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Информация о владельце:  
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Должность: Ректор  
Дата подписания: 23.05.2023 18:02:36  
Уникальный программный ключ:  
ca953a0120d891083f939673078ef1a989dae18a

**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

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**INTRODUCTORY INTERNSHIP**

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

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**44.04.02 “Psychological and pedagogical education”**

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, 2023**

## 1. Internship goals

The internship is intended to help students to gain:

- ideas about the future profession, its place and role in the system of social division of labor;
- a holistic view of the system of higher and secondary education in the Russian Federation, on the main regulatory documents of the educational sphere, on information and educational environment of educational organizations;
- students' competences necessary for a comprehensive and consistent mastery of the main types of professional activity, providing a connection between the theoretical and practical training of students;
- readiness for the professional activities in accordance with regulatory legal acts in the field of education and standards of professional ethics.

to build proficiency in

- determining the range of tasks within the framework of set goals and choose the best ways to achieve them, based on applicable legal regulations;
- successful interaction within the process of pedagogical communication with the administration and teachers of the educational organization when getting acquainted with the features of the work of an educational organization in accordance with normative legal documents.
- explaining the essence of laws, regulations and other normative legal acts regulating educational activities in the Russian Federation, regulations on the education and upbringing of children and youth, legislation on the rights of the child, labor legislation;

## 2. Internship in Higher Education Programme Structure:

The «**Introductory 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	<b>GC-6</b> Able to identify and implement the priorities of their own activities and ways to improve it based on self-esteem.	-	Research Methods of Environmental Pedagogy and Psychology Research Work Teaching Internship
<b>General professional competences</b>			
2	<b>GPC-2</b> Able to design basic and additional educational programs and develop scientific and methodological support for their implementation. <b>GPC-3</b> Able to design the organization of joint and individual educational and educational activities of students, including those	-	Research Methods of Environmental Pedagogy and Psychology Research Work Teaching Internship

	<p>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>		
<b>Specialized professional competences</b>			
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>Research Methods of Environmental Pedagogy and Psychology</p> <p>Research Work</p> <p>Teaching Internship</p>

### 3. Requirements to Learning Outcomes:

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

**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:**

- legal documents regulating the activities of the educational organizations;
- legal documents regulating the work of teaching staff;
- rules and norms of communication, requirements for speech behavior in various communicative speech situations.

**Can:**

- determine a set of interrelated tasks that ensure the achievement of the set goal, based on the current legal norms;
- analyze the legal acts regulating the activities of an educational organization, and legal documents, regulating the work of teaching staff;
- create speech statements in accordance with ethical, communicative, speech and language norms.

**Masters:**

- ways of planning free time and designing a trajectory of professional and personal growth;
- skills to assess the specifics of the implementation of professional activities in accordance with regulatory legal acts in the field of education and standards of professional ethics;
- techniques for creating oral and written texts of various genres in the process of educational and scientific communication.

#### 4. Internship Workload and Activities

The total workload of «**Introductory Internship**» is 3 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>	108		108		
Evaluation and assessment (exam; pass/fail grading)	pass/fail grading with the score				

Total workload	hours	108		108			
	credits	3		3			

## 5. Internship contents

**Table 5.1 Internship contents**

Competency codes	Modules	Contents (topics, types of practical activities)		Results
		Contents	Workload (credits)	
GC-1, 2, 4, 6, 7 SPC-1	Preparatory stage	Determining bases for internship, coordination of efforts of the organization of internship with the institution administration. 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.	3	Participation in the introductory conference and getting to know the requirements related to 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, 4, 6, 7 SPC-1	Main stage - professional search.	Part 1. Formation of ideas about educational environment of the educational institution and basic normative documents, regulating the educational institution.		Study of regulatory documents in the educational institution. Introduction to the main activities of the organization, documentation regulating planning, design, implementation and monitoring of the educational process in the institution.
		Part 2. Formation of ideas about the educational institution via its official website.		Study of the site content. Site analysis in terms of compliance with the regulatory requirements.
		Part 3. Familiarization with the structure of the educational institution and basic normative documents; formation of ideas about teachers' functional duties.		Getting to know official duties of a director, head teacher, methodologists, subject teachers; study of the characteristics of labor of the teaching staff in

			<p>accordance with legal documents.</p> <p>Conversations with the director, deputy director, subject teacher, class teacher; attending classes, extracurricular activities of subject teachers in order to analyze the specifics of professional activities in accordance with normative legal acts in education and standards of professional ethics.</p> <p>Making minutes of lesson visits and conducting analysis of lessons and extracurricular activities according to the scheme.</p>
GC-1, 2, 4, 6, 7 SPC-1	The last stage – reflective-evaluative.	Analysis of internship results. Holding final internship conferences.	<p>Preparing an internship report. Preparing a creative project including presentation of practical activities.</p> <p>Participation in the final conference, presentation of the creative project.</p> <p>Discussion, making conclusions.</p>

## 6. Internship equipment and technology support requirements

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

## 7. Internship location and timeline.

The internship can be carried out at the structural divisions of RUDN University (at Moscow-based organisations, as well as those located outside Moscow.

The internship at an external organisation (outside RUDN University) is legally arranged on the grounds of an appropriate agreement, which specifies the terms, place and conditions for an internship implementation at the organisation.

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.

### 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](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

## **Introductory 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: Introductory 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.

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<b>General competences</b>			
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<b>General professional competences</b>			
2	<b>GPC-2</b> Able to design basic and additional educational programs and develop scientific and methodological support for their implementation. <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. <b>GPC-5</b> Able to develop programs for monitoring the results of students' education, develop and implement programs to overcome learning difficulties. <b>GPC-6</b> Able to design and use effective psychological and pedagogical, including inclusive, technologies in professional activities, necessary for the	-	Research Methods of Environmental Pedagogy and Psychology Research Work Teaching Internship

	<p>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>		
<b>Specialized professional competences</b>			
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>Research Methods of Environmental Pedagogy and Psychology</p> <p>Research Work</p> <p>Teaching Internship</p>

### Assessment tools

#### Assessment methods:

- search for information sources,
- analysis of regulatory documents,
- protocols of lessons and extracurricular activities,
- lesson analysis.

#### Final assessment:

individual (reporting documentation of the student- trainee, written or electronic), pass / fail with the score.

An individual report includes the fulfillment by a student-trainee of tasks for each basic section of the internship.

**Task 1.** The study of the Federal State Educational Standard of Higher Education, local regulations governing the activities of the educational institution.

**Task 2.** Search for information sources on one of the topics of a certain discipline curriculum (in the catalogs of the university library, EBS).

#### **Task 3.**

Studying the navigation of the official site of the educational institution according to the proposed scheme and analysis of compliance of the information component of the site to the main regulatory documents. The study of the main regulatory documentation governing the activities of the educational institution. Compilation of an information card of an educational institution.

**Task 4.** Getting to know functional duties of a discipline teacher. Attending lessons in the appropriate field, keeping minutes of lessons and events, analyzing the lesson according to the proposed scheme.

**Quality assessment** of the introductory internship is carried out according to the following criteria:

- mandatory implementation of an individual plan of educational internship;
- mastering the competences provided for by the program of internship (pedagogical ethics, depth of introspection);
- independence and creativity;
- the ability to creatively apply theoretical knowledge in practical work;
- content, quality and design of documentation;
- timeliness of providing documentation to the supervisor and to the department;
- student's attitude to ongoing activities and practice in general (manifestation of activity and discipline in the course of internship, etc.).

The final assessment is carried out as a test.

#### Assessment & Grading System

Total points	Final assessment	Number of credits
95-100	5	3
86 – 94	5 (B)	3
69-85	4 (C)	2
61-68	3+ (D)	1
51 – 60	3 (E)	1
31 – 50	2 (FX)	0
<30	2 (F)	0

**Developer:**

Associate Professor of the Department of Foreign Languages



Y.L.Zakirova

**signature**

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Associate Professor of the Department of Foreign Languages



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