

**Federal State Autonomous Educational Institution for Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA (RUDN University)**

Educational Division (faculty/institute/academy):
Institute of Ecology

COURSE SYLLABUS

TEACHING PRACTICE

Recommended by the Didactic Council for the Education Field for the specialization:

44.04.02 “Psychological and pedagogical education”

The mastering of the course is carried out as part of the implementation of the main professional syllabus (Higher Education programme, specialization)

Environmental Pedagogy
(master's programme)

AGREED:

Head of the Higher Education
Programme

Y.L. Zakirova

(подпись)

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Chairperson of the Didactic
Council

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Moscow, 2022

1. Course Goals and Objectives:

The goal of the course: formation of universal, general professional and professional competencies, 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.

Objectives:

- formation of professional skills and abilities necessary for successful implementation of results of the educational process;
- development of the need for self-education and self-improvement in terms of professional knowledge and skills;
- the formation of professionally significant personality traits of a future teacher and his/her active pedagogical position;
- fostering a steady interest in the teaching profession, confidence in the correctness of this choice;
- study of the characteristics of the school, its educational concepts, educational profile, style of communication in a team;
- mastering the observation and analysis of the educational work of a group of trainees;
- study of the group of students in the class;
- mastering the planning of their educational work as a teacher of Ecology, Science and assistant class teacher;
- mastering the methodology for conducting various types of lessons using a variety of teaching methods and techniques that meet the requirements to a modern lesson;
- mastering the methodology of extra-curricular and educational activities;
- mastering the methodology of observation and analysis of students' own lessons, lessons conducted by teachers;
- mastering various forms of work of a class teacher.

2. Course in Higher Education Programme Structure:

The course «**Teaching Practice**» refers to the part formed by the participants of educational relations of block 2 of the curriculum.

Table No. 1 shows the previous and subsequent disciplines aimed at the formation of the competencies of the corresponding course in accordance with the competence matrix of EP HE.

Table 1. Previous and subsequent courses aimed at building competencies

Nr.	Competence code and title	Previous courses	Subsequent courses
Universal competencies			
1	UC-1 Able to carry out a critical analysis of problem situations based on a systematic approach, to develop an action strategy. UC-2 Able to manage a project at all stages of its life cycle. UC-3 Able to organize and manage the work of the team, developing a team strategy to achieve the goal. UC-5 Able to analyze	Introductory Practice Environmental Education Concept of Environmental Pedagogy Research Methods of Environmental Pedagogy and Psychology Research Work	-

	<p>and take into account the diversity of cultures in the process of intercultural interaction.</p> <p>UC-6 Able to identify and implement the priorities of their own activities and ways to improve it based on self-esteem.</p>		
General competencies			
2	<p>GC-1 Able to carry out and optimize professional activities in accordance with regulatory legal acts in the field of education and professional ethics.</p> <p>GC-2 Able to design basic and additional educational programs and develop scientific and methodological support for their implementation.</p> <p>GC-3 Able to design the organization of joint and individual educational and educational activities of students, including those with special educational needs.</p> <p>GC-5 Able to develop programs for monitoring the results of students' education, develop and implement programs to overcome learning difficulties.</p> <p>GC-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.</p> <p>GC-7 Able to plan and organize the interaction</p>	<p>Introductory Practice</p> <p>Environmental Education</p> <p>Concept of Environmental Pedagogy</p> <p>Research Methods of Environmental Pedagogy and Psychology</p> <p>Research Work</p>	-

	of participants in educational relations. GC-8 Able to arrange pedagogical activities based on special scientific knowledge and research results.		
Specialized professional competencies (type of professional activity – research, control and expert, organizational and management)			
3	SPC-1 Able to carry out research support and educational and methodological support for the implementation of basic and additional, including professional programs. SPC-2 Able to arrange pedagogical activities based on special scientific knowledge and research results.	Introductory Practice Environmental Education Concept of Environmental Pedagogy Research Methods of Environmental Pedagogy and Psychology Research Work	-

3. Requirements to Learning Outcomes:

The process of studying the course is aimed at the formation of the following competencies according to the educational standard:

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

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

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

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

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

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

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

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

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

General 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.

As a result of studying the course, the student must:

Know:

- 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;

Be able to:

- to 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.

Master:

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

4. Course Workload and Academic Activities

The course workload of «Teaching Practice» is 6 credits.

Table 4.1. Types of academic activities during the period of the HE programme mastering

Full time / Part-time

Types of academic activities	Total hours	Semesters				
		1	2	3	4	5
Contact academic hours						
Including:						
<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. Course content

Table 5.1 Course modules and contents

Competency codes	Stages	Activities, including labor intensity		The result of the work
		Types of work	Credits	
UC-1, 2, 3, 5, 6. GC – 1, 2, 3, 5, 6, 7, 8 SC-1, 2	Introductory stage preceding the practice	Determining bases for practice, coordination of efforts of the organization of practice with the institution administration. Determining practice mentors. Distribution of students by bases of practice. Conducting conferences for students and teachers for familiarization with the program of practice and its requirements.	6	Participation in the introductory conference and getting to know the requirements related to safety, fire safety and internal labor rules routine; the program of practice: tasks and organization of practice, deadlines for completing training tasks at each of the stages. Making a plan of practice.
UC-1, 2, 3, 5, 6. GC – 1, 2, 3, 5, 6, 7, 8 SC-1, 2	Main stage	<ol style="list-style-type: none"> 1) preparing and conducting at least 10 Ecology/Science lessons using a variety of methods and using various forms organization of training sessions; 2) conducting self-analysis of the lessons; 3) attendance and analysis of at least 20 lessons of teachers (masters) and student trainees; 4) preparing and conducting a test educational event, its analysis; 5) conducting psychological analysis of interpersonal relationships in the classroom, interpretation, compilation of the psychological and pedagogical characteristics of the group students; 6) preparation and holding of a parent meeting, work on pedagogical propaganda among parents; 7) holding class meetings; 8) preparation of visual aids for classes; 9) participation in the work of the association of subject teachers, a seminar of class teachers; 10) collecting empirical data and materials of experimental work for a final qualifying work; 11) collection of materials for the 		Materials on practice for the final conference.

		final conference.	
UC-1, 2, 3, 5, 6. GC – 1, 2, 3, 5, 6, 7, 8 SC-1, 2	The final stage – reflective- evaluative.	1) conducting and attending classes in accordance with the plan; 2) making a final written report on teaching practice; 3) preparing final report on the educational event; 4) preparing a diary of psychological and pedagogical observations; 5) Submission of the practice report to the supervisor.	Preparing a practice report. Preparing a creative project including presentation of practical activities. Participation in the final conference, presentation of the creative project. Discussion, making conclusions.

6. Equipment and technology support requirements

Table 6.1 Classroom equipment and technology support requirements

Classroom for Academic Activity Type	Classroom equipment	Specialized educational/laboratory equipment and materials for mastering the module
Lecture hall (room)		
Laboratory		
Seminar room		
Computer lab	Computers with installed software and Internet access.	
For students' self- study		

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

7. Recommended sources for course studies

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.

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. Mid-Term Assessment and Evaluation Toolkit

Evaluation materials for students' intermediate certification in the course of «**Teaching Practice**» are presented in Appendix 1 to this work programme.

*Assessment materials for the course are developed and executed in accordance with the requirements of the Regulations for the assessment and evaluation funds, approved by order of the rector dated 05.05.2016 No. 420, and include a list of competencies indicating the stages of their formation; description of indicators and criteria for assessing competencies at various stages of their formation, description of assessment scales; standard control tasks or other materials necessary to assess knowledge, skills and (or) experience of activity that characterize the stages of formation of competencies in the process of mastering the educational course; didactic materials that define the procedures for assessing knowledge, skills and (or) experience of activity that characterize the stages of competency formation).

Assessment and Evaluation Fund

ON THE COURSE

TEACHING PRACTICE

Direction 44.04.02 Psychological and pedagogical education

Programme:

Environmental Pedagogy

Qualification of the graduate – *Master*

Assessment and evaluation fund passport

Direction 44.04.02 “Psychological and pedagogical education”

Course: TEACHING PRACTICE

Previous and subsequent courses aimed at building competencies

Nr.	Competence code and title	Previous courses	Subsequent courses
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General competencies			
2	<p>GC-1 Able to carry out and optimize professional activities in accordance with regulatory legal acts in the field of education and professional ethics.</p> <p>GC-2 Able to design basic and additional educational programs and develop scientific and methodological support for their implementation.</p> <p>GC-3 Able to design the</p>	<p>Introductory Practice</p> <p>Environmental Education</p> <p>Concept of Environmental Pedagogy</p> <p>Research Methods of Environmental Pedagogy and Psychology</p> <p>Research Work</p>	-

	<p>organization of joint and individual educational and educational activities of students, including those with special educational needs.</p> <p>GC-5 Able to develop programs for monitoring the results of students' education, develop and implement programs to overcome learning difficulties.</p> <p>GC-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.</p> <p>GC-7 Able to plan and organize the interaction of participants in educational relations.</p> <p>GC-8 Able to arrange pedagogical activities based on special scientific knowledge and research results.</p>		
Specialized professional competencies (type of professional activity – research, control and expert, organizational and management)			
3	<p>SPC-1 Able to carry out research support and educational and methodological support for the implementation of basic and additional, including professional programs.</p> <p>SPC-2 Able to arrange pedagogical activities based on special scientific knowledge and research results.</p>	<p>Introductory Practice Environmental Education Concept of Environmental Pedagogy Research Methods of Environmental Pedagogy and Psychology Research Work</p>	-

Typical control tasks or other materials necessary to assess knowledge, skills and (or) experience of activities, characterizing the formation stages of competencies in the process of mastering the educational course

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

Report requirements.

1. The title page, certified by the base of practice and the corresponding university department.
2. The individual student work plan for the period of practice
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 practice 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 practice, 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 practice.
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 practiced.
9. Name the rules and methods of providing first aid.
10. Name the requirements of educational standards and educational programs used during the teaching practice.
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 practice.
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 practice.
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 practice.

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

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

The programme is compiled in accordance with the requirements of the ES HE RUDN / FGOS HE.

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