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**Federal State Autonomous Educational Institution For Higher Education  
«Peoples' Friendship University of Russia»  
named after Patrice Lumumba  
RUDN UNIVERSITY  
Faculty of Philology**

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(наименование основного учебного подразделения (ОУП) – разработчика ОП ВО)

## **INTERNSHIP SYLLABUS**

**“Teaching Practice”**  
(title of internship)

**Educational**  
(type of internship)

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

**45.04.01 Philology**  
(Higher Education Field)

**The student's practice is implemented within the professional education  
programme of higher education:**

**Language and Culture: Theory and Practice**  
(Programme Specialisation)

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**2025**

## 1. INTERNSHIP GOAL

The internship is a teaching practice; it is aimed at deepening, systematization and consolidation of theoretical knowledge, as well as at obtaining primary professional skills and abilities in the field of building the process of teaching different branches of linguistics at the university and at language courses.

**The main objectives** of teaching practice, as well as the practice of primary professional skills and abilities acquisition, are:

**Study** the programs, curricula, textbooks and teaching manuals used in the process of teaching different branches of linguistics and language in groups of students of different specialties and forms of learning;

**Learn** to carry out self-analysis and assessment of the results of their own activities, as well as to analyze the trial classes of other students; collection of scientific information; development of teaching materials sets in applied activities; collection and analysis (including organization, processing, keeping, transformation and generalization) of the results of practice;

**Master** the primary skills of teaching different branches of linguistics and language/languages teaching, the skills of analysis and interpretation based on existing scientific concepts, academic and scientific literature and other types of texts with the formulation of justified conclusions; preparation, conduct and analysis of seminars in Foreign Languages, Linguistics and its branches.

## 2. REQUIREMENTS FOR LEARNING OUTCOMES

The teaching practice is aimed at developing the following general professional and professional competences among students:

*Table 2.1. List of competences*

Code	Competence	Competence indicators
UC-2.	Able to manage a project at all stages of its life cycle.	UC-2.1. Formulates a problem, the solution of which is directly related to the achievement of the project goal; UC-2.2. Determines the links between the tasks set and the expected results of their solution; UC-2.3. Within the framework of the tasks set, determines the available resources, restrictions and current legal norms; UC-2.4. Analyzes the schedule for the implementation of the project as a whole and chooses the best way to do the tasks, based on the current legal norms, available resources and restrictions; UC-2.5 Controls the progress of the project, adjusts the schedule in accordance with the results of control.
UC-3.	Able to organize and manage the work of a team, developing a team strategy to achieve a set goal.	UC-3.1. Determines his role in the team, based on the strategy of cooperation to achieve the goal; UC-3.2. Formulates and takes into account in its activities the behavioral characteristics of groups of people identified depending on the goal; UC-3.3. Analyzes the possible consequences of personal actions and plans their actions to achieve a given result;

<b>Code</b>	<b>Competence</b>	<b>Competence indicators</b>
		UC-3.4. Shares information, knowledge and experience with team members; UC-3.5. Argues his point of view regarding the use of ideas of other team members to achieve the goal; UC-3.6. Participates in team work to complete assignments.
UC-5.	Able to analyze and take into account the diversity of cultures in the process of intercultural interaction.	UC-5.2. Finds and uses information about the cultural characteristics and traditions of various social groups in social and professional communication; UC-5.3. Takes into account, in social and professional communication on a given topic, the historical heritage and socio-cultural traditions of various social groups, ethnic groups and confessions, including world religions, philosophy and ethics; UC-5.5. Substantiates the features of project and team activities with representatives of other ethnic groups and (or) confessions; UC-5.6. Adheres to the principles of non-discriminatory interaction in personal and mass communication in order to complete professional tasks and strengthen social integration.
UC-6.	Able to determine and implement the priorities of his own activities and ways to improve it basing on self-esteem.	UC-6.1. Controls the amount of time spent on specific activities; UC-6.2. Develops tools and methods of time management in the performance of specific tasks, projects, goals; UC-6.3. Analyzes his resources and their limits (personal, situational, temporary, etc.) for the successful completion of the task; UC-6.4. Distributes tasks into long-, medium- and short-term ones with justification of relevance and analysis of resources for their implementation.
GPC-1.	Able to use in professional (including pedagogical) activities, fluency in communication strategies and tactics, rhetorical, stylistic and linguistic norms and techniques adopted in various areas of communication;	GPC-1.1. Easily differentiates functional styles of speech. GPC-1.2. Easily uses stylistic and linguistic norms and techniques in various types of oral and written communication.
GPC-4.	Able to use digital technologies and methods in professional activities in the field of philology for the study and modeling of objects of professional activity, data analysis, presentation of information.	GPC-4.2. Knows how to use digital technologies for the preparation of educational materials and the presentation of scientific information.
PC-5.	Knows how to use pedagogically justified forms,	PC-5.1. Able to choose the forms, methods and techniques of educational activities in accordance

Code	Competence	Competence indicators
	methods and techniques for organizing students' activities, apply modern technical teaching aids and educational technologies;	with the content of the material and psychological, age and other characteristics of students. PC-5.2. Able to use modern pedagogical technologies in the classroom.
PC-6.	Knows the taught field of science and professional activity and is able to use this knowledge for preparing and conducting classes, the development of teaching materials for individual philological disciplines;	PC-6.1. Able to work out (draw up) a curriculum and select educational materials based on the (received scientific) knowledge in the field of philology. PC-6.2. Able to develop teaching aids, assignments and assessment criteria for conducting classes in certain (individual) philological disciplines.
PC-7.	Knows the basics of effective pedagogical communication, the laws of rhetoric and the requirements for public speaking and knows how to use them in pedagogical activity.	PC-7.1. Able to prepare and present a scientific report, taking into account the requirements of general and pedagogical rhetoric. PC-7.2. Able to conduct a dialogue with students, allowing to effectively solve educational and methodological problems.

### 3. INTERNSHIP IN HIGHER EDUCATION PROGRAMME STRUCTURE

The internship is part of the Compulsory Module (Block 2) of the curriculum. It is a basic one for mastering professional competences in teaching activity. The list of previous and subsequent disciplines and internships of the curriculum is presented in Table 3.1.

*Table 3.1. List of Higher Education Program components that contribute to expected training outcomes*

code	Competence	Previous Disciplines (Modules) *	Subsequent Disciplines (Modules)*
UC-2.	Able to manage a project at all stages of its life cycle.	Planning a Research Project	Scientific and Research Training
UC-3.	Able to organize and manage the work of a team, developing a team strategy to achieve a set goal.	Philology in the System of Modern Humanities	
UC-5.	Able to analyze and take into account the diversity of cultures in the process of intercultural interaction.	Theory of Intercultural Communication	
UC-6.	Able to determine and implement the priorities of his own activities and ways to improve it basing on self-esteem.	Philology in the System of Modern Humanities	Scientific and Research Training
GPC-1.	Able to use in professional (including pedagogical) activities, fluency in communication strategies and tactics, rhetorical, stylistic and linguistic norms and techniques adopted in various areas of	Theory of Intercultural Communication Academic English	Scientific and Research Training

<b>code</b>	<b>Competence</b>	<b>Previous Disciplines (Modules) *</b>	<b>Subsequent Disciplines (Modules)*</b>
	communication;		
GPC-4.	Able to use digital technologies and methods in professional activities in the field of philology for the study and modeling of objects of professional activity, data analysis, presentation of information.		Methods of Linguistic Analysis Scientific and Research Training
PC-5.	Knows how to use pedagogically justified forms, methods and techniques for organizing students' activities, apply modern technical teaching aids and educational technologies;	Fundamentals of Foreign Language Teaching	
PC-6.	Knows the taught field of science and professional activity and is able to use this knowledge for preparing and conducting classes, the development of teaching materials for individual philological disciplines;	Fundamentals of Foreign Language Teaching	
PC-7.	Knows the basics of effective pedagogical communication, the laws of rhetoric and the requirements for public speaking and knows how to use them in pedagogical activity.		

#### 4. INTERNSHIP WORKLOAD

Workload of the «Teaching Practice» is equal to 6 credits (216 hours).

#### 5. INTERNSHIP CONTENTS

*Table 5.1. Internship Content\**

<b>Stages of the practice</b>	<b>Types of work</b>	<b>Workload (ac. hours)</b>
Stage 1. Organization	Receiving individual practical tasks from the mentor.	2
	Workplace safety training	2
Stage 2. Observing	Familiarization with the curricula, educational plan, textbooks and manuals, teaching materials used in the process of teaching different branches of linguistics and / or foreign language in groups of students of different profiles and forms of learning. Attending foreign language classes and analysing methods and techniques	60
Stage 3. Preparatory	Analytical data collection according to the individual task, preparation, conduct and analysis of seminar classes in English (or other) language or linguistics disciplines.	66

Stages of the practice	Types of work	Workload (ac. hours)
Stage 4. Teaching	Consultations with bachelor's students, participation in workshops and educational and methodical seminars for bachelor's students	8
Stage 5. Analysis	Self-analysis and evaluation of the results of their own activities, as well as to analyze pilot activities of other students; collection of research information; development of teaching materials set in the applied activities; collection and analysis (including the organization, processing, storage, transformation and generalization) of the results of training.	60
Stage 6. Reporting	Keeping a journal of training	20
Preparation of the practice report		9
Mid-term control (preparation for report and presentation of the pedagogical training results)		9
<b>TOTALLY:</b>		<b>216</b>

\* - the content of the practice by sections and types of practical training is FULLY reflected in the trainee's report on practice..

## 6. Classroom Infrastructure and Technology Support Requirements

The practice requires classrooms, including those equipped with a computer, projector and screen, a philological study room, access to the RUDN scientific library, Wi-Fi network.

## 7. INTERNSHIP LOCATION AND TIMELINE

The internship can be held both in the structural subdivisions of RUDN University or in organizations of Moscow (stationary), and at bases located outside of Moscow (exit).

Conducting an internship on the basis of organizations outside the RUDN University is carried out on the basis of an appropriate agreement, which specifies the terms, place and conditions for conducting an internship in the base organization.

The timing of the practice corresponds to the period specified in the calendar training schedule of the EP VO. The timing of the internship can be adjusted upon agreement with the Department of Educational Policy and the Department for the organization of internships and employment of students at RUDN University.

## 8. RESOURCES RECOMMENDED FOR INTERNSHIP

Main sources:

1. Pedagogy and ICT Use in Schools around the World: Findings from the IEA SITES 2006 Study / Edited By N. Law, W.J. Pelgrum, T. Plomp . Hong Kong : CERC-Springer, 2008. - 296 p. : il.

Additional sources are offered to students according to their individual tasks.

Internet sources:

RUDN electronic library system (ELS) and other ЭБС, to which university students have access on the basis of concluded contracts:

- RUDN electronic library system - <http://lib.rudn.ru/MegaPro/Web>
- ELS "Online University Library" <http://www.biblioclub.ru>
- ELS "You right" <http://www.biblio-online.ru>
- ELS "Student Consultant" [www.studentlibrary.ru](http://www.studentlibrary.ru)
- ELS "Lan" <http://e.lanbook.com/>

Databases and search engines:

- Electronic fund of legal and normative-technical documentation <http://docs.cntd.ru/>
- Yandex search <https://www.yandex.ru/>
- Google search <https://www.google.ru/>

*Educational and methodological materials for internship, filling out a diary and preparing an internship report \*:*

1. Workplace safety training for teaching practice
3. Methodological recommendations on how to prepare the student's report

\* - all educational and methodological materials for internships are posted in accordance with the current procedure on the internship page in TUIS!

## **9 . ASSESSMENT TOOLKIT AND GRADING SYSTEM\* FOR EVALUATION OF STUDENTS' COMPETENCES LEVEL AS INTERNSHIP RESULTS**

Assessment and Evaluation Toolkit and Grading System\* are presented in the Appendix to this Training Program (module).

\* - ОМ и БРС формируются на основании требований соответствующего локального нормативного акта РУДН (положения/порядка).

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