. In the motivational sphere, there is a shift from unstable ideas about individual learning activities to a deeper understanding of the motivating factors that acquire professional significance and social orientation. Thus, the growth of the productivity of independent work can be traced. Thus, the effectiveness of the developed technology of organization of individual work of applicants of the Training and Scientific Institute (training of criminological inspectors and experts) is confirmed.

Перелік посилань

1. *Алексюк А. М., Аюрзанайн А. А., Підкасистий П. І.* Організація самостійної роботи студентів в умовах інтенсифікації навчання. 2011. (17). С. 1–13. URL: <http://esnuir.eenu.edu.ua/bitstream/123456789/1010/3/Gritsyuk.pdf> (in Ukrainian)
2. *Гребенюк О. С.* Формирование интереса к учебной и трудовой деятельности у учащихся средних профтехучилищ. 1986. 23 с.
3. *Климчук В. О.* Математичні методи у психології. 2009. 85 с.
4. *Козаков В. А.* Самостоятельная работа студентов и ее информационно-методическое обеспечение. 1990. 248 с.
5. *Кононенко И. П.* О правах руководителя научно-экспертного подразделения судебно-экспертного учреждения. 1977. (15). С. 36–42.

References

1. *Aleksyuk, A. M., Aiurzanain, A. A., Pidkasytyi, P. I.* (2011). Orhanizatsiia samostiinoi roboty studentiv v umovakh intensyfikatsii navchannia [Organization of independent work of students in conditions of intensification of training], (17), pp. 1–13. URL: <http://esnuir.eenu.edu.ua/bitstream/123456789/1010/3/Gritsyuk.pdf> [in Ukrainian].
2. *Hrebeniuk, O. S.* (1986). Formyrovanye ynteresa k uchebnoi y trudovoi deiatelnosti u uchashchychyksia srednykh proftekhuchylyshch [Formation of interest in educational and labor activity among students of secondary vocational schools], 23 p. [in Russian].
3. *Klymchuk, V. O.* (2009). Matematychni metody u psykhologii [Mathematical methods in psychology], 85 p. [in Ukrainian]
4. *Kozakov, V. A.* (1990). Samostoyatelnaia rabota studentov i ee informatsionno-metodicheskoe obespechenie [Independent work of students and its information and methodological support], 248 p. [in Russian].
5. *Kononenko, I. P.* (1977). O pravakh rukovoditelia nauchno-ekspertnogo podrazdeleniia sudebno-ekspertnogo uchrezhdeniia [On the Rights of the Head of a Scientific Expert Division of a Forensic Expert Institution], (15), pp. 36–42. [in Russian].

6. *Королюк О. М.* Деякі аспекти проблеми підготовки майбутніх учителів математики до організації самостійної роботи студентів у коледжах. *Проблеми освіти*: зб. наук. праць. 2015. (84). С. 184–187.
7. *Королюк О. М.* Організація самостійної роботи майбутніх учителів математики: системний підхід. Професійна педагогічна освіта: системні дослідження: моногр. 2015. С. 252–267.
8. *Королюк О. М.* Деякі особливості методики розв'язування текстових задач на рух по колу. *Науковий пошук молодих дослідників*: зб. наук. праць студ. магістрант. та виклад. 2014. (7). С. 240–244.
9. *Кофанов А. В.* Деякі аспекти проблематики підготовки судових експертів, їх взаємодії з керівництвом та оцінки проведених ними досліджень. *Криміналістичний вісник*. 2 (20). 2013. С. 107–116.
10. *Кофанов А. В., Кофанова О. С., Кобець М. В., Самодін А. В., Свобода Є. Ю., Молибога М. П., Волошин О. Г., Михальчук Т. В.* Участь спеціаліста-криміналіста під час проведення окремих слідчих (розшукових) дій. 2018. 423 с.
11. *Кузьмина Н. В.* Методы исследования педагогической деятельности. 1970. 114 с.
6. *Koroliuk, O. M.* (2015). Deiaki aspekty problemy pidhotovky maibutnix uchyteliv matematyky do orhanizatsii samostiinoi roboty studentiv u koledzhakh [Some aspects of the problem of preparing future mathematics teachers for the organization of independent work of students in colleges]. *Problemy osvity: zb. nauk. prats* [Problems of education: sciences works]. (84), pp. 184–187. [in Ukrainian].
7. *Koroliuk, O. M.* (2015). Orhanizatsiia samostiinoi roboty maibutnix uchyteliv matematyky: systemnyi pidkhid. Profesiina pedahohichna osvita: systemni doslidzhennia: monohr [Organization of independent work of future teachers of mathematics: a systematic approach. Professional pedagogical education: systemic research: monogr], pp. 252–267. [in Ukrainian].
8. *Koroliuk, O. M.* (2014). Deiaki osoblyvosti metodyky rozviazuvannia tekstovyykh zadach na rukh po kolu. *Naukovyi poshuk molodykh doslidnykiv: zb. nauk. prats stud. mahistrant. ta vyklad* [Some features of the technique of solving text problems in circular motion. Scientific research of young researchers: a collection of scientific works of students of masters and teachers], (7), pp. 240–244. [in Ukrainian].
9. *Kofanov, A. V.* (2013). Deiaki aspekty problematyky pidhotovky sudovykh ekspertiv, yikh vzaiemodii z kerivnytstvom ta otsinky provedenykh nymy doslidzhen [Some aspects of the training of forensic experts, their interaction with management and assessment of their research]. *Kryminalistychnyi visnyk* [Forensic Bulletin], 2 (20), pp. 107–116. [in Ukrainian].
10. *Kofanov, A. V., Kofanova, O. S., Kobets, M. V., Samodin, A. V., Svoboda, Ye. Yu., Molyboha, M. P., Voloshyn, O. H., Mykhalchuk, T. V.* (2018). Uchast spetsialista-kryminalista pid chas provedennia okremykh slidchykh (rozshukovykh) dii [Participation of a specialist-criminalist in conducting separate investigatory (search) actions]. 423 p. [in Ukrainian].
11. *Kuzmina, N. V.* (1970). Metody issledovaniia pedagogicheskoi deiatelnosti [Methods of research pedagogical activity], 114 p. [in Russian].

Розділ 1. Загальні питання криміналістики та судової експертизи

12. Матийченко Б. А. Выбор критериев и показателей при проведении анализа эффективности судебно-экспертной деятельности в научных исследованиях и в практике экспертных учреждений. 1982. С. 25–30.

13. Про судову експертизу. URL: <http://zakon.rada.gov.ua/laws/show/4038-12>

14. Редин А. М. О качестве выводов судебных экспертиз и их доказательственном значении. *Криминалистика и судебная экспертиза*. (19). 1979. С.21–31.

15. Fiialka, S., Onkovych, H. (2017). *The use of modern teaching methods in editor education in Ukraine*. *Advanced Education* (7), 57–63. URL: <https://doi.org/10.20535/2410-8286.88019>.

16. Lysak, O. (2017). *Double and joint degree programs in Ukraine: realia and prospects*. *Advanced Education*, (7), 17–22. URL: <https://doi.org/10.20535/2410-8286.83576>.

17. Meniailo, V. (2018). Analysis of the current state in innovative research training of PhD students in Ukraine, (9), pp. 101–106. URL: <https://doi.org/10.20535/2410-8286.131958>.

12. Matiichenko, B. A. (1982). Vybory kriteriev i pokazatelei pri provedenii analiza effektivnosti sudebno-ekspertnoi deiatelnosti v nauchnykh issledovaniakh i v praktike ekspertnykh uchrezhdenii [The choice of criteria and indicators in the analysis of the effectiveness of forensic science expert activity in scientific research and in the practice of expert institutions], pp. 25–30. [in Ukrainian].

13. Pro sudovu ekspertyzu [On Forensic Expertise].

URL: <http://zakon.rada.gov.ua/laws/show/4038-12> [in Ukrainian].

14. Redin, A. M. (1979). O kachestve vyvodov sudebnykh ekspertiz i ikh dokazatelstvennom znachenii [On the quality of the findings of forensic examinations and their evidentiary value]. *Kriminalistika i sudebnaya ekspertiza [Criminalistics and forensic expertise]*, (19). pp. 21–31. [in Russian].

15. Fiialka, S., Onkovych, H. (2017). *The use of modern teaching methods in editor education in Ukraine*. *Advanced Education* (7), 57–63. URL: <https://doi.org/10.20535/2410-8286.88019>. [in English].

16. Lysak, O. (2017). *Double and joint degree programs in Ukraine: realia and prospects*. *Advanced Education*, (7), 17–22. URL: <https://doi.org/10.20535/2410-8286.83576>. [in English].

17. Meniailo, V. (2018). Analysis of the current state in innovative research training of PhD students in Ukraine, (9), pp. 101–106. URL: <https://doi.org/10.20535/2410-8286.131958>. [in English].

СУЧАСНИЙ СТАН ТА ПЕРСПЕКТИВИ ВПРОВАДЖЕННЯ ПЕДАГОГІЧНОЇ ТЕХНОЛОГІЇ ІНДИВІДУАЛЬНОЇ РОБОТИ ТА САМОСТІЙНОЇ ПІДГОТОВКИ СУДОВИХ ЕКСПЕРТІВ

О. С. Кофанова
А. В. Кофанов

У статті анонсовано експериментальну перевірку сучасних можливостей впровадження освітніх технологій включно з інформаційними та організацію індивідуальної роботи здобувачів Навчально-наукового інституту № 2 (підготовки інспекторів-криміналістів та експертів).

Перевірка ефективності впровадження технології організації індивідуальної роботи здобувачів вищої освіти з використанням інформаційних технологій (формульовний етап педагогічного експерименту) реалізована шляхом порівняння результатів навчальної діяльності експериментальних і контрольних груп студентів/курсантів Навчально-наукового інституту № 2 (підготовки інспекторів-криміналістів та експертів) в процесі вивчення техніко-криміналістичних модулів дистанційного навчання та природничо-математичних навчальних дисциплін.

Результати. На першому етапі – напрацювання системи навчальних завдань (модулів) для індивідуальної роботи здобувачів вищої освіти та впровадження зазначених навчальних завдань (модулів). На другому етапі – адаптація складових технології до внутрішнього компоненту освітньої діяльності здобувачів вищої освіти, що характеризується мотиваційним і когнітивним аспектами.

Висновки. Анонсовано апробовані результати попереднього (формульовального) етапу педагогічного експерименту та наочні перспективи його впровадження в освітній процес, що вказують на зростання продуктивності індивідуальної роботи, тим самим підтверджуючи ефективність апробованої технології.

Ключові слова: педагогічна технологія, підготовка судових експертів, індивідуальна робота, самостійна підготовка.

СОВРЕМЕННОЕ СОСТОЯНИЕ И ПЕРСПЕКТИВЫ ВНЕДРЕНИЯ ПЕДАГОГИЧЕСКОЙ ТЕХНОЛОГИИ ИНДИВИДУАЛЬНОЙ РАБОТЫ И САМОСТОЯТЕЛЬНОЙ ПОДГОТОВКИ СУДЕБНЫХ ЭКСПЕРТОВ

А. С. Кофанова
А. В. Кофанов

В статье анонсировано экспериментальную проверку современных возможностей внедрения образовательных технологий, включая информационные, и организацию индивидуальной работы соискателей Учебно-научного института № 2 (по подготовке инспекторов-криминалистов и экспертов).

Проверка эффективности внедрения технологии организации индивидуальной работы соискателями высшего образования с использованием информационных технологий (формирующий этап педагогического эксперимента) реализована путем сравнения результатов учебной деятельности экспериментальных и контрольных групп соискателей Учебно-научного института № 2 (по подготовке инспекторов-криминалистов и

експертів) в процесі вивчення техніко-криміналістических модулів дистанційного навчання і природо-математических навчесних дисциплін.

Результати. На першом етапі наработана система навчесних завдань (модулів) для індивідуальної роботи соискателів вищесго образования і вневдрення указанних навчесних завдань (модулів). На другому етапі проведена адаптація складових технологій к внутрєнньому компоненту образователної діяльності соискателів вищесго образования, котрий характеризується мотиваційним і когнітивним аспектами.

Виводи. Анонсировано апробированні результати передидущесго (формирующесго) етапа педагогическог експеримента і наглядні перспективи його вневдрення в образователно-навчесний процес, що указує на рост продуктивності індивідуальної роботи, тем самим підтверждає ефективність апробированної технології.

Ключевые слова: педагогическая технология, підготовка судових експертів, індивідуальна робота, самостійна підготовка.

DOI: <https://doi.org/10.33994/kndise.2019.64.09>
УДК 343.1

Н. М. Ахтирська
кандидат юридичесних наук, доцент,
доцент

Київський національний університет імені Тараса Шевченка

ОЦІНКА ЕКСПЕРТНИХ ВИСНОВКІВ «НАУКОВИХ СУДДІВ» У ПРАКТИЦІ ЄВРОПЕЙСЬКОГО СУДУ З ПРАВ ЛЮДИНИ

У статті розкрито позицію Європейського суду з прав людини на правові та практичні питання щодо допиту експерта на стадії досудового розслідування та в суді, доцільності проведення повторної експертизи за клопотанням сторони захисту, використання висновків спеціаліста за наявності висновків експерта, обсягу перекладу документів (висновків експертизи), що надані іншою країною, можливості залучення до матеріалів справи перекладу під час судового розгляду, який не був доступний стороні захисту після закінчення кримінального провадження.

Ключові слова: кримінальне провадження, «наукові судді», допит експерта, висновок експерта, висновок спеціаліста, Європейський суд з прав людини.

Класик кримінального процесу Л. Є. Владіміров вперше в 1870 р., визначаючи роль експерта, висловив таку думку: «Експерти, обґрунтовуючи свої висновки будь-якою наукою, є науковими суддями, вирок яких є рішенням спеціального питання в справі. Цей вирок приймається за доказ. Але він є доказом не тому, що судді та присяжні дійсно переконалися в науковій правильності висновку експерта, а тому, що він надійшов від спеціаліста, що має всі дані для ґрунтовного