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**PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA  
NAMED AFTER PATRICE LUMUMBA**

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**Institute of Environmental Engineering**

educational division (faculty/institute/academy) as higher education programme developer

INTERNSHIP SYLLABUS

**TEACHING INTERNSHIP**

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**Recommended by the Didactic Council for the Education Field of:**

**44.04.02 “Psychological and pedagogical education”**

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field of studies / speciality code and title

**The student’s internship is implemented within the professional education programme of higher education:**

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**Environmental Pedagogy**

higher education programme profile/specialisation title

**Moscow, 2024**

## 1. Internship goals

The internship is intended to help students

to gain: universal, general professional and professional competences, which include: consolidation and deepening of theoretical knowledge gained in the learning process, the development of necessary practical skills and abilities of pedagogical and research activities.

## 2. Internship in Higher Education Programme Structure:

The «**Teaching Internship**» refers to the variable component of the higher educational programme curriculum.

Table 2.1. The list of the higher education programme components that contribute to the achievement of the expected learning outcomes as the internship results.

Nr.	Competence code and descriptor	Previous courses/modules, internships	Subsequent courses/modules, internships
<b>General competences</b>			
1	<p><b>GC-1</b> Able to carry out a critical analysis of problem situations based on a systematic approach, to develop an action strategy.</p> <p><b>GC-2</b> Able to manage a project at all stages of its life cycle.</p> <p><b>GC-3</b> Able to organize and manage the work of the team, developing a team strategy to achieve the goal.</p> <p><b>GC-5</b> Able to analyze and take into account the diversity of cultures in the process of intercultural interaction.</p> <p><b>GC-6</b> Able to identify and implement the priorities of their own activities and ways to improve it based on self-esteem.</p>	<p>Introductory Internship</p> <p>Environmental Education</p> <p>Concept of Environmental Pedagogy</p> <p>Research Methods of Environmental Pedagogy and Psychology</p> <p>Research Work</p>	-
<b>General professional competences</b>			
2	<p><b>GPC-1</b> Able to carry out and optimize professional activities in accordance with regulatory legal acts in the field of education and professional ethics.</p> <p><b>GPC-2</b> Able to design</p>	<p>Introductory Internship</p> <p>Environmental Education</p> <p>Concept of Environmental Pedagogy</p>	-

<p>basic and additional educational programs and develop scientific and methodological support for their implementation.</p> <p><b>GPC-3</b> Able to design the organization of joint and individual educational and educational activities of students, including those with special educational needs.</p> <p><b>GPC-5</b> Able to develop programs for monitoring the results of students' education, develop and implement programs to overcome learning difficulties.</p> <p><b>GPC-6</b> Able to design and use effective psychological and pedagogical, including inclusive, technologies in professional activities, necessary for the individualization of education, development, education of students with special educational needs.</p> <p><b>GPC-7</b> Able to plan and organize the interaction of participants in educational relations.</p> <p><b>GPC-8</b> Able to arrange pedagogical activities based on special scientific knowledge and research results.</p>	<p>Research Methods of Environmental Pedagogy and Psychology Research Work</p>	
<p>Specialized professional competences</p>		

3	<p><b>SPC-1</b> Able to carry out research support and educational and methodological support for the implementation of basic and additional, including professional programs.</p> <p><b>SPC-2</b> Able to arrange pedagogical activities based on special scientific knowledge and research results.</p>	<p>Introductory Internship Environmental Education Concept of Environmental Pedagogy Research Methods of Environmental Pedagogy and Psychology Research Work</p>	-
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### 3. Requirements to Learning Outcomes:

The internship implementation is aimed at the development of the following competences:

**General competence – 1.** Able to carry out a critical analysis of problem situations based on a systematic approach, to develop an action strategy.

**General competence – 2.** Able to manage a project at all stages of its life cycle.

**General competence – 3.** Able to organize and manage the work of the team, developing a team strategy to achieve the goal.

**General competence – 5.** Able to analyze and take into account the diversity of cultures in the process of intercultural interaction.

**General competence – 6.** Able to identify and implement the priorities of their own activities and ways to improve it based on self-esteem.

**General professional competence – 1.** Able to carry out and optimize professional activities in accordance with regulatory legal acts in the field of education and professional ethics.

**General professional competence – 2.** Able to design basic and additional educational programs and develop scientific and methodological support for their implementation.

**General professional competence – 3.** Able to design the organization of joint and individual educational and educational activities of students, including those with special educational needs.

**General professional competence – 5.** Able to develop programs for monitoring the results of students' education, develop and implement programs to overcome learning difficulties.

**General professional competence – 6.** Able to design and use effective psychological and pedagogical, including inclusive, technologies in professional activities, necessary for the individualization of education, development, education of students with special educational needs.

**General professional competence – 7.** Able to plan and organize the interaction of participants in educational relations.

**General professional competence – 8.** Able to arrange pedagogical activities based on special scientific knowledge and research results.

**Specialized professional competence – 1.** Able to carry out research support and educational and methodological support for the implementation of basic and additional, including professional programs.

**Specialized professional competence – 2.** Able to arrange pedagogical activities based on special scientific knowledge and research results.

On completion of the course the student:

**Knows:**

- the chosen subject area;

- forms, methods, teaching techniques aimed at effective achievement of the learning objectives of the lesson;
- active teaching methods, student personality development technologies;

**Can:**

- didactically transform the results of modern scientific research for the purpose of their use in the educational process;
- design, implement, evaluate and adjust the educational process;
- use modern innovations in the process vocational training;
- prepare and conduct, following the instructions of the supervisor, classes, visit and analyze the classes of experienced teachers and their colleagues;
- formulate and solve problems that arise in the course of pedagogical activity;
- work effectively as part of a team.

**Masters:**

- methods of methodically substantiated use of demonstration and handout materials;
- teacher's pedagogical technique. methods of organization of activity;
- culture of speech, communication.

#### 4. Internship Workload and Activities

The total workload of «**Teaching Internship**» is 6 credits.

Table 4.1. Internship workload and activities

Types of academic activities		Total hours	Semesters			
			1	2	3	4
<b>Contact academic hours</b>						
<b>Including:</b>						
<i>Lectures</i>						
<i>Seminars (workshops/tutorials)</i>						
<i>Lab works</i>		-				
<i>Self-study</i>		216				216
Evaluation and assessment (exam; pass/fail grading)		pass/fail grading with the score				
Total course workload		hours	216			216
		credits	6			6

#### 5. Intership contents

Table 5.1 Internship contents

Competency codes	Modules	Contents (topics, types of practical activities)		The result of the work
		Contents	Workload (credits)	
GC-1, 2, 3, 5, 6. GPC –	Introductory stage preceding the internship	Determining bases for internship, coordination of efforts of the organization of internship with the institution administration.	6	Participation in the introductory conference and getting to know the requirements related to

1, 2, 3, 5, 6, 7, 8 SC-1, 2		Determining internship mentors. Distribution of students by bases of internship. Conducting conferences for students and teachers for familiarization with the program of internship and its requirements.	safety, fire safety and internal labor rules routine; the program of internship: tasks and organization of internship, deadlines for completing training tasks at each of the stages. Making a plan of internship.
GC-1, 2, 3, 5, 6. GPC – 1, 2, 3, 5, 6, 7, 8 SC-1, 2	Main stage	<ol style="list-style-type: none"> <li>1) preparing and conducting at least 10 Ecology/Science lessons using a variety of methods and using various forms organization of training sessions;</li> <li>2) conducting self-analysis of the lessons;</li> <li>3) attendance and analysis of at least 20 lessons of teachers (masters) and student trainees;</li> <li>4) preparing and conducting a test educational event, its analysis;</li> <li>5) conducting psychological analysis of interpersonal relationships in the classroom, interpretation, compilation of the psychological and pedagogical characteristics of the group students;</li> <li>6) preparation and holding of a parent meeting, work on pedagogical propaganda among parents;</li> <li>7) holding class meetings;</li> <li>8) preparation of visual aids for classes;</li> <li>9) participation in the work of the association of subject teachers, a seminar of class teachers;</li> <li>10) collecting empirical data and materials of experimental work for a final qualifying work;</li> <li>11) collection of materials for the final conference.</li> </ol>	Materials on internship for the final conference.
GC-1, 2, 3, 5, 6. GPC – 1, 2, 3, 5, 6, 7, 8	The final stage – reflective-evaluative.	<ol style="list-style-type: none"> <li>1) conducting and attending classes in accordance with the plan;</li> <li>2) making a final written report on teaching internship;</li> <li>3) preparing final report on the educational event;</li> <li>4) preparing a diary of</li> </ol>	Preparing a internship report. Preparing a creative project including presentation of practical activities. Participation in the final conference, presentation

SC-1, 2		psychological and pedagogical observations; 5) Submission of the internship report to the supervisor.		of the creative project. Discussion, making conclusions.
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## 6. Internship equipment and technology support requirements

The infrastructure and technical support necessary for the internship include specially equipped classrooms.

## 7. Internship location and timeline.

Stationary / visiting internship. Place of internship: different types of educational organizations (universities, schools, lyceums, etc.). There are the following criteria for choosing a place of internship: availability of highly qualified specialists; sufficient material base; experience of innovative pedagogical activity; implementation by an educational organization of the main educational programs.

The period of the internship, as a rule, corresponds to the period indicated in the training calendar of the higher education programme. However, the period of the internship can be rescheduled upon the agreement with the Department of Educational Policy and the Department for the Organization of Internship and Employment of RUDN students.

## 8. Resources recommended for internship

### Main reading

Starikova L.D. Introduction to Pedagogical activity: textbook for universities / L. D. Starikova, M. L. Weinstein. - 2nd ed., correct and additional - Moscow: Yurayt Publishing House, 2020. - 125 p.

### Additional reading

1. Educational law: a textbook for universities / A.I. Rozhkov [and others]; edited by A.I. Rozhkova, V.Yu. Matveeva. - 4th ed., revised and additional — Moscow: Publishing House Yurayt, 2020. – 376 p.
2. Bermus A. G. Practical Pedagogy: textbook for universities / A. G. Bermus. — 2nd ed. - Moscow: Yurayt Publishing House, 2020. - 127 p.
3. Konarzhevsky Yu.A. Lesson analysis. - M.: Center "Pedagogical Search", 2000.
4. Skok G.B. How to analyze your own pedagogical activity: A guide for teachers / Ed. Yu.A. Kudryavtsev - M.: Pedagogical Society of Russia, 2001.

### Internet-based sources

Electronic libraries with access for RUDN students

Russian education: federal portal: <http://www.edu.ru/>.

Library of the federal portal Russian education: [http://www.edu.ru/index.php?page\\_id=242](http://www.edu.ru/index.php?page_id=242).

Pavlov A.V. Logic and Methodology of Science: Modern Humanitarian Knowledge and its prospects / A.V. Pavlov. - M.: Flinta: Nauka, 2010. - 344 p.: <http://znanium.com/bookread.php?book=241695>.

Ruzavin G.I. Methodology of scientific knowledge / G.I.Ruzavin. - M.: UNITY-DANA, 2012. - 287 p.: <http://znanium.com/bookread.php?book=392013>.

3. Valeev G.Kh. Methodology and methods of psychological and pedagogical research: Textbook for students of 3-5 courses of pedagogical universities in the specialty "031000 - Pedagogy and psychology". – Sterlitamak: Sterlitamak. state ped. in-t, 2002. - 134 p.: <http://window.edu.ru/library/pdf2txt/445/56445/27208>.

## **8. Assessment toolkit and grading system\* for evaluation of students' competences level as internship results**

The assessment toolkit and the grading system\* to evaluate the level of competences (competences in part) formation as the internship results are specified in the Appendix to the internship syllabus.

\* The assessment toolkit and the grading system are formed on the basis of the requirements of the relevant local normative act of RUDN University (regulations / order).



# ASSESSMENT TOOLKIT

for

## Teaching Internship

44.04.02 Psychological and Pedagogical Education

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field of studies / speciality code and title

\_\_\_\_\_Environmental Pedagogy\_\_\_\_\_

higher education programme profile/specialisation title

\_\_\_\_\_Master\_\_\_\_\_

graduate's qualification (degree)

## Passport to Assessment Toolkit for Internship

**Field of studies:** 44.04.02 “Psychological and Pedagogical Education”

Internship: Teaching Internship

### 12.1. Competences under evaluation and assessment tools

Table 12.1. The list of the higher education programme components that contribute to the achievement of the expected learning outcomes as the internship results.

Nr.	Competence code and descriptor	Previous courses/modules, internships	Subsequent courses/modules, internships
<b>General competences</b>			
1	<p><b>GC-1</b> Able to carry out a critical analysis of problem situations based on a systematic approach, to develop an action strategy.</p> <p><b>GC-2</b> Able to manage a project at all stages of its life cycle.</p> <p><b>GC-3</b> Able to organize and manage the work of the team, developing a team strategy to achieve the goal.</p> <p><b>GC-5</b> Able to analyze and take into account the diversity of cultures in the process of intercultural interaction.</p> <p><b>GC-6</b> Able to identify and implement the priorities of their own activities and ways to improve it based on self-esteem.</p>	<p>Introductory Internship</p> <p>Environmental Education</p> <p>Concept of Environmental Pedagogy</p> <p>Research Methods of Environmental Pedagogy and Psychology</p> <p>Research Work</p>	-
<b>General professional competences</b>			
2	<p><b>GPC-1</b> Able to carry out and optimize professional activities in accordance with regulatory legal acts in the field of education and professional ethics.</p> <p><b>GPC-2</b> Able to design basic and additional educational programs and</p>	<p>Introductory Internship</p> <p>Environmental Education</p> <p>Concept of Environmental Pedagogy</p> <p>Research Methods of Environmental</p>	-

<p>develop scientific and methodological support for their implementation.</p> <p><b>GPC-3</b> Able to design the organization of joint and individual educational and educational activities of students, including those with special educational needs.</p> <p><b>GPC-5</b> Able to develop programs for monitoring the results of students' education, develop and implement programs to overcome learning difficulties.</p> <p><b>GPC-6</b> Able to design and use effective psychological and pedagogical, including inclusive, technologies in professional activities, necessary for the individualization of education, development, education of students with special educational needs.</p> <p><b>GPC-7</b> Able to plan and organize the interaction of participants in educational relations.</p> <p><b>GPC-8</b> Able to arrange pedagogical activities based on special scientific knowledge and research results.</p>	<p>Pedagogy and Psychology Research Work</p>	
<p>Specialized professional competences</p>		

3	<p><b>SPC-1</b> Able to carry out research support and educational and methodological support for the implementation of basic and additional, including professional programs.</p> <p><b>SPC-2</b> Able to arrange pedagogical activities based on special scientific knowledge and research results.</p>	<p>Introductory Internship and Environmental Education Concept of Environmental Pedagogy Research Methods of Environmental Pedagogy and Psychology Research Work</p>	-
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### Assessment tools

#### Assessment methods:

- protocols of lessons and extracurricular activities,
- lesson analysis.

#### Final assessment:

At the end of the teaching internship, a conference is held at which trainees **report** on the work done, answering questions on the teaching internship (received upon entering the internship) and with a report. **Pass / fail with the score.**

#### Report requirements.

1. The title page, certified by the base of internship and the corresponding university department.
2. The individual student work plan for the period of internship
3. A copy of the letter of guarantee from the organization.
4. A copy of the order on the appointment of the head from the relevant organization.
5. Safety instructions (certified copy of the title page)
6. Characteristics for a trainee student, certified by Science / Ecology teacher and a classroom leader.
7. The schedule of the lessons of the class to which the student-trainee is assigned.
8. The calendar plan on Ecology / Science for the class, to which the student-trainee is assigned.
9. The thematic Ecology / Science lesson plan of the class, to which the student is assigned as an intern.
10. The report - a conclusion on the internship of at least 5 pages. The presentation of the report (Power Point slides).

#### *Questions to prepare for certification*

1. Formulate the goals and objectives of the internship, taking into account the specifics of the organization.
2. What are the basic principles for increasing the level of unity of the team based on common values and ideas used during the teaching internship.
3. Name the rules of a constructive dialogue in the multicultural environment.
4. Name the content and purpose of professional self-education and self-development.
5. Name the essence and structure of educational processes, patterns of physical and mental development and features of their manifestation in the educational process in different age periods.

6. Name the goals, objectives and purpose of psychological and pedagogical support of students in the educational process.
7. Name science based methods and technologies of psychological and pedagogical accompanying of students.
8. What are the legal documents regulating professional activities in the organization where you internshipd.
9. Name the rules and methods of providing first aid.
10. Name the requirements of educational standards and educational programs used during the teaching internship.
11. What are the modern methods and technologies of teaching Ecology, Science?
12. Diagnostics, methods for developing methodological materials and recommendations used during the teaching internship.
13. Name the theories and technologies of training, education, spiritual and moral personal development, support of the subjects of the pedagogical process in the educational and extracurricular activities used during the internship.
14. Name the possibilities of the educational environment for achieving personal, meta-subject and subject learning outcomes and quality assurance of the educational process by means of taught subjects used during the internship.

### **Assessment and grading system and characteristics of the assessment scale**

The student's activity is assessed on a 100-point scale.

#### ***Rules for taking into account the rating when grading. Description of the point-rating system***

<b>Evaluation of traditional</b>	<b>Unsatisfactory.</b>		<b>Satisfactory</b>		<b>Good</b>	<b>Excellent</b>	
<b>ECTS score</b>	<b>F(2)</b>	<b>FX(2+)</b>	<b>E(3)</b>	<b>D(3+)</b>	<b>C(4)</b>	<b>B(5)</b>	<b>A(5+)</b>
<b>Maximum score 100</b>	Less than 30	31-50	51-60	61-68	69-85	86-94	95-100
<b>credited</b>	51-100						

Description of ECTS grades:

**A - "Excellent"**:the theoretical content of the research material was mastered completely, without gaps, the necessary practical skills for working with the mastered material were formed, all the tasks provided for by the training program were completed, the quality of their performance was estimated by a number of points close to the maximum.

**B - "Very good"**: the theoretical content of the R&D material has been mastered completely, without gaps. The necessary practical skills for working with the mastered material are basically formed, all the training tasks provided for by the training program are completed, the quality of most of them is estimated by a number of points close to the maximum.

**S - "Good"**: the theoretical content of the research material is mastered completely, without gaps, some practical skills of working with the mastered material are not sufficiently formed, allthe tasks were completed by the training program, the quality of performance of none of them was assessed by the minimum number of points, some tasks were completed with errors.

**D - "Satisfactory"**: the theoretical content of the research material has been partially mastered, but the gaps are not significant, the necessary practical skills for working with the

mastered material are basically formed, most of the tasks provided for by the training program have been completed, some of the completed tasks may contain errors.

**E - "Mediocre":** the theoretical content of the research material has been partially mastered, some practical work skills have not been formed, many tasks provided for by the training program have not been completed, or the quality of some of them has been assessed with a number of points close to the minimum.

**FX - "Conditionally unsatisfactory":** the theoretical content of the research material has been partially mastered, the necessary practical work skills have not been formed, most of the training tasks provided for by the training program have not been completed, or the quality of their implementation has been assessed by a number of points close to the minimum; with additional independent work on the material of the R&D material, it is possible to improve the quality of the performance of educational tasks.

**F - "Definitely unsatisfactory":** the theoretical content of the R&D material has not been mastered. The necessary practical work skills have not been formed, all the completed training tasks contain gross errors, additional independent work on the R&D material will not lead to any significant improvement in the quality of the training tasks.

**positive ratings**, upon receipt of which the course (research work) is credited to the student as passed, are grades A, B, C, D and E.

**Developer:**

Associate Professor of the Department of Foreign Languages



Y.L.Zakirova

**signature**

**Head of the Higher Education program**

Associate Professor of the Department of Foreign Languages



Y.L.Zakirova