



# POSSIBILITIES OF USING THE CRIMINALISTIC RANGE WHILE TRAINING LAWYERS AT THE HIGHER MILITARY EDUCATIONAL INSTITUTIONS

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## ANNOTATION

*This article studies the role of forensic landfills in the training of cadets who study in military educational institutions, and the importance of these innovative technologies in the educational process based on the study of the practical experience of countries around the world. Proposals and recommendations for improving the forensic landfills have also been developed.*

**KEYWORDS:** *polygons, visual observations, seizures, research, evidence, inspection, experiment, simulation, interactive method.*

## INTRODUCTION

It is known that the material and technical support of the educational process in any university including the military is an indispensable condition for the quality of training of modern specialists. The term "polygon" has several meanings "(from the Greek poly many and gonia - angle). 1. A large unpopulated area that serves as a place for experimental or training sessions and exercises of special troops, a shooting range (military) an artillery range. 2. Location of fortifications in the form of a polygon (military). Fortress polygon. 3. The same as a polygon (Mat. rarely)".

The first meaning is the reference for the origin of the term polygon in the practice of teaching criminology. As follows from this value, the forensic polygon must have a significant size in order to work out the implementation of simulated situations in conditions close to reality.

The forensic polygon is defined as "a training complex designed for practical training and exercises for detecting, removing, fixing and examining evidence". Objects placed on a forensic test site allow you to simulate the situation of various investigative actions: inspection, investigative

experiment, search, etc., train the assessment of traces in the complex and so on.

A forensic polygon is created indoors and (or) in an open area. The situation of a forensic polygon can be stationary (living room, storage room, etc.) or changeable (sliding partitions, replaceable sets of items, etc.) [1].

In connection with the development of modern information technologies in the teaching of criminology, the term "polygon" has acquired a different content. It is understood as information data banks and computer programs that students can use to search for information, formulate crime stories, fill out documents, train the work of the indicative part of investigative actions (inspection of the scene, putting forward investigative versions of the subject of the crime, organizing the plan of investigative and operational activities, taking into account the probable portrait of the criminal), etc [2]. Virtual polygons have certain advantages: they are compact and allow multiple users to access the program at once, but simulating a real situation has a significant advantage over computer programs, as it allows students to become participants in events themselves.



In the scientific and methodological literature, considering the problems of polygons that physically imitate the environment in which investigative actions are conducted, the authors mainly refer to the experience of Chinese universities [3].

## METHODOLOGY

Training tasks that are solved at training forensic training grounds are diverse, for example: inspection of the scene of an incident (in the street, indoors); study of traces left by a criminal; detention of suspects in the commission of a crime, etc. Due to the fact that the teacher should be able to evaluate the practical activities of students at the training ground, it should be visible. The polygon design can be varied. It can consist of several blocks, and access to visual observation of students' activities can be carried out both on-site and at a remote distance (from a raised platform, ladders, etc.) [4].

In recent years, this type of landfill has started to appear in Russian universities. Their system blocks often include both outgoing and different blocks. Thus, the Interregional open social institute (Yoshkar-Ola) presents the following blocks: "residential apartment", "shopping hall", "office of the investigator" [5]. In the Barnaul law Institute of the Ministry of internal Affairs of Russia, the objects of the complex are represented by "living room", "office of the firm", "café-bar" and "city street"[6]. Perm state University has a "living room" and "office space"[7].

Thus, when creating forensic polygons, universities not only proceed from their financial and technical capabilities, but are also guided by the statistics of the most typical criminal cases for this region.

The possibility of using training methods is determined by the material and technical equipment of blocks or installations. As a rule, material and technical support includes items of furniture (tables, chairs, cabinets) and household items (dishes, carpets), funds necessary for professional activities in any field (cash registers, racks, consumer goods, computers), weapons, mannequins, etc.

## CONCLUSION

In addition to these conventional tools, modern forensic tools are also used: packaging tools for practicing practical skills in detecting and removing finger marks from various surfaces (for example, dust traces), fingerprinting tools, materials for making plaster casts, and tools for examining documents that have traces of forgery.

These material and technical means contribute to the use of the following traditional and interactive methods, filled with forensic content:

- discussion of completed practical actions to investigate and solve crimes;
- consolidation of practical skills in fingerprinting, removal of plaster casts, case method,
- situational approach to solving educational problems;
- competitive performance of practical tasks with further discussion of them, including the use of video footage taken during the lesson.

To sum up all the given information we can say that the use of a forensic polygon can be considered as an innovative and specific form of the process of teaching criminology at a university. This form of training has prospects for development in the form of a combination of physical models of crime scenes with virtual polygon blocks using modern information technologies. Only the virtual version of the polygon is not effective enough, because the student can not be in a real environment of investigative activities using existing equipment and tools for studying trace formation.

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