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# **DYNAMICS OF THE DEVELOPMENT OF WORLD SCIENCE**



**ABSTRACTS OF IX INTERNATIONAL  
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# **DYNAMICS OF THE DEVELOPMENT OF WORLD SCIENCE**

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## ORGANIZATION OF STUDENTS' SELF-STUDY THROUGH THE SYLLABUS

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**Abstract:** the article is devoted to the topical issues in the development of modular educational programs (syllabuses) for students independent work. Despite the problems with understanding this concept, syllabi are viewed as accessible and meaningful description of the module or discipline, intended for students. Syllabuses are directly related to reflection of the student, allowing to use them as a tool to regulate learning activities. Also in the article focuses on the description of advantages in the use of syllabuses by teachers and students. The paper considers the main elements that make up a syllabus. In the conditions of rising role of independent work of students syllabus to determine the initial and boundary conditions for the promotion of the student in the learning process and give him an opportunity to allocate time, energy and the intensity of their work.

**Key words:** syllabus, independent work, technical map of the discipline, learning activities.

At present, the formation of students' ability to independently master knowledge and methods of work is becoming the primary task of professional training. In the context of a reduction in the classroom load of students and an increase in the volume of independent work, the value of the latter increases many times.

An effective tool for a teacher in the process of managing students' independent work can be a syllabus, the main task of which is to assist students in the development of educational disciplines.

According to Bulakh N. V., Courtade Hirsch C., Gruzdeva M. L., Prohorova M. P., Shkunova A. A., Smirnova Zh V., Tukenova N. I., Wasley P. [1, 2, 3, 4] the syllabus can be defined as a long-term plan for studying the discipline, a kind of “navigator”, designed specifically for the student. Syllabus has a goal of helping to organize student's learning activities. Such document should inform the student about what qualities he can have as a result of mastering this discipline, as well as what, how and when the student must do. The syllabus determines the initial and boundary conditions for students' progress in the studying process and gives them the opportunity to independently distribute their time, strength and intensity of work. This document contains the main characteristics of the studied

subject and it is a means of communication between the teacher and the student. It is created to help students and should be understandable for them. Thirst of all, this is a brief program of the students' self-study in the studying process of the discipline. This program contains all the necessary information to learn the course successfully. Syllabus is presented to students at the beginning of the course, including materials for intermediate and final certification (questions, tasks, tests, etc.).

**The benefits of a course syllabus:**

- 1) it establishes a contact and connection between students and instructors by stating the objectives and goals to be achieved at the end of the course;
- 2) it sets the tone for the course by streamlining the content of course;
- 3) it includes information that will facilitate the academic success of students;
- 4) it informs students of the course structure, goals and learning outcomes;
- 5) it outlines a student's responsibilities for success;
- 6) it defines a teacher's duties towards the overall development of students;
- 7) it describes the materials/activities that support learning outside the classroom.

The syllabus is compiled in accordance with the available curricula for the implemented academic program and work program of the academic discipline. It is an important means of self-management of the educational activities of the students on condition of competency-based training. When compiling syllabuses, it is necessary to use a systematic approach taking into account the prerequisites and post requisites of the academic discipline.

As a rule, the syllabus, consists of several sections. The filling of these sections is not clearly regulated. It is of a variable nature and does not have a rigid scheme, but should contain the following information:

**1. Academic discipline policy:** purpose, main goals and objectives of the discipline, information about the teacher, his/her contacts, consultations schedule, general requirements, strategy in the field of managing the organization of the studying process, the main studying results that students can achieve after completing the course.

Discipline policy is determined by the system of requirements that the teacher presents to the students when they studying the course. The requirements may relate to attending classes (inadmissibility of skipping, delays, etc.); rules of conduct in the classroom (active participation, the fulfillment of the necessary minimum of academic work, etc.); rules for practicing missed classes; conditions for admission to take a credit or exam; incentives and penalties (for what reason points can be awarded or deducted, etc.).

**2. Academic discipline study plan:** thematic lessons plan and course calendar. The thematic lessons plan must include: topics and their summary, the number of hours of the classroom and extracurricular work. During the study of the course, students have the right to expect the implementation of exactly the content that was declared in the syllabus and on the basis of which, perhaps, the choice of the course was made. The course calendar must indicate the topic of the lesson, its date, tasks and classroom and extracurricular work's way of control.

The forms and types of self-study work for each topic should be described in detail in the syllabus. The deadlines for completing tasks for self-study work, as well as information sources for preparation, should be determined. It should be noted that the objectives of the tasks for self-study work and their contents should be clear and accessible to students. They should contain algorithms and guidelines for their implementation. The ways of control and criteria for evaluating tasks should be clearly defined and known in advance to students. The self-study students' work should be represented by relevant, diverse, interesting, creative tasks that will provide not only the deepening and consolidation of knowledge gained during classroom lessons, but also the development of a creative approach to solving the problems posed, the formation of practical skills and the manifestation of the student's personality.

**3. Control and grading.** Grading system defines all types of current and mid-term control, and also indicates the minimum and maximum number of points that a student can receive for each type of activity performed during classroom and extracurricular time, incentive and penalty points.

**4. Control system and evaluation criteria:** grading for the course current work, the final work is the necessary conditions for obtaining a credit (admission to the exam). All conditions are clearly and clearly stated in scoring categories: how control is carried out, what forms of control are used, how students' knowledge is evaluated.

**5. Required texts and resources:** list all required textbooks, other books, online resources and subscriptions, or other materials students must have to take the course. For the successful completion of independent work, students should be provided with textbooks, teaching aids, teaching and methodological recommendations and developments, reference books, etc.

American and European teachers who actively use syllabus call it a kind of "contract" between the teacher and the student [2, 5, 6], which contains the rights and obligations of the two parties, therefore, after reading and signing this document, each of the participants in the educational process agrees to fulfill it and is responsible for violations "Contract". In connection with this, the teacher, creating a syllabus of discipline, should responsibly treat the information contained in the document: topics and dates of classes; terms, forms and types of control. The changes to the syllabus can only be made if absolutely necessary, and students must be notified in advance. In turn, the student, having familiarized himself with the syllabus, is responsible for failure to fulfill its conditions. But, at the same time, student can choose an individual way in mastering the discipline, vary the level of difficulty of the tasks, their volume, predicting the number of points he/she can get, has the right not to fulfill those requirements that were not specified in the document.

The syllabus helps students learn effectively. The syllabus for a particular course describes the topics and concepts to be covered while preparing for the examinations for that particular course.

No nation can develop or rise without the efforts of its teachers. They are considered one of the main pillars of a sound and progressive society. They bear the weight and responsibility of teaching, and, apart from parents, are the main source of



knowledge and values for children. The importance of a teacher as an architect of our future generations demands that only the best and the most competent one's are allowed to be gaged in this noble profession. Without qualified, motivated and skillful teachers, the goal of education would be hard to achieve.

Today, teachers obtain more importance not merely in teaching but also in the art of designing and developing curriculum. They are, in fact, an integral part of the decision-making process in curriculum planning and implementation at the classroom level. They can supplement and improve the curriculum through planning and working with students, engaging in professional development, and sharing their classroom experiences with other teachers (Doll, 1996). They can also be powerful positive forces for change if they are given the resources and support which will enable them to carry out syllabus implementation effectively. As Klein argued, "Teachers have the real power to make or break decisions advocated at any level. Their decisions will ultimately determine the curriculum, regardless of all other levels of decision making".

A syllabus is more than just a checklist or collection of policies and procedures. In fact, approaching it as akin to a "contract" — while that's a popular analogy in higher education — is not the way to create an effective syllabus. We should aim to do more than badger our students with arbitrary dictates that suggest we fully expect them to misbehave. The course syllabus is, in most cases, the first contact that students will have with both us and the course. As the cliché goes, we don't get a second chance to make a first impression. The syllabus sets the tone for the course. Rather than emphasize what they can't do, an effective syllabus is a promise that, as a result of our course, students will be able to do a number of things either for the first time or at least better than they could before.

With that in mind, this guide is aimed at showing you how to create or redesign a syllabus so that it's not only an effective map of your course's nuts-and-bolts logistics but also an invitation to actively engage in the learning process. Whether you've been teaching for years or are embarking on your first course as instructor of record, you'll find in this guide the resources, recommendations, and tips and tricks to craft a syllabus that will guide students through your course and motivate them to succeed in it. You won't need much to get started, but it helps to have the following on hand before you begin syllabus construction:

Your course materials. Assemble the books, readings, and other resources you'll ask students to acquire for the course, along with other things they might need to be successful (e.g., specific art supplies or high-speed internet access for streaming media). Your institution's academic calendar. When does your term begin and end? What holidays occur during the course? What campus events or deadlines are important to be aware of as you schedule class activities and assessments? Other calendars. Two, in particular. First, consider referring to a calendar of major religious holidays from the traditions represented at your institution. My campus does not close for Jewish or Muslim observances, but I take them into account in my course schedule, as I know I will have students of those faiths in my classes. Second, have your personal calendar available, too. If you are attending a conference during the

semester, or have an article, a project, or a tenure-and-promotion file due, you'll want to ensure that you won't have a stack of 45 essays descend upon you at the same time. Any other relevant information or materials. Some institutions require every syllabus to include a set of boilerplate policy statements. Perhaps you might have departmental assessment outcomes that need to be part of your course goals. For laboratory courses, there may be lab-specific materials that need to go into your syllabus. It's far better to have such materials in hand than to have to go back after you thought you were done and shoehorn in two pages. If you're unsure whether your department or institution has any of these types of requirements, ask your department chair or dean, or see if your department has a syllabus archive where you might look at previous iterations of the course you're teaching.

As you'll see, there is a wide variety of options when it comes to formats, styles, and content. Many institutions have templates or checklists to help you get started. Another good resource is *The Course Syllabus: A Learner-Centered Approach*, which has sample syllabi and templates in its appendices. Whatever model you choose, there are certain core elements that every syllabus needs in order to be effective. Remember, the purpose of a syllabus is to set the tone, map the course for your students, and explain how to be successful in the class. Leaving out essential components is tantamount to showing students that you are absent-minded and unprofessional, or that you don't care about their success in class. To avoid sending such a counterproductive message, make sure your syllabus includes the following essential pieces (a fuller discussion of each can be found in subsequent sections):

- Basic course information. What course is this? (You may be required to include the catalog description.) When and where does it meet? How many credit hours does it offer? Is the course face-to-face, online-only, or blended? Are there prerequisites?

- Instructor information. Who are you? What's your departmental affiliation? Where is your office (if you have one)? When and where can students meet with you — what are your regular office hours, or do you schedule individual conferences? How can students communicate with you via phone or email, and do you have a preference?

- Course goals. What will your students be able to do as a result of this course that they could not do, or do as well, before? What purpose does this course and its material serve? Are there discipline-specific objectives, larger metacognitive goals, or both?

- Course materials and requirements. What books, readings, and other course materials will be needed, and where can students acquire them? Are there other skills that students will need to be successful (for example, proficiency with specific software)? Will the course involve site visits or fieldwork outside of regular meeting times?

- Course policies. Do you have policies regarding attendance or missed work? Are there particular classroom expectations that students need to be aware of? What about technology use?

- Grading and assessment. What will students be asked to do? How is the course grade determined, and what is the grading scale? Do you offer extra credit?

- Course schedule/calendar. What will students be asked to do for particular class sessions? When will quizzes and/or examinations be given? What are the due dates for the papers, projects, or other assessments? Is there a final exam, and if so, when? (Many institutions have a special calendar for final-exam week.)ation, storytelling, correspondence and diary. Writing has been instrumental in keeping history, dissemination of knowledge through the media and the formation of legal systems.

- Ineffective syllabi —or just plain bad ones — have common attributes of their own. Whether you're creating or revising a syllabus, make sure the following are not part of it:

- Sloppy editing. Given this document's importance in setting the tone for a course, the worst way to begin the term is to convey the impression of unprofessionalism. There's nothing wrong with reusing syllabi, or adapting sections of one syllabus for another one. But when you cut and paste information, and leave in a reference to the "Fall 2016" section of the course, or when a policy section is a mishmash of three font sizes, you're not inspiring confidence in your attention to detail. If the syllabus is riddled with typos or poorly formatted, any message you're trying to convey to students about the importance of proofreading their papers is undercut. Do as I say, not as I do does not lead to successful courses.

- Scolding. There's a temptation to put something in your course policies that responds directly to that one student who did that really aggravating thing two years ago and you'll be damned if that happens again. If you do that, however, you end up with a list of policies that is both oddly specific and overly long. Students will see all of those "thou shalt nots" as your telling them that you expect them to screw up at some point during the semester, or that you anticipate "bad behavior." Subsequent sections of this guide will look at ways to approach course policies (and etiquette) in a more constructive manner, but the takeaway here is: Ask yourself if your policy sections would sound, from the student's perspective, like a scolding. also, avoid using all-caps sentences for emphasis, as that is now seen as how one yells at other people on the internet.

A syllabus also mentions the weightage allotted to different units and chapters knowing which you may form a strategy on how to prepare for chapters with high or low weightage. Question paper design/format is also explained in a syllabus, which lets students know about the type of questions asked and various sections employed in the exam papers. It also gives an idea about the marks distribution in the paper. Having a clear understanding about your syllabus and the weightage to various sections will definitely help you to decide how much time you should dedicate to each section.

Generally, the exam papers for each course are designed as per the syllabus prescribed for that course. So, preparing according to the topic and instructions mentioned in the syllabus, obviously helps to crack the exam with good scores.

**In conclusion, we want to highlight the main recommendations for students: how student can prepare from the syllabus?**

1. At the beginning of the course session, carefully read the entire syllabus to get an idea of the course structure.

2. Before starting a chapter or unit make a list of the topics prescribed in the syllabus for that unit so that you don't waste time in learning the irrelevant or unnecessary topics.

3. Having a clear understanding about your syllabus and the weightage to various sections will definitely help you to decide how much time you should dedicate to each section.

4. Sometimes the details and instructions mentioned in the syllabus may seem to be a bit complex or difficult to understand. When something about the syllabus is unclear, ask your teacher for help.

5. Use your syllabus to take an idea about the importance of a topic and determine how much time you should devote to particular topics.

Thus, using of syllabus allows to regulate the relationship between teacher and student, build it on the basis of equality, mutual obligations and responsibilities, makes it possible to plan and distribute the study load, use time efficiently, help resolve conflict situations, structure and systematize the learning process. And most importantly, the syllabus allows the students to adequately evaluate their work, to draw a conclusion about their achieving educational results, creates the conditions for self-control and self-improvement of the level of competencies, stimulates cognitive activity, forms a sustainable motivation for success achieving, which is an important component of effectiveness further professional activities.

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