

ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ ЕКОНОМІЧНИЙ  
УНІВЕРСИТЕТ ІМЕНІ СЕМЕНА КУЗНЕЦЯ

# **Тези доповідей**

**матеріали V науково-практичної конференції  
«Економічний розвиток і спадщина  
Семена Кузнеця»**

**26–27 листопада 2020 р.**



Видавничий дім  
«Гельветика»  
2020

УДК 330.34(063)  
Е45

*Рекомендовано до друку на засіданні Вченої ради  
Харківського національного університету імені Сергія Кузнеця  
(протокол № 5 від 26 жовтня 2020 року)*

Е45 **Економічний** розвиток і спадщина Семена Кузнеця : матеріали V науково-практичної конференції / тези доповідей, 26–27 листопада 2020 р. – Одеса : Видавничий дім «Гельветика», 2020. – 410 с.

ISBN 978-966-992-260-1

У збірнику наведено матеріали V науково-практичної конференції «Економічний розвиток і спадщина Семена Кузнеця». Представлено теоретичні та практичні результати наукових досліджень і розробок вчених щодо проблем економічного розвитку, циклічної динаміки соціально-економічних процесів, модернізації системи освіти, соціального розвитку суспільства, використання сучасних інформаційних технологій в управлінні системами, моделювання бізнес-процесів.

Матеріали публікуються в авторській редакції.

*За достовірність викладених фактів, цитат та інших відомостей  
відповідальність несе автор.*

УДК 330.34(063)

ISBN 978-966-992-260-1

© Харківський національний економічний  
університет імені Семена Кузнеця, 2020  
© Видавничий дім «Гельветика», 2020

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

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 Courtade Hirsch C., Wasley P., Bulakh N., Gruzdeva M., Shkunova A. [1–4] 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.).

What are the benefits of a course syllabus?

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.

It sets the tone for the course by streamlining the content of course.

It ultimately includes information that will facilitate the academic success of students.

It informs students of the course structure, goals and learning outcomes.

It outlines a student's responsibilities for success.

It defines a teacher's duties towards the overall development of students.

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, 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" [2, 5, 6]. 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.

How does syllabus help 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.

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?

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

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.

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.

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.

## References

[1] C. Hirsch, and M. Courtade, "The Promising Syllabus Enacted: One Teacher's Experience", *Communication Teacher*, Vol. 24, No. 2, April, pp. 78-90, 2010.

[2] P. Wasley, "Research yields tips on crafting better syllabus", *Chronicle of Higher Education*, 54(27), pp. 11-17, 2008.

[3] M. Gruzdeva., and N. Tukenova, "Syllabus as a means of organization of independent work of students", *Vestnik Mininskogo universiteta*, 2016. [Online]. Available: <http://vestnik.mininuniver.ru/reader/archive/?year=2016&iss>.

[4] A.A. Shkunova, and M.P. Prohorova, Syllabus: methodical basis of the organization of independent work of students, *Mezhdunarodnyj zhurnal prikladnyh i fundamental'nyh issle-dovaniij*, no. 6-1, pp. 163-167, 2016.

[5] N. Eny, A. Matthew, S. Ludwig, R. Bentz, and H. Fyneweaver, "Your Syllabus Should Set the Stage for Assessment for Learning", *Journal CollSci Teach*, no. 4, April, pp. 65-76, 2011.

[6] R. Mitchel-Schuitevoerder, "A project-based syllabus design: Innovative pedagogy in translation studies", submitted in accordance with the requirements for the degree of PhD, Durham University, 2014. [Online]. Available: <http://etheses.dur. uk/10830/>.