

**Course study manual for students**



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### ***Making an abstract at the lecture manual for students***

Lecture is a systematic, consistent, monologic presentation of educational material by the teacher, generally, theoretical.

In the process of lectures it is recommended to keep an abstract that will later allow you to recall the studied material, supplement the content while independent work with literature, prepare for the exam.

One should also pay attention to categories, formulations that reveal the content of certain phenomena and processes, scientific conclusions and practical recommendations, positive experience in oratory.

It is preferable to leave the working fields in the abstracts so that to make notes from the recommended literature, supplementing the material of the lecture, as well as emphasizing the special importance of certain theoretical positions.

Any lecture should have a logical ending, the role of which is fulfilled by the conclusion. The conclusions of the lecture summarize the teacher's reflections on academic issues. They are formulated briefly and succinctly, it is advisable to write them down. At the end of the lecture, students have an opportunity to ask questions to the professor on the topic of the lecture.

### ***Tutorial manual for students***

Tutorials are implemented in accordance with the curriculum while consistent study of the subject.

During the preparation for the tutorial, the student is recommended to study the main literature, get acquainted with additional materials, new publications in periodicals: magazines, newspapers, etc. At the same time, the recommendations of the teacher and the requirements of the curriculum should be taken into account. It is also recommended to refine your abstract by making appropriate notes from the literature recommended by the teacher and provided by the curriculum. It is necessary to prepare quotes for speeches on all the academic issues submitted at the tutorial. Preparing for the report or the abstract message, the student can apply for the methodical help to the teacher. To final preparation should be drawing up of the plan (abstract) on a studied material (a question). This allows one to make a concentrated, concise representation of the issues being studied.

During the tutorial, the student is allowed to introduce a beforehand prepared report. In addition, he/she should be active in discussing speeches and reports of the classmates.

Since the activity of the student at the tutorial sessions is the subject of his/her progress control in mastering the course, preparation for tutorials require responsible attitude. It is not allowed to speak on the source - it is necessary to have a prepared written report, evaluated by the teacher along with an oral presentation. It is also not allowed to distribute the questions to the tutorial among the students of the group, since as a result the individual student appears not to be ready for a constructive discussion of "not his/her" issue. All questions for the tutorial should be prepared in written form by each student.

### ***Problem solving lessons manual for students***

Problem solving lesson is the implementation of a set of practical for the students of subject matter in order to develop skills of solving them.

Problem solving lessons are implemented according to the working curriculum with a consistent study of the subjects of the subject.

Before starting to solve problems, the student needs:

- get acquainted with the relevant sections of the curriculum subject programme recommended by the course programme;
- to receive information about the procedure for conducting the lesson, assessment criteria of work from the teacher;
- to receive a specific task and information on the timing of implementation, the requirements for registration and the form of presentation of the results from the teacher.

It is necessary to provide detailed explanations of the progress of the decision and analyze the results obtained while doing the task.

Students have the opportunity to ask questions to the teacher on the difficulties in solving problems if it is necessary.

### ***Didactic games manual for students***

The didactic game is the joint activity of the students, aimed at finding the ways of the optimal solution of the task according to the chosen or assigned role with the purpose of developing communication skills, developing thinking, the ability to apply the received theoretical knowledge in practice, the speed of the situation assessment and decision making. Didactic game allows you to involve participants in modeling the processes of future professional activity, develops in addition to professional skills, analytical, reflective abilities, the ability to organize group and personal activities.

Before starting to participate in the didactic game, the student needs:

- get acquainted with the relevant sections of the curriculum subject programme recommended by the course program;
- to receive from the teacher information about the goals and practical tasks of the game, the procedure for conducting the didactic game, the assessment criteria of the actions of the participants in the game;
- receive from the teacher the necessary handouts, a description of the game situation and a specific role in the didactic game, explaining the functions and procedure of the scenario;

At the end of the didactic game, students have the opportunity to ask questions to the teacher.

### ***Methodical instructions for students to participate in a situational workshop***

Situational workshop (case) is one of the forms of an interactive practical, the purpose of which is to acquire learning skills for teamwork skills in decision-making in the professional area, development of communicative and creative abilities in the process of revealing the features of future professional activity

based on the analysis of the students' tasks, formed on the basis of practical situations.

Before starting to participate in a situational workshop, the student needs:

- get acquainted with the scenario of the workshop and the necessary literature recommended by the course program in advance;
- to receive information about the contents of the case from the teacher, informs about the form of the results, the timing of the case and the assessment criteria of the actions of participants;

When completing a task, you must:

- receive the necessary handouts from the teacher and take part in the division of the training group into mini-groups and in the election of the leader of the mini-group;
- participate in the formation of the report on the implementation of the case in its mini-group;
- participate in the discussion of mini-group reports.

As a result of situational workshop, students have the opportunity to ask questions to the teacher

### ***Laboratory workshops manual for students***

Laboratory workshops are carried out according to the working curriculum with a consistent study of the subject disciplines.

Before starting a laboratory workshop, students must:

- get acquainted with the relevant sections of the curriculum subject programme recommended by the course programme;
- receive recommendations on the order of the assignment from the teacher;
- set up the tools necessary for conducting a laboratory workshop under the teacher's guidance
- receive a specific assignment and information on the timing of implementation, the requirements for registration, the form of submission and the criteria for assessing the results of work;

In the course of the workshop it is necessary to follow the technological instructions, use the material of lectures, recommended textbooks, Internet sources and teacher's help in the class.

### ***Training participation manual for students***

Training is a form of an interactive practical, the goal of which is to form behavioral patterns (stable models of behavior that people prefer to use when interacting with other people) for further successful work in the professional sphere.

Before taking part in the training, students must:

- get acquainted with the relevant sections of the curriculum subject programme recommended by the course programme;
- to receive information about the purposes and tasks of the training, the order of the training, the assessment criteria, the results of the training;

- receive the necessary handouts from the teacher;

During the training, the students should actively participate in the work of the group at all stages of the training.

As a result of the training, students have the opportunity to ask questions to the teacher

### ***Review works manual for students***

According to the curriculum, each student must perform review work on the subject. The tasks of the test are given by the teacher individually according to the options.

Rules:

- the work must be completed 10 days before the interim certification;
- the student must perform review works only of their own version.

Review works should be performed in a separate notebook for each work, leaving space for the teacher's comments. It is recommended to leave at the end of the notebook a few clean pages for corrections and additions according to the professor's instructions.

On the cover of the notebook, the student must indicate the form of training, direction, profile, course, group number, surname, first name, patronymic, work number, option number; academic degree (title) surname, name, patronymic of the professor.

At the end of the work, a list should be provided.

Before solving the task, it is necessary to write out its condition completely. If several problems have a general formulation, only the condition of the problem of the desired variant should be rewritten. The student must accompany the solution of each problem with detailed explanations and references to the corresponding formulas, theorems, and rules. Calculations must be brought to a finite numerical result. The answers and conclusions obtained in solving problems should be emphasized.

In the case of returning work for revision, the tasks indicated by the instructor should be altered, and in the absence of such instruction all the test work must be carried out anew. The altered work is being checked again without previously taken test.

In case of difficulties the student can apply to the teacher or to the department.

### ***Independent work manual for students***

The independent work of the students is aimed at the individual study of certain topics / questions of the academic subject.

Independent work is compulsory for each student; its amount is determined by the curriculum.

At independent work students interact with the recommended materials with minimal participation of the teacher.

Work with literature (note-taking)

Independent work with textbooks, teaching aids, scientific, reference and popular literature, periodicals and the Internet, statistical data is the most effective method of obtaining knowledge, allowing significantly enhance the process of mastering information, contributes to a deeper assimilation of the studied material, shapes the students' attitude to specific problem.

Studying the material from the curriculum, one should proceed to the next question only after fully understanding the previous one, fixing the conclusions and calculations, including those that are omitted in the textbook or given in the lecture for self-output.

The student should pay attention to the definition of the basic concepts of the course. It is necessary to disassemble in detail the examples that clarify the definitions. It is useful to compile reference notes.

Conclusions obtained as a result of the study of educational literature are recommended in the abstract to be chosen so that when they are re-read the material they are better remembered.

When solving problems independently, you need to justify each stage of the decision, based on the theoretical provisions of the course.

Questions that cause the student difficulty in preparing, should be pre-formulated and voiced during classes in the classroom for further clarification by the teacher.

### ***Writing summary manual for students***

The preparation of summary is aimed at developing and consolidating the students' skills of independent deep, creative and comprehensive analysis of scientific, methodological and other literature on topical issues of subject; to develop skills and competencies to correctly and convincingly state the material, clearly formulate theoretical generalizations, conclusions and practical recommendations.

Summaries must meet high qualification requirements regarding the scientific content and design.

Topics of summaries, as a rule, are devoted to the consideration of one problem. The scope of the summary can be from 12 to 15 pages of typewritten text printed in 1.5 intervals, and on the computer after 1 interval (the list of literature and applications is not included in the volume).

The textual part of the work consists of an introduction, the main part and the conclusion.

In the introduction, the student briefly substantiates the relevance of the selected topic of the summary, reveals specific goals and tasks that he is going to solve in the course of his small research.

The main part details the content of the issue (s) of the topic.

In conclusion, the results of the study should be summarized and conclusions drawn. In addition, the conclusion may include the author's suggestions, including on the further study of the problem that interested him.

In the list of literature the student includes only those documents that he used

when writing the summary.

In the annex to the summary, tables, graphs, diagrams and other auxiliary materials referenced in the text of the abstract can be published.

### ***Writing essay manual for students***

Essays is an independent written work on the topic proposed by the professor. The purpose of the essay is to develop the skills of independent creative thinking and writing out your own thoughts.

The essay should contain: a clear statement of the essence of the problem posed, include an independent analysis of this problem using the concepts and analytical tools considered within the subject, conclusions summarizing the author's position on the problem posed. Depending on the specifics of the subject, the essay forms can be significantly differentiated.

The structure of the essay:

1. Title page

2. Introduction is the essence and rationale for choosing this topic, consists of a number of components that are logically and stylistically related; at this stage it is very important to formulate the question to which you are going to find the answer in your research.

When working on an introduction, the answers to the following questions can help: "Do I need to give definitions to the terms sounded in the subject of the essay?", "Why is the topic that I am revealing important at the moment?", "What concepts will be involved in my reasoning on topic? ", " Can I divide the topic into several smaller sub-themes? "

3. The main part is the theoretical foundations of the chosen problem and an outline of the main question.

This part assumes the development of reasoning and analysis, as well as their justification, based on available data, other arguments and positions on this issue. This is the main content of the essay and this is the main difficulty. Therefore, subheadings, on the basis of which the structuring of the reasoning is important; here it is necessary to substantiate (logically, using data or rigorous reasoning) the proposed argumentation / analysis. Where necessary, graphs, charts and tables can be used as an analytical tool.

Depending on the question posed, the analysis is based on the following categories:

The cause is a consequence, the general is special, the form is the content, the part is the whole, the constancy is variability.

A well-tested way of constructing any essay is using sub-headings to indicate the key points of a well-reasoned presentation: it helps to look at what is supposed. This approach will help to follow a specific goal in this study. Effective use of sub-headings is not only the designation of the main points that need to be highlighted. Their sequence may also indicate the presence or absence of logic in the coverage of the topic.

4. Conclusion - generalizations and reasoned conclusions on the topic,

indicating the scope of its application, etc. The methods recommended for drawing up the conclusion: a repetition, an illustration, a quote, an impressive statement. The conclusion can contain such a very important, supplementary essay element, as an indication of the application of the study, without excluding the relationship with other problems.

### ***Prepare for the test manual for students***

A test is a special form of checking knowledge. It is conducted after mastering one or several topics and indicates the quality of understanding of the basic concepts of the material being studied. Test tasks are made up of key concepts, main sections, important terminological categories of the subject under study.

To prepare for the test, you need to know the terminological apparatus of the subject, understand the meaning of scientific categories and be able to use them in professional vocabulary.

Possession of the conceptual apparatus, included in the test tasks, allows the teacher to quickly check the level of understanding of important methodological categories by students.

### ***Report preparation manual for students***

Report is a message on a given topic, with the aim of introducing knowledge from additional literature, systematizing material, illustrating by examples, developing skills of independent work with scientific literature, cognitive interest in scientific knowledge.

The theme of the report should be coordinated with the teacher and correspond to the theme of the training session. Materials in its preparation, must comply with scientific and methodological requirements and be specified in the report. It is necessary to comply with the rules, stipulated when receiving the assignment. Illustrations should be sufficient, but not excessive. The work of the student on the report includes the development of the ability to independently generalize the material and draw conclusions in the end, the ability to navigate in the material and answer additional questions from listeners, practice oral skills, and the ability to conduct a debate.

The speaker should know and be able to:

- Report new information;
- use technical means; to be well-versed in the theme of the whole tutorial;
- Discuss and respond quickly to questions asked; strictly follow the established rules (not more than 10 minutes);
- have an idea of the composition structure of the report, etc.

Structure of the speech.

The introduction should contain:

- title, message of the main idea;
- a modern assessment of the subject matter, a brief enumeration of the issues under consideration;



- a live interesting form of presentation;
- emphasis on important points, originality of the approach.

The main part in which the speaker should deeply reveal the essence of the topic touched upon, is usually built on the principle of a report. The main task is to provide enough data for the listeners to become interested in the topic and want to get familiar with themselves with the materials. However, the logical structure of the theoretical block should not be given without visual aids, audiovisual and visual materials. Conclusion - a clear, clear generalization and brief conclusions, which are always waiting for listeners.

### ***Report and discussion manual for students***

Report is a message on a given topic, with the aim of introducing knowledge from additional literature, systematizing material, illustrating by examples, developing skills of independent work with scientific literature, cognitive interest in scientific knowledge.

The theme of the report should be coordinated with the teacher and correspond to the theme of the training session. Materials in its preparation, must comply with scientific and methodological requirements and be specified in the report. It is necessary to comply with the rules, stipulated when receiving the assignment. Illustrations should be sufficient, but not excessive. The work of the student on the report includes the development of the ability to independently generalize the material and draw conclusions in the conclusion, the ability to navigate in the material and answer additional questions from listeners, practice oral skills, and the ability to conduct a debate.

The speaker should know and be able to:

- Report new information;
- use technical means; to be well-versed in the theme of the whole seminar;
- Discuss and respond quickly to questions asked; strictly follow the established rules (not more than 10 minutes);
- have an idea of the composition structure of the report, etc.

Structure of the speech.

The introduction should contain:

- title, message of the main idea;
- a modern assessment of the subject matter, a brief enumeration of the issues under consideration;
- a live interesting form of presentation;
- emphasis on important points, originality of the approach.

The main part in which the speaker should deeply reveal the essence of the topic touched upon, is usually built on the principle of a report. The main task is to familiarize themselves with the materials. However, the logical structure of the theoretical block should not be given without visual aids, audiovisual and visual materials. Conclusion is a clear generalization and brief conclusions, which are always waiting for listeners.

Discussion of a focused specific issue, accompanied by an exchange of views, ideas between two or more people.

The task is to discover differences in the understanding of the question and in the dispute to establish the truth. Discussion can be free and manageable.

To the technique of guided discussion are: a clear definition of the goal, predicting the reaction of opponents, planning their behavior, limiting the time for speeches and their assigned order.

Group discussion. To conduct it, all students who attend a practical lesson are divided into small subgroups, which discuss certain topics that are included in the topic of the lesson.

Discussion can be organized in two ways: either all subgroups analyze the same question, or some major topic is divided into separate tasks.

To have a discussion, you must:

1. Choose a topic that can be offered by both a teacher and students.
2. Identify the problems. Identify the main contentious issues.
3. Consider historical and modern approaches to the chosen topic.
4. Choose literature.
5. Write out the abstract.
6. Analyze the material and determine your point of view on this issue.

### ***Public speech manual for students***

Public speaking is the skills, ability to speak beautifully, convincingly. Skillful speech, built on oratorical techniques is a high degree of public speaking skill.

The topic of the speech should be chosen carefully, it is better to dwell on what is well known and interesting personally. One should formulate the main thesis of the speech, ie. answer the question, what the speech goal is and what to talk about (means to achieve the goal).

It is necessary to decide whether to describe an object, to clarify something about the subject, to challenge a certain point of view, or to present a new version.

It's necessary to determine the tone of the performance: major; playful; reproachful; pleading; solemn; cautionary.

One should estimate the intended audience: age, level of interest in one's topic, level of awareness, etc.

Stages of work:

- selection of materials, including vivid examples of "from life", from the history and literature that one will use in the speech;
- analysis of the problem, situation;
- formation of one's own position towards the issue;
- compositional and logical design of speech;
- argumentation of conclusions;
- work on language and style of speech;
- performance rehearsal.

Structure of the speech:

1. Introduction - 10-15% of the total time of the report;
2. The main part - 60-65%;
3. The conclusion - 20-30%.

Entry is an important part, as it is most memorable to listeners. It includes an explanation of the purpose, the title of the report and the decipherment of the subtitle with the aim of clearly defining the core idea of the speech.

The main part is a comprehensive substantiation of the main idea.

Some options for the systemic construction of the argument:

- Problem statement (identification and analysis of contradictions, ways to resolve them);
- chronological presentation;
- a statement from the causes to the consequences (from the private to the general);
- inductive presentation (from general to particular).

Various aspects are considered that contribute to a better understanding of the ideas by the listeners.

The subject of the speech should be revealed in a concrete and orderly manner. One should select as much factual material and necessary examples as possible.

Digital data is better demonstrated through tables and graphs, rather than reading.

One should not try to "squeeze" too much material in a limited time.

The conclusion is the formulation of conclusions that arise from the main goal and the main idea of the speech. The final statement can be a strong (emotional) statement, summing up the speech.

### ***Report-presentation preparation manual for students***

To prepare a presentation, one should collect and process the initial information.

Routine on presentation preparation:

1. Clearly formulate the purpose of the presentation: whether you want to motivate your audience, persuade, infect with some idea or simply formally report.
2. Determine the format of the presentation: a live presentation (the length) or an email newsletter (the context of the presentation).
3. Select the entire content part for the presentation and build a logical chain of presentation.
4. Identify key points in the content of the text and highlight them.
5. Define the types of visualization (images) for displaying them on slides in accordance with the logic, purpose and material features.
6. Choose the design and format of the slides (the number of pictures and text amount, their place, color and size).
7. Verify the visual perception of the presentation.

The types of visualization include the following: illustrations, images, diagrams, tables. Illustration is a representation of a real-life visual series.

Practical tips for preparing a presentation:

- prepare separately: printed text, slides (10-15), handouts;
- Mandatory information for the presentation: the topic, name and initials of the speaker;
- a message plan;
- Brief conclusion;
- list of sources used.

Report is a message on a given topic, with the aim of introducing knowledge from additional literature, systematizing material, illustrating by examples, developing skills of independent work with scientific literature, cognitive interest in scientific knowledge.

The topic of the report should be coordinated with the teacher and correspond to the topic of the lesson. Materials in its preparation, must comply with scientific and methodological requirements and be specified in the report. It is necessary to comply with the rules, stipulated when receiving the assignment. Illustrations should be sufficient, but not excessive. The work of the student on the report includes the development of the ability to independently generalize the material and draw conclusions, the ability to navigate in the material and answer additional questions from listeners, practice oral skills, and the ability to conduct a debate.

The speaker should know and be able to:

- Report new information;
- use technical means; to be well-versed in the topic of the whole tutorial;
- Discuss and respond quickly to questions asked; strictly follow the established rules (not more than 10 minutes);
- have an idea of the composition structure of the report, etc.

Structure of the speech.

The introduction should contain:

- title, the main idea;
- a modern assessment of the subject matter, a brief enumeration of the issues under consideration;
- a live interesting form of presentation;
- emphasis on important points, unique approach.

The main part in which the speaker should deeply reveal the essence of the topic touched upon, is usually built on the principle of a report. The main task is to provide enough data for the listeners to become interested in the topic and want to familiarize themselves with the materials. However, the logical structure of the theoretical block should not be given without visual aids, audiovisual and visual materials. Conclusion is a clear and brief generalization, which listeners are always waiting for.

### ***Discussion preparation and participation manual for students***

Discussion is a focused debating of a specific issue, accompanied by an

exchange of views, ideas between two or more persons.

The task of the discussion is to discover differences in the understanding of the issue and the truth should be established in the dispute. Discussions can be free and manageable.

The tools of the guided discussion are the following: clear definition of the goal, predicting the reaction of opponents, their behavior planning, limiting the time for speeches and their order assignment.

Group discussion. To conduct such discussion, all students who are present at a practical are divided into small subgroups that discuss certain topics being part of the lesson topic.

Discussion can be organized in two ways: either all subgroups analyze the same question, or some major topic is divided into separate tasks.

For the discussion, it is necessary:

1. to select the topic of the discussion, both a teacher and students can suggest it.
2. to identify the problems and the main contentious issues.
3. to consider historical and modern approaches to the chosen topic.
4. to choose literature.
5. to write out the abstract.
6. to analyze the material and determine one's point of view on this issue.

### ***Course paper manual for students***

***Course paper*** is the most important element of students' independent work. The main purpose of the course paper is to create and develop the skills of research work, the ability to work with scientific literature, to draw conclusions and generalizations based on its study.

Course paper is the scientific development of a specific research topic in the course of the students training and mastering of didactic units of subject.

Course paper should show the student's ability to independently set out the problem, identify the most priority issues, apply the elements of the study, or present his/her own experimental or test data.

Course paper differs from scientific reports and speeches that are taught at tutorials by the fact that each student should perform it in writing, in a form agreed upon with the academic supervisor and within strictly specified timing.

Course paper cannot be a simple compilation and consist of fragments of various articles and books. It should be a scientific, completed material, have facts and data that reveal the relationship between phenomena, processes, arguments, actions and contain something new: a generalization of the vast literature, materials of empirical research, in which the author's vision of the problem and its solution appear. This general theoretical position is subject to the structure of course paper, its purpose, objectives, research methodology and conclusions.

Course paper is a qualifying academic work of the student, dedicated to the independent development of the selected problem and contains:

1. clearly defined problem and research issues.
2. relevance support, available information on the topic under consideration.
3. student's methodological knowledge.
4. theoretical and practical approaches to the problems analyzed, scientific conclusions that are important for the further study of topical issues in the direction and profile of training.
5. a complete and homogeneous study.

Routine on the course paper includes the following stages:

- choosing a topic;
- Collecting material, searching for literature on the topic, preparing a bibliography, compiling a personal work plan;
- Preparation of the first version;
- Delivery of the first version of the course paper to the academic supervisor;
- Finalization of the text on remarks, its final design and presentation to the chair, its protection.

### ***Credit preparation manual for students***

When preparing for the credit using the textbook, it is important to:

- memorize terminology
- write brief abstracts based on key information
- identify the links between the topics and subjects units being studied
- organize important information in the form of charts, tables, graphs

It is recommended that important material should be repeated at bedtime and most important after awakening. Before the credit, it is important to feel rested and get enough sleep.

### ***Exams preparation manual for students***

When preparing for the exam using the textbook, it is important to:

- memorize terminology
- write brief abstracts based on key information
- identify the links between the topics and subjects units being studied
- organize important information in the form of charts, tables, graphs

It is recommended that important material should be repeated at bedtime and most important after awakening. Before the exam, it is important to feel rested and get enough sleep.

### ***Working with study materials (abstracting) manual for students***

Independent work with textbooks, teaching aids, scientific, reference and popular literature, periodicals and the Internet, statistical data is the most effective method of obtaining knowledge, which allows you to enhance significantly the process of mastering information, contributes to a deeper assimilation of the studied material, and shapes the students' attitude to specific problem.

Studying the material from the curriculum (textbook, study guide, monograph, etc.), one should proceed to the next question only after fully

understanding the previous one, fixing the conclusions and calculations (outlining), including those that are omitted in the textbook or given in the lecture for self-output.

A student should pay special attention to the definition of the basic concepts of the course. It is necessary to disassemble in detail the examples that clarify the definitions. It is useful to supportive notes.

Conclusions obtained as a result of the study of educational literature are recommended to be highlighted in the abstract so that when re-reading the material they are better remembered.

When solving problems independently, one need to justify each stage of the decision, based on theory of the course.

Issues that cause the student difficulty in preparation should be pre-formulated and voiced during classroom lessons for further clarification by the teacher.

### ***In-class learning preparation manual for students***

#### ***Important:***

- at the very beginning of the study of the subject student should check the curriculum availability in his/her personal online account;
- to get acquainted with the thematic plan of the discipline to correlate with one's own schedule in order to understand at what dates lecture, tutorial and practical classes will be held.
- read the subject study manual

### ***Lectures preparation manual for students***

- get acquainted with the subject programme
- buy a study guide (textbook)
- have recording equipment (marker, pen, notebook, tablet)

### ***Practical preparation manual for students***

- if there is no special task from the teacher to prepare for a situational workshop, it is important to revise the previous lecture material (lecture, textbook) before practical, in order to actively perform tasks aimed at the formation and development of professional competencies.
- students are aimed at studying topics and issues of the academic subject without the participation of the teacher.