

SYLLABUS AND EDUCATIONAL-METHODOLOGICAL COMPLEX OF DISCIPLINES: COMMONALITIES AND DIFFERENCES

The syllabus and the educational and methodical complex of the discipline (hereinafter NMCD) are the main components of the educational and methodical support for the study of disciplines by students in higher education institutions. Syllabus is a special program developed by a teacher to teach and educate students in each discipline, which, if necessary, is updated at the beginning of the school year. Thus, a syllabus is a document that is prepared for a student. NMCD is a set of specially developed educational and methodical materials for providing all the main stages of the educational process - providing the necessary educational information in the form of the maximum possible for perception, acquisition, consolidation and improvement of knowledge, skills and abilities, their application in practice, ie should be accepted you acquire the competencies necessary for future specialists of a particular level. NMCD, like syllabus, is prepared for the student. Preliminary analysis of the structure, content and significance of syllabus and NMCD for the educational process of students showed that there are more commonalities than differences between them. However, no one has conducted a detailed theoretical comparative analysis of these two important methodological documents. There is a need to conduct a comparative analysis of the structure, content and meaning of syllabus and NMCD and to find out whether one of these important methodological documents can be neglected by supplementing the other at the expense of the first. The solution of this problem is the purpose of the proposed article.

A comparative analysis of the structures, content and significance of the syllabus and NMC of the general course of physics section Optics, concluded for students majoring in "Physics and Astronomy" showed that these two methodological documents differ from each other only in separate parts and if NMCOs are absent, without the slightest harm to the organization of educational process, it is possible to do without a syllabus. Based on the data of comparative analysis, a new NMCO was concluded, which together with modern information technologies was successfully used as an important element of the forced form of distance learning during the coronavirus epidemic.

Key words: syllabus, educational-methodical complex, methodical support, comparative analysis.