
*Federal state autonomous educational institution of higher education
«Peoples' Friendship University of Russia»*

Philological Faculty

Recommended by ICSU

**PEDAGOGICAL TRAINING
PROGRAM**

Name of practice: Pedagogical practice

It is recommended for the programme/specialty

45.06.01 «Linguistics and Literature Studies»

(indicate the code and the name of the programme (specialty))

The direction of the programme (profile):

**Comparative-and-Historical, Typological and Contrastive Linguistics:
Typology and Language Classification**

(The name of the educational programme in accordance with the direction (profile))

Graduate qualification: Researcher. Teacher Researcher

1. Objectives of the Practical Training

The organization and the conduct of pedagogical practice are aimed at ensuring continuity and consistency of mastering by students the abilities and skills of the professional pedagogical activity, competencies following the requirements of the Higher Education Standard adopted by RUDN University to the level of postgraduate study.

The objectives of pedagogical practice are:

- consolidation and deepening of theoretical and practical knowledge of graduate students in the field of pedagogical activity;
- formation of competences of the teacher who is capable of carrying out methodical and educational work at the modern scientific and methodical levels;
- formation of professional competence in the field of designing, implementation, and evaluation of the educational process and the educational environment based on higher education institutions.

2. Tasks of the Practical Training

The tasks of pedagogical practice are:

- the acquaintance of post-graduate students with the content, forms and technologies of education in the system of higher and additional education;
- formation of abilities of system designing of educational material, skills of planning courses;
- ensuring readiness to organize communication and interaction in educational groups;
- formation of skills analyzing the university's educational environment;
- formation of abilities to work out educational and methodical materials on relevant disciplines;
- development of professional reflection;
- ensuring readiness for professional self-improvement and development of pedagogical skills.

3. Place of Practical Training in the structure BEP

Pedagogical training is a compulsory component of the educational program in the direction «Linguistics and Literature Studies», belongs to block 2 «Practice» of the curriculum, and is based on the primary and variable parts of block 1 of BEP «Educational disciplines», mainly on the discipline «Pedagogy of higher education», as well as core disciplines. Practical Training includes methodical work of the postgraduate student with the research supervisor and the student's direct participation in conducting classes in one or more disciplines. Pedagogical training generally takes place in the second year of postgraduate study and is the final stage of the Teacher Researcher Programme.

By the beginning of the Practical Training, the postgraduate student is supposed:

To know:

contents of the taught subject;
basic methods and methodologies of teaching at higher education institutions;
modern technologies of information collection, processing and presentation;

To be capable of:

using theoretical knowledge in the pedagogical process;
interacting with an international student audience, taking into account his/her characteristics;
designing the educational process using modern technologies;
writing the practice report;

To have skills (expertise) of:

necessary theoretical foundations of the taught discipline;
the main methods of information processing;
means of communication in the professional pedagogical activity;
self-assessment and self-control skills.

4. Forms of Pedagogical Practical Training: stationary.

Pedagogical Practical Training requires the implementation of organizational, educational, methodical work types based on higher education institutions.

The pedagogical activity of the postgraduate student is organized and supervised by the supervisor assigned by the department and/or the research supervisor. The contents of the pedagogical practice can include the arrangement of students' independent activities, counseling, assisting at examinations, colloquiums, surveys, grading homework, tests or creative projects, teaching seminars and practical classes, as well as lectures under professor's control or in the presence of the teacher.

For the disabled and handicapped people, the practice is implemented with consideration of their psychophysical development, individual capacities and health conditions.

5. Place and Timeframe of Pedagogical Practical Training

Pedagogical Practical Training is carried out at the relevant departments of the Philological faculty or in other structural units of RUDN. If necessary, it can be organized in other organizations having partnerships with RUDN University.

The pedagogical practice is carried out in the 2nd year of study during the 3rd and 4th semesters.

6. Competencies to be Developed.

The pedagogical practice is aimed at forming the following universal, general professional and professional competences of students:

UC-5 ability to set and solve the task of self-development as a professional personality.

GPC-2 readiness to teach students according to main higher educational programs.

PC-5 ability to design educational-methodological materials necessary for teaching specialized disciplines in higher education institutions.

The result of the practice is the knowledge, capability, skills and experience of professional activity, characterizing the stages of competence formation and ensuring the achievement of the expected results of the educational program development, presented in table 3.

Table 3 - Training results in the discipline, correlated with the expected results of development BPEP HE

Competencies	Knowledge	Capability	Skills
1	2	3	4
UC-5 ability to set and solve the task of self-development as a professional personality.	professionally essential qualities, and requirements to the professor in modern conditions	conducting self-control and self-assessment of the process and result of pedagogical activity	self-diagnosis, reflection and interpretation of personal mental characteristics, conditions, and teaching skills
GPC-2 readiness to teach students according to main higher educational programs.	basic principles, methods, and forms of arranging the pedagogical process in the university	organizing the educational activity with students	work with scientific, educational, and methodical literature in the field of construction of training programs, evaluation criteria.
PC-5 ability to design educational-methodological materials necessary for teaching specialized	pedagogical and methodical terminology; systems of competences and professionally significant qualities of	developing and improving teaching materials of academic disciplines	construction, improvement and analysis of the main forms of training sessions.

disciplines in higher education institutions	professors and students		
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7. Structure and Contents of Practical Training

Pedagogical practical training accounts for 24 credits, 864 hours.

№	Stages of practice	Forms of practice	Educational activity on forms, ac.h.		Total, ac.h.
			Contact activity	Other forms	
1	Organizational and preparatory stage	Receiving individual task for practice from the scientific advisor	4	-	4
2		Safety briefing	4	-	4
3	Main stage	Attending classes of the professor, conducting analysis.	36	-	36
4		Preparation of teaching materials for courses (FAC, information resources).	-	258	258
5		Development of the plan and summary of lectures, seminars.	-	396	396
6		Conducting lectures and seminars.	72	-	72
7		Self-analysis of conducted classes.	-	24	24
8		Current control of practical training by scientific advisor	4	-	4
9		Writing the practice diary.	-	24	24
10	Final stage	Writing the Report	-	24	24
11		Intermediate attestation (preparation for the defense and report defense)	18	-	18
Total:			138	726	864

For handicapped students and/or students belonging to the category of «the disabled», if necessary, the practical training advisor develops individual tasks, plan and practical training procedure taking into account their psychophysical development, individual capacities and health conditions, the educational program adapted for these students (if any) and following individual rehabilitation programs for disabled people.

8. Educational, Scientific and Production Technologies used for Practical Training

The following educational technologies are adopted in the process of practical training:

- contact activity of the student with the professor, which consists in obtaining the individual task, giving the safety briefing, receiving consultation on practical training, filling in current and reporting documentation, attending classes of professors, conducting «open» courses in the presence of the professor, as well as holding the report defense on the practical training;

- other forms of educational activity, which include the main activity of the student to implement the practice sections in accordance with the individual task, recommended methods and sources of literature aimed at the formation of specific professional skills or professional experience, provided by the program of practice, as well as to fill in the current and reporting documentation, and preparation for the report defense on the practical training.

In the process of practical training, the following scientific-pedagogical technologies are used:

- development of methods and techniques to work with pedagogical and methodical literature;

- implementation of written educational tasks within the practical training using recommended information sources;

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- information technology use;
 - the use of the various electronic library and legal reference systems, etc.

9. Scientific and Methodological Support of Students' Independent Research in Practical Training

Methodological materials for practical training, conducting current and preparing reporting documentation are available in TEIS of RUDN in the relevant discipline section: Methodical instructions for practical training, conducting current and preparing reporting documentation in the direction 45.06.01 «Linguistics and Literature Studies».

10. Documentary and Information Support for Practical Training

Main Bibliography:

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 . - Книга на английском языке. - Hong Kong : CERC-Springer, 2008. - 296 p. : il. - (CERC Studies in Comparative Education 23). - ISBN 978-1-4020-8927-5 : 13499.50.
2. 2. Internationalisation of European Higher Education. V.3 / Bateson Rositsa, Everett Brian ; Editors: M.Gaebel, L.Pursel, B.Wachter, L.Wilson. - Berlin : Raabe Nachschlagen-Finden, 2009. - 140 p.
3. 3. Higher education in the European Community [Текст] : Student handbook / Ed. by Brigitte Mohr. - 6 th ed. : Oryx Press, 1990. - 516 p. - ISBN 0-89774-657-0 : 16.14.
4. Revitalizing Higher Education [Текст] / Salmi Jamil, Verspoor Adriaan M. - Oxford : Pergamon, 1994. - 422 p. : il. - ISBN 0-08-041948-8 : 500.00.

Additional Bibliography:

Bibliography for the preparation of teaching materials is selected by the postgraduate student independently based on the recommendations of the scientific advisor.

Resources of informational-telecommunication network «Internet»:

ELS RUDN and third-party ELS, to which university students can access based on contracts:

- Electronic library system RUDN – ELS RUDN <http://lib.rudn.ru/MegaPro/Web>
- ELS «University library online» <http://www.biblioclub.ru>
- ELS Yurayt <http://www.biblio-online.ru>
- ELS «Student consultant» www.studentlibrary.ru
- ELS «Lan» <http://e.lanbook.com/>

Databases and search engines:

- search engines Yandex <https://www.yandex.ru/>
- search engines Google <https://www.google.ru/>
- abstract database SCOPUS <http://www.elsevierscience.ru/products/scopus/>

Software: Microsoft Office, Microsoft Windows

11. Technical Support of Practical Training

Pedagogical practical activities require classrooms, if necessary, a computer room with work stations that provide Internet connection, as well as classrooms with multimedia equipment for presentations during practical and seminar sessions and in defense of the practice report.

12. Forms of Interim Attestation (based on the results of Practical Training)

In the process of practical training, professor carries out the current control of the students' individual tasks. According to the results of practice training, interim attestation is provided in the form of a scoring test (based on the results of the defense of the practice report).

13. Evaluation Criteria for Interim Attestation of Practical Training

Evaluation Criteria, formed for conducting current control of students' progress and interim attestation on pedagogical practical training, is presented in a separate document «Evaluation Criteria» of the practical training program and includes:

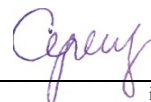
- enumeration of competencies developed in the process of practical training;
- description of indicators and criterion of competence evaluation, description of grading scales;
- standard control tasks or other materials necessary for evaluating knowledge, capabilities, skills and (or) experience of the practical activity, which characterize the level of competence formation;
- methodical materials that determining procedures of the evaluation of knowledge, capabilities, skills and (or) experience of the practical activity, which characterize the level of competence formation.

The program was designed in accordance with the Higher Education Standard adopted by RUDN University.

Programmers:

assoc.-prof. of the Department of Psychology and Pedagogy
position, department name

signature

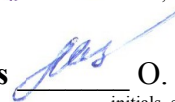


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