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МІЖНАРОДНОЇ
НАУКОВО-ПРАКТИЧНОЇ КОНФЕРЕНЦІЇ

«КРИМІНАЛІСТИКА МАЙБУТНЬОГО:
ЦИФРОВІ ІННОВАЦІЇ,
ШТУЧНИЙ ІНТЕЛЕКТ,
ГЛОБАЛЬНІ ВИКЛИКИ ТА ЗАГРОЗИ»



м. Одеса



05 червня 2026 року



КРИМІНАЛІСТИКА МАЙБУТНЬОГО: ЦИФРОВІ ІННОВАЦІЇ, ШТУЧНИЙ ІНТЕЛЕКТ, ГЛОБАЛЬНІ ВИКЛИКИ ТА ЗАГРОЗИ

Матеріали Міжнародної науково-практичної конференції

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CRIMINALISTICS OF THE FUTURE: DIGITAL INNOVATIONS, ARTIFICIAL INTELLIGENCE, GLOBAL CHALLENGES AND THREATS

**Proceedings of the International Scientific and Practical
Conference**

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Криміналістика майбутнього: цифрові інновації, штучний інтелект, глобальні виклики та загрози: збірник матеріалів міжнар. наук.–практ. конф. (м. Одеса, 5 черв. 2026 р.) / [орг. комітет: С. Ківалов, М. Аракелян, О. Катаррага, Д. Кішко, В. Шепітько, Д. Колодін, А. Колодіна Л. Аркуша, та ін.]; Нац. ун–т «Одеська юридична академія», кафедра криміналістики, судових експертиз та поліграфології; Національний центр судових експертиз при Міністерстві юстиції Республіки Молдова; Одеський науково–дослідний інститут судових експертиз Міністерства юстиції України, Міжнародна громадська організація «Конгрес криміналістів». Одеса: НУ «ОЮА», 2026. 564 с.

У збірнику викладено матеріали Міжнародної науково–практичної конференції «Криміналістика майбутнього: цифрові інновації, штучний інтелект, глобальні виклики та загрози», проведеної 5 червня 2026 року Національним університетом «Одеська юридична академія» за участю українських та іноземних науковців, судових експертів, представників правоохоронних органів, практиків, приватних експертів і здобувачів наукових ступенів. Матеріали присвячено криміналістичним інноваціям, цифровим технологіям, штучному інтелекту, розслідуванню злочинів у кіберпросторі, кримінально–правовим і кримінологічним викликам цифровізації, а також кримінально–процесуальним, оперативнорозшуковим та криміналістичним аспектам документування злочинів у цифровий час.

Висловлюємо вдячність усім авторам за активну участь, якісний науковий матеріал та дотримання принципів академічної доброчесності.

Матеріали викладені в авторській редакції.

Відповідальність за зміст, наукову новизну, коректність цитування та достовірність фактичного матеріалу несуть автори.

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The Proceedings contain papers presented at the International Scientific and Practical Conference «Criminalistics of the Future: Digital Innovations, Artificial Intelligence, Global Challenges and Threats», held on 5 June 2026 by the National University «Odesa Law Academy». The conference brought together Ukrainian and foreign scholars, forensic experts, representatives of law enforcement agencies, practitioners, private experts and postgraduate researchers. The materials cover criminalistics innovations, digital technologies, artificial intelligence, expert support for justice, investigation of crimes in cyberspace, criminal law and criminological challenges of digitalization, as well as criminal procedure, operational–search and criminalistics aspects of documenting crimes in the digital age.

We express our sincere gratitude to all authors for their active participation, high–quality academic contributions and adherence to academic integrity.

The materials are published in the authors' original versions.

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(КРИМІНАЛЬНОЇ ЮСТИЦІЇ)
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Секція 1.

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СТРАТЕГІЇ ПОДОЛАННЯ ГЛОБАЛЬНИХ ЗЛОЧИННИХ ЗАГРОЗ**

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**HISTORY AND DEVELOPMENT OF MODERN FORENSIC SCIENCE
(CRIMINALISTICS) IN THE REPUBLIC OF AZERBAIJAN**

In the modern life it is increasing importance of the lawyers' specialty, conditions of the Azerbaijan society and developing in this direction. Also, it is action formalizing general conception about importance of the preparation and creation the new, wide and special lawyers' knowledge. Such experts should have the following qualities: based on logical activity; highly developed, special and seriously preparing on own professional activity; quick adapting to the hard conditions of implementations of the law. Professional development and skills in using information technology are necessary to have for modern lawyers in Azerbaijan in this case, existing three stepped high educational system in our country has such specific experts' features.

In this article reader could be interested in conducting of criminalistic education, especially, in preparation of high qualified criminalists and forensic experts, and also development in educational sphere.

Key words: criminalistics, legal knowledge, professional training, teaching, skill, practical activity.

The significant increase in the social importance of legal professions in modern Azerbaijan, driven by the strengthening role of law in all spheres of our society and state, and the considerable expansion of areas for the practical application of legal knowledge at a proper level, on one hand, and, on the other hand, a certain decline in the professionalism of lawyers within the state apparatus and other bodies, especially in the detection and investigation of crimes during the transitional period, have necessitated corresponding improvements in the training of lawyers, including specialists in the field of criminalistics. Undoubtedly, such improvement will not be able to solve all issues in the fight against crime but will positively impact further solutions.

Adjustments to the nature and level of professional training of lawyers in any field are part of the nationwide task of improving higher and postgraduate professional

education, stemming from the requirements of the Law of the Azerbaijan Republic «On Education»[5]

Currently, considering the increasing importance of legal professions, the state and trends of development in Azerbaijani society, and the provisions of the Law «On Education,» there is a general consensus on the need to train modern lawyers of both broad and narrow specializations of a new type. Such specialists must possess the following qualities: a well-developed need for logically precise cognitive activity and creative implementation of tasks in their professional activities based on fundamental general legal and solid specialized training; the ability to adapt relatively quickly in complex situations of any law enforcement activity; the capacity for professional growth and mobility in the context of computerization and information society.

In this regard, the three-level higher education system in Azerbaijan also acquires its own specifics.

For criminalists, the primary concern is what changes should be made to the teaching of criminalistics and the training of specialists in this field, what guidelines should be followed, and what is needed to achieve this.

The teaching of criminalistics in Azerbaijani law schools, like the science itself, has its own history. The first criminalistics course was introduced at the Faculty of Law of Azerbaijan State University (now Baku State University) in the late 1920s. This course was naturally based on educational literature and systems predominantly focused on criminal tactics (characteristics of criminals and their activities, investigative tactics, and scientific methods of crime investigation).

With the development of criminalistic theory and the study and generalization of investigative practice, certain adjustments were made to the course system, curricula, and educational materials, aimed at expanding the range of issues addressed in the university course of criminalistics.

In the mid-1930s, with the publication of the first two-volume university textbook (1935–1936), criminalistics became one of the mandatory disciplines in law schools and other legal educational institutions of the former USSR. The publication of textbooks in 1938–1939 and in 1950, 1952 further strengthened the importance of criminalistics as a mandatory discipline in higher legal education.

The teaching of criminalistics in Azerbaijan (as in other republics of the former USSR) according to its division into three components – criminalistic technique, tactics, and investigation methods – practically began in the mid-1950s. Since then, the general criminalistics course has been taught within this system in all law schools of the country.

During this time, the textbook «Criminalistic Technique» was published in Azerbaijani, co-authored by K.G. Saridjalinskaya and D.G. Movsumov (Azerbaijan Publishing House, 1975) [1, p.8].

The exchange of experience in teaching criminalistics within this system and information received from investigative authorities indicate that students, even those specializing in criminalistics, gained knowledge through modern teaching methods and

technical support, enabling them to work as investigators, although not as easily as students specializing in this field.

At the same time, new systems for the criminalistics course were sought, taking into account modern trends. After the collapse of the USSR, in 1989, the Department of Criminalistics and Forensic Expertise of Baku State University, under the leadership of Prof. K.G. Saridjalinskaya, prepared and published a textbook on criminalistics in Azerbaijani («Criminalistics,» Textbook for Universities, «Hüquq Ədəbiyyatı,» 1999), which was based on the division of criminalistics into four parts, and accordingly, the course and curriculum were reorganized [2, p. 14].

A fundamentally new approach to the presentation of material was adopted in the collective course on criminalistics in Russian, edited by Doctor of Law D.G. Suleymanov («Criminalistics,» Textbook, «Ishyg,» 2000).

A more traditional approach to the system of criminalistics was taken by Candidates of Law B.A. Aliyev and A.M. Makhmudov in the educational and methodological manual in Azerbaijani («Criminalistics: Schemes, Commentary, Terms,» Baku, «Ganun,» 2003) [3, p. 183].

It should be noted that, in our opinion, the course of criminology should not be confused with a monographic course of criminology, which does not claim to be recognized as an academic course and is essentially a theoretical work.

Considering the modern trends in the training of lawyers, it is necessary to determine in which direction it is most appropriate to adjust the preparation of specialists in the field of criminology.

It is known that the key figure of specialization in many law schools preparing lawyers of broad and narrow profiles is the investigator. According to their functions and nature, they must be a researcher and thinker, a specialist with good logical and criminological thinking, capable of conducting a continuous search for necessary information with effective use of the entire technical, tactical, and methodological arsenal of criminology, and able to make quick and correct decisions in any investigative and especially problematic situations. They must also interact correctly with operational–search bodies, primarily in the «hot pursuit» of crimes. The investigator must be clearly oriented towards solving crimes «on hot pursuit» rather than conducting investigations with an unknown outcome.

Therefore, such a specialist needs to possess a wide range of knowledge in criminology, related sciences of the criminological cycle, and the basics of operational–search activity, as well as many other sciences, both humanitarian and natural. This is precisely what distinguishes the profession of an investigator among other legal specialties.

It is no coincidence that Hans Gross, in his famous work, which laid the foundation of criminology as a science and academic discipline, devoted significant attention to reflections on what an investigator should be like, considering them the most important element of the «general staff in the fight against crime.» Gross called the work of an investigator an artful activity based on extensive legal knowledge, the study of

people, the ability to communicate with them, and the capacity to solve questions in all fields of human knowledge without exception. The investigator must master the art of penetrating the criminological essence of crimes, revealing the methods of their commission, knowing the tricks of criminals, and much more necessary for effective crime investigation.

To train criminology specialists with such knowledge and skills, it is primarily necessary to study not only the fundamental theoretical and methodological issues of criminology, criminal law, and criminal procedure but also the main problems of all parts of criminology, the basics of operational–search activity, issues of interaction, the use of special knowledge, and data from information centers of law enforcement agencies.

At the same time, lectures and classes should be designed in such a way as to encourage students to creatively solve criminological tasks, contribute to the formation of a broad legal and criminological outlook, awaken their interest in creative problem–solving in investigations, and use the recommendations of all structural parts of criminology, especially in interaction with operatives and various specialists.

If the investigator does not acquire sufficient practical skills in applying all the means of forensic investigative techniques during their university education but is well–versed in the possibilities of their application and capable of supervising the actions of specialists using these techniques, this may not be the most serious shortcoming in their training. Moreover, forensic literature constantly emphasizes the need to improve forensic support for investigations, meaning ongoing assistance to investigators and forensic experts.

Furthermore, focusing on developing practical skills in investigator training appears to be a simplified approach that does not meet modern requirements for the preparation of forensic specialists. The necessary level of skills in applying fundamental principles of forensic science can only be acquired through practice.

Unfortunately, the preparation of investigators does not always follow this approach, often placing more emphasis on developing isolated practical skills in forensic activities (usually without much success but with a considerable expenditure of study hours) rather than fostering a creative attitude toward forensic recommendations, an inclination for intellectual, search–analytical activities, and the ability to consider all the features of each investigated crime. This should be done in close and skillful cooperation with the actions of specialists and operational search officers.

The absence of a genuinely creative approach to investigations, the inability to interact correctly with operational search agencies, and the failure to use data from law enforcement information centers are precisely the shortcomings affecting most of today’s investigators.

To determine which areas of forensic knowledge are particularly necessary for investigative specialists and how the systematic courses of forensic science should be taught, it is first necessary to understand the correlation between the concepts of the system of forensic science as a discipline and the system of forensic science as an academic course. These are different yet closely related concepts.

The system of forensic science as a discipline consists of a set of its component parts, united by an internal content unity determined by the objects of study and interconnected in an inseparable organic structure that reflects the overall structure of this science. As is known, this system has developed from the four parts previously mentioned. It should be noted that the system of any science, including forensic science, cannot be created or fundamentally changed overnight. The system of forensic science is the result of the long-term development of the science and possesses considerable stability over time. However, this does not mean that it cannot be improved.

On the other hand, the system of the forensic science academic course, based on the system of forensic science, is more flexible, subject to didactic interpretation, and relatively easily adaptable to modern life, innovations in higher legal education, the crime-fighting environment, and the specifics of the higher educational institution where forensic science is taught.

Therefore, the system of the forensic science academic course, and consequently the curriculum in each law school preparing broad-profile lawyers, as well as in specialized departmental legal institutions (such as the Police Academy of the Ministry of Internal Affairs of the Republic of Azerbaijan and the Heydar Aliyev Academy of the State Security Service of the Republic of Azerbaijan), not only can but must have its own justified and necessary specificity, taking into account various factors.

However, when addressing issues of improving the system of the forensic science academic course and developing it based on the curriculum, it is necessary each time to ensure that the proposed innovations do not contradict the existing system of science, do not disrupt its structure, and guarantee the study of the fundamentals of all its structural parts.

As is known, the adjustment of the curriculum and programs can be diverse. Thus, the specific adjustment of the curriculum and educational programs aimed at the targeted training of investigators, inquirers, and operational-search workers should also be carried out within the framework of the forensic science system and should mainly consist of the appropriate selection of topics on investigation methodology, forensic tactics, and especially the specific topics of special courses. In training on topics dedicated to investigation methodology, emphasis should be placed on the methodology of investigating crimes «hot on the trail».

In the preparation of forensic experts, such specificity should obviously be reflected in the topics of forensic techniques, forensic tactics, and the content of special courses. Regarding the question of where to start studying forensic science, the majority of forensic science teachers are unanimous. They believe that since criminal procedure and criminal law have a basic, fundamental nature in relation to forensic science, its study (including technical and forensic issues) should be preceded by the student's mastery of the main provisions of these sciences. In this case, the beginning of forensic science studies and the completion of criminal procedure studies may coincide in time.

However, some forensic experts, based on the fact that forensic information about the investigated crime objectively serves as the starting point for making not only

forensic but also procedural and criminal law decisions, consider forensic science to be, to a certain extent, the basic informational foundation for the aforementioned sciences. Therefore, they believe that its study can be conducted in the early courses.

The assertion that forensic information on the case is primary is correct, but the opinion about its fundamental role is quite controversial. After all, primary and any other information by forensic means without knowledge of criminal procedure and criminal law and outside the framework of criminal procedural norms cannot be properly and purposefully collected, evaluated, and used in the interests of the investigation. Consequently, it is impossible to speak about the basic informational role of forensic science in relation to the noted sciences without convincing evidence.

For this or another reason, the study of forensic science in some universities begins in the second or third year without knowledge of the fundamental provisions of criminal procedure. Such a practice can hardly be considered successful since in this case, the teaching of forensic science will proceed only by developing students' skills in performing certain practical operations without a proper conscious understanding of the goals and significance of such operations [6, p.231] .

Taking into account the modern requirements for the training of forensic specialists, as well as the certain lag of textbooks and teaching aids due to rapidly changing legislation and the criminal situation in the country, the role of lectures, seminars, practical classes, and independent work of students significantly increases.

It is lectures and classes that should primarily contribute to the formation of a broad forensic outlook in students, a creative approach to solving procedural and forensic tasks, and the creative, rather than template, application of forensic recommendations. The changes occurring in the country should also be taken into account and analyzed during teaching.

A significant role in such training of specialists is played by the wide and appropriate use of all modern teaching tools (video films, computer technologies, role-playing, business games, active discussions, round tables, and other teaching technologies depending on its goal, form, type, and level). During teaching, it is advisable to more actively use techniques that create situations provoking students to freely express their opinions on the discussed issues and contribute to the formation of reasoning skills in a reflective way not only for themselves but also for the opposing side. It is very important to ensure the involvement of all students in the group (in one form or another) in the discussion of the raised issue.

It is necessary to skillfully select problematic questions and put them up for group discussion, expanding the potential of each question as much as possible, even if it can be answered with a yes or no. It is desirable to practice techniques of collective brainstorming of these questions during group discussions to develop at least basic skills in analyzing available information in problematic work situations of the investigation (for example, interaction between investigators and operational workers within the framework of the investigative–operational group or investigative brigade). According to teaching practice, all this develops the creative potential of forensic specialists.

It is necessary to think about how to make the most rational use of the time allocated for independent work of students. Thoughtful organization of industrial and especially pre-diploma practice, the work of scientific and practical student circles, and scientific supervision of the preparation of term papers and theses by students on relevant topics also significantly help to solve the specified task.

Proper forensic training can also be facilitated by the creation of educational and scientific-practical complexes by departments on a contractual basis with interested law enforcement agencies, where the opportunities and potential of the university and the mentioned bodies would be used.

As the experience of the Department of Forensic Science of the Law Faculty of Baku State University (BSU) shows, scientific and practical conferences summarizing students' scientific activities also serve these goals. Such conferences are held annually at BSU. They show that students specializing in the department in their speeches often demonstrate elements of a serious creative approach to studying forensic science.

The teaching of forensic science at Baku State University (BSU), as well as in departmental specialized law universities of the Republic of Azerbaijan, is mainly built on the desire to form in students a broad forensic outlook and the need for a creative approach to solving procedural and forensic tasks in various typical forensic situations.

Of course, as far as possible, the department's teachers teach students elementary skills of practical investigative work. However, having received good theoretical and special training at the department, graduates of the faculty (according to reviews of the heads of practical bodies) quickly enough master other necessary skills and successfully perform the functions of an investigator.

Currently, there are three levels of higher legal education in our country: 4-year, preparing a Bachelor of Jurisprudence; 5-year, graduating a certified specialist lawyer (in departmental specialized law universities); 6-year, preparing a Master of Jurisprudence. A Bachelor of Jurisprudence, in our opinion, can work as an investigator if he has studied forensic science in the full hourly and thematic volume of the general course taught at the second (5-year) level of education, using the previously mentioned modern technologies of regular teaching and the necessary material and technical base. Naturally, he is less prepared for investigative work than a specialist lawyer, but with such preparation, the basic forensic knowledge necessary for it should be present in the bachelor [5].

Certified specialist lawyers who choose investigative, operational, or forensic expert work as their profession, along with the general course of forensic science (in the required standard volume and using all necessary teaching technologies), must necessarily undergo additional specialized training at the department in departmental specialized law universities (in the form of special courses). Therefore, they are usually better prepared than bachelors for investigative, operational work, or expert-forensic activities.

Especially wide opportunities for deep specialization in the field of forensic science are created by master's training. Lawyers-masters of jurisprudence in the

forensic profile of training within 2 years undergo additional advanced general theoretical and specialized training not only in forensic science but also in other disciplines of the criminal law cycle. Therefore, they possess knowledge that allows them to engage in both investigative and scientific–research activities or work in law enforcement agencies in positions requiring sufficiently high professional forensic training. The specificity of master’s training lies in the fact that it usually has a purely individual («piece») character with greater creative freedom in teaching methods [6, p. 294].

The list and content of special courses in forensic science for the training of specialists and masters should be determined by the graduating department, taking into account the targeted forensic orientation of graduates, the peculiarities of the corresponding region, and the staffing and material–technical capabilities of the departments. Recommended lists of special courses may be used in this case. However, they must necessarily include special courses on the tactics of inspection, crime scene examination, on the tactics and methodology of interaction between investigators and operational–search workers, including issues of forensic examination, and on the methodology of investigating the most dangerous crimes.

Undoubtedly, the level of training of forensic specialists largely depends on the material and technical base. However, currently, for example, civilian universities training lawyers, certified specialists of a broad profile, are in a more difficult situation than departmental universities of the Republic of Azerbaijan. Each university tries to solve this problem taking into account the prevailing circumstances, without relying too much on state support.

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