

Methods of Presenting the Structure of the Syllabus of a Training Discipline in a Game Form

[Lecture Notes on Data Engineering and Communications Technologies](#)

Book Chapter 2025

DOI: 10.1007/978-3-031-84228-3_56

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Abstract

One of the modern requirements of higher education is to ensure that students have the right to freely choose educational components from the list of variable academic disciplines. This is in theory. In practice, it is difficult for students to find logical, not to mention interdisciplinary, connections with the needs of other educational components offered by the department as variable components of the educational component. This is one part of the overall problem. In the future, it is difficult for a teacher in the traditional form of a syllabus of an academic discipline to explain to such students the rules of learning, to convey its logical content of structure. The author's research article is aimed at solving these interrelated partial tasks of the general problem. To achieve the purpose of the study, the following tasks were solved: the current state of research and publications in this area was analyzed; theoretical and practical basis for developing a game-based outline was developed. The main part of the study considers the purpose of the syllabus (silhouette) in the traditional form of presentation, and the peculiarities of its writing. An experimental express survey of students' opinions on the sufficient level of information to explain the need to choose this discipline and to evaluate the discipline was conducted. The result confirmed the hypothesis about the need to further improve the structure and content of the curriculum syllabus. At the same time, the students noted a significant improvement in the silhouette sample presented by the lecturer in a game form to improve mental perception. The assumption was experimentally confirmed and students demonstrated an increased interest in the discipline. Thus, the proposed approach to the formation of silhouettes can be announced as a teaching method. The article describes in detail the approach to solving the scientific and applied problem of increasing students' interest in choosing an academic discipline through understanding the structure, logic and necessity of studying academic disciplines. This is achieved by presenting students with an algorithm for reporting stages in a non-standard game form. The scientific result expands the scientific boundaries of pedagogical sciences in the field of teaching methods for higher education students through the use of simulation as a game-based pedagogical technology. Game-based pedagogical technologies have significant potential in teaching modern students. The proposed solution is fully ready for use by the teacher in practice, but leaves it up to each teacher to adapt the algorithm to a specific discipline. The theoretical results obtained in the course of the research form the basis for its further study and improvement as a teaching methodology. It is expected that the study will have academic and practical value beyond the higher education institutions surveyed. © The Author(s), under exclusive license to Springer Nature Switzerland AG 2025.

Author keywords

academic discipline; game technology; motivation; syllabus