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

RESEARCH WORK

ON THE TOPIC OF THE FINAL QUALIFYING WORK

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	Chairperson of the Didactic Council	Head of the Department
Y.L. Zakirova		
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(подпись)	(подпись)	(подпись)
«___»_____202__ г.	«___»_____202__ г.	«___»_____202__ г.

Moscow, 2022

1. Course Goals and Objectives:

The goal of the course: is the formation of competencies that ensure his ability to organize research work on the topic of the final qualifying work, the formation of undergraduate skills in the practical application of theoretical knowledge acquired during the training period, as well as the collection, analysis and generalization of materials.

Objectives:

- formation of research thinking; formation of a clear idea of the main professional tasks, ways to solve them;
- acquisition of skills in applying modern technologies for collecting, processing and interpreting the obtained experimental and empirical data, mastering modern research methods;
- ensuring readiness for professional self-improvement;
- development of innovative educational technologies, development of innovative thinking and creativity, professional skills;
- independent formulation and solution of problems that arise in the course of research and teaching activities and require in-depth professional knowledge;
- conducting bibliographic work using modern information technologies.
- mastering modern research methods, collecting, processing and analyzing the results as well as presenting them in the form of the research (research report, abstracts, scientific article, term paper, master's thesis);
- acquiring the skills of public presentation of the results of research work, the defense of scientific conclusions and recommendations (presenting reports at student conferences on research results, answering questions, participating in discussions, etc.).

Special requirements for the research part of the program include:
- knowledge of modern issues in the field;
- knowledge of the history of the development of a specific scientific problem, its role and place in the field;
- the presence of specific knowledge on the scientific problem studied by the undergraduate;
- the ability to practically carry out experimental work in a particular scientific field related to the master's thesis;
- ability to work with specific software products and specific Internet resources, etc.

2. Course in Higher Education Programme Structure:

The course «**Research Work**» 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-4** Able to apply	Research Methods of Environmental Pedagogy and Psychology Research Work Introductory Practice Teaching Practice	Undegraduate Practice

	modern communication technologies, including in a foreign language(s) for academic and professional interaction. **UC-6** Able to identify and implement the priorities of their own activities and ways to improve it based on self-esteem. **UC-7** Able to search for the necessary sources of information and data, perceive, analyze, memorize and transmit information using digital means, as well as using algorithms when working with data received from various sources in order to effectively use the information received to solve problems; evaluate information, its reliability, build logical conclusions based on incoming information and data.		
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.	Research Methods of Environmental Pedagogy and Psychology Research Work Introductory Practice Teaching Practice	Undegraduate Practice

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 – 4. Able to apply modern communication technologies, including in a foreign language(s) for academic and professional interaction.

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

Universal competence – 7. Able to search for the necessary sources of information and data, perceive, analyze, memorize and transmit information using digital means, as well as using

algorithms when working with data received from various sources in order to effectively use the information received to solve problems; evaluate information, its reliability, build logical conclusions based on incoming information and data.

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.

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

Know:

- theoretical-methodological, methodical and organizational aspects of implementation of research activities in the field of Environmental Pedagogy;

– methods of critical analysis and evaluation of modern scientific achievements as well as methods for generating new ideas when solving research problems in the field of Environmental Pedagogy.

Be able to:

- set and solve specific tasks of scientific and scientific-applied research in the field of Environmental Pedagogy;

- professionally draw up and report the conclusions of research work in the field of Environmental Pedagogy.

Master:

- skills of analyzing methodological problems that arise when solving research tasks in the field of Environmental Pedagogy;

– skills of critical analysis and evaluation of modern scientific achievements and results of activities to solve research problems in the field of Environmental Pedagogy as well as in interdisciplinary areas.

4. Course Workload and Academic Activities

The course workload of «**Research Work** » is 9 credits.

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

Full-time

Types of academic activities	Total hours	Semesters				
		1	2	3	4	5
Contact academic hours						
Including:						
Lectures						
Seminars (workshops/tutorials)						
Lab works	-					
Self-study	216				216	
Evaluation and assessment (exam; pass/fail grading)	pass/fail grading with the score					
Total course workload	hours	216				216
	credits	6				6

Part-time

Types of academic activities	Total hours	Semesters	

			1	2	3	4	5
Contact academic hours							
Including:							
Lectures							
Seminars (workshops/tutorials)							
Lab works		-					
Self-study		324					324
Evaluation and assessment (exam; pass/fail grading)		pass/fail grading with the score					
Total course workload	hours	324					324
	credits	9					9

5. Course content

Table 5.1 Course modules and contents

Competency codes	Sections (stages) of research work	Activities, including labor intensity		The result of the work
		Types of work	Credits	
UC-1, 2, 4, 6, 7 SC-1	Choice of research topics.	Acquaintance with the topics of research work in this field and preliminary selection of the research topic	3	Pre-formulated research topic
UC-1, 2, 4, 6, 7 SC-1	Selection of bibliographic sources.	• Individual work in libraries and EBS on the formation of a bibliographic list of references for the study; • Making conclusions from the existing achievements in the field under study; • Registration of the abstract part of the study		List of bibliographic sources
UC-1, 2, 4, 6, 7 SC-1	Preparation of a research plan.	Determination of the stages of R&D, correlated with its goals and objectives		Research plan
UC-1, 2, 4, 6, 7 SC-1	The study of bibliographic sources.	Reading literature from the bibliographic list, taking notes on key content, comparison in order to highlight key approaches to the problem within the framework of the topic under study		Abstracts of bibliographic sources (if available)
UC-1, 2, 4, 6, 7 SC-1	Writing an introduction to a research paper.	Definition of goals, objectives, material, research methods, its novelty, relevance, theoretical significance, practical value and presentation of the Introduction to the study defined in the form		Introduction to research work
UC-1, 2, 4, 6, 7 SC-1	Writing the abstract-theoretical basis of the research work (The first chapter of the research work).	• Determination of approaches to the problem under study; • Determining which of the existing schools the student-researcher gravitates towards or, on the basis of existing opinions, choosing his own theoretical approach to the issue under study		The first chapter of research work: the abstract-theoretical basis of research work
UC-1, 2, 4, 6, 7 SC-1	Selection of practical material for research, taking into account the methodological apparatus	• Definition of material and methodological apparatus for conducting practical research	3	Material for practical research
UC-1, 2,	Research section	Conducting the actual scientific research		Preliminary results of

4, 6, 7 SC-1				• scientific research
UC-1, 2, 4, 6, 7 SC-1	Description of the study, taking into account the conclusions and recommendations. Conclusion	• Preparation of a text describing the study; • Conclusions and recommendations from the study		• The second chapter of research; • Conclusion to the conducted and described research
UC-1, 2, 4, 6, 7 SC-1	Preparation of the text of a public speech on the topic of research.	• Writing the text of a public speech on the topic of research; • Formation of a presentation to the text of a public speech on research	3	• The text of the public speech on the topic of research; • Multimedia presentation to the text
UC-1, 2, 4, 6, 7 SC-1	Preparation of a presentation for the text of the speech on the topic of research.	• Compiling a research report		• Research Report • Characteristics of the advisor on the results of research undergraduate
UC-1, 2, 4, 6, 7 SC-1	Presentation of the results of scientific work in the framework of a public speech.	• Public presentation of research results		• Public speaking on the results of research with a multimedia presentation

6. Classroom 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		

7. Recommended sources for course studies

Main reading
1. Bagdasaryan, N.G. History, philosophy and methodology of science and technology: textbook for masters / N.G. Bagdasaryan, V.G. Gorokhov, A.P. Nazareth; under total ed. N.G. Bagdasaryan. - M.: Yurayt, 2015. - 383 p.
2. Kolesnikova, G. I. Methodology of psychological and pedagogical research: textbook / G.I. Kolesnikov. - Rostov: Phoenix, 2015. - 318 p.
3. Pavlov, A.V. Logic and Methodology of Science: Modern Humanitarian Knowledge and its prospects [Electronic resource]: textbook / A.V. Pavlov. - M.: FLINTA, 2016. - 343 p. - EBS Lan. - Access mode: https://e.lanbook.com/book/84190.

4. Popkov, V.A. Pedagogy in the mirror of the research pedagogical search [Electronic resource]: textbook / V.A. Popkov, A.V. Korzhuev. - M.: Laboratory of Knowledge, 2017. - 217 p. - EBS Lan. - Access mode: https://e.lanbook.com/book/103036.

Additional reading
1. Borytko, N.M. Methodology and methods of psychological and pedagogical research: textbook / N.M. Borytko, A.V. Molozhavenko, I.A. Solovtsov. - 2nd ed. - M.: Academy, 2009. - 320 p.
2. Vershlovsky, S.G. Methods of observation in pedagogical research: textbook / S.G. Vershlovsky. - SPb.: SPb APPO, 2011. - 58 p.
3. Zagvyazinsky, V. I. Methodology and methods of psychological and pedagogical research: textbook /V. I. Zagvyazinsky, R. Atakhanov. - 7th ed. - M.: Academy, 2012. - 207 p.
4. Korzhuev, A.V. General scientific foundations of pedagogy and pedagogical search / A.V. Korzhuev, A.R. Sadykov. - M.: LIBROKOM, 2010. - 300 p.
5. Korzhuev, A.V. Pedagogy in the mirror of research search. At the crossroads opinions / A.V. Korzhuev, A. S. Sokolova. - M.: LENAND, 2014. - 202 p.
6. Kraevsky, V.V. Methodology of pedagogy: a new stage: textbook / V.V. Kraevsky, E.V. Berezhnova. - M.: Academy, 2006. - 394 p.
7. Matyushkina, M.D. Methods of pedagogical research: textbook / M.D. Matyushkin. - St. Petersburg: SPb APPO, 2012. - 143 p.
8. Methodology and methodology of pedagogical research: materials of the V Interregional scientific-practical. conf. of graduate students and applicants, 9-10 Feb. 1999 / E.E. Smirnova [and others]; scientific ed. I.A. Kolesnikov. - St. Petersburg: St. Petersburg GUPM, 2000. - 190 p.
9. Novikov, A.M. Methodology of scientific research / A.M. Novikov, D.A. Novikov. - M.: LIBROKOM, 2010. - 275 p.
10. Training of a teacher-researcher in university education [Electronic resource]: monograph / V.I. Zagvyazinsky [and others]. - Tyumen, 2017. - 164 p. Access mode: https://e.lanbook.com/book/110066.
11. Priority directions for the development of pedagogical and psychological research. - M.: MPSI; Voronezh: MODEK, 2004. - 71 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.
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 «**Research Work**» 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

RESEARCH WORK
ON THE TOPIC OF THE FINAL QUALIFYING WORK

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: <u>RESEARCH WORK ON THE TOPIC OF THE FINAL QUALIFYING WORK</u>

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-4** Able to apply modern communication technologies, including in a foreign language(s) for academic and professional interaction. **UC-6** Able to identify and implement the priorities of their own activities and ways to improve it based on self-esteem. **UC-7** Able to search for the necessary sources of information and data, perceive, analyze, memorize and transmit information using digital means, as well as using algorithms when working with data received from various sources in order to effectively use the information received to solve problems; evaluate information, its reliability, build logical conclusions based on incoming information and data.	Research Methods of Environmental Pedagogy and Psychology Research Work Introductory Practice Teaching Practice	Undegraduate Practice

Specialized professional competencies (type of professional activity – research, control and expert, organizational and management)			
2	**SPC-1** Able to carry out research support and educational and methodological support for the implementation of basic and additional, including professional programs.	Research Methods of Environmental Pedagogy and Psychology Research Work Introductory Practice Teaching Practice	Undegraduate Practice

Assessment and grading system and characteristics of the assessment scale

Description of indicators and criteria for assessing competencies for different stages of their formation, description of assessment scales

Compe tency code	Stages of competence formation	Competence assessment indicator	Criteria and assessment scales
UC-1, 2, 4, 6, 7, SC-1	Stage of knowledge formation	Knowledge of the material from bibliographic sources. Knowledge-understanding of the theoretical material of research, logic and literacy of presentation, ability to analyze and generalize the material.	1. The student has deeply and firmly mastered the theoretical material of the research work, exhaustively, consistently, competently and logically expounds it, links it with the goals and objectives of the research work, knows how to generalize the material, does not find it difficult to draw conclusions, analyzing and comparing various hypotheses, without making mistakes -16- 20 points. 2. The student has a solid knowledge of the theoretical material of the research work, correctly and essentially presents it, adequately links it with the goals and objectives of the research work, can generalize the material, is able to formulate conclusions, analyzing and comparing various hypotheses, avoiding significant inaccuracies - 11-15 points. 3. The student has mastered the theoretical material of the research work, but in some details does not link it with the goals and objectives of the research work, makes inaccuracies when summarizing the material, when analyzing and comparing various hypotheses, formulates insufficiently correct conclusions - 6-10 points. 4. The student does not know a significant part of the theoretical material of research, makes significant mistakes - 0-5 points. **0 to 20 points**.

UC-1, 2, 4, 6, 7, SC-1	Skill formation stage	Analytical component (abstract-theoretical substantiation of the research work). Practical application of theoretical knowledge in the framework of the preparation of a research program and the selection of practical material, taking into account the methodological apparatus.	1. The student freely copes with the assigned tasks, correctly substantiates the abstract and theoretical calculations of research, easily and simply prepares a research program, easily selects the methodological apparatus and practical material for research, conducts the scientific research itself, when describing the research, expresses thoughts clearly, competently, consistently, draws logical conclusions and gives practical recommendations - 66-80 points.
UC-1, 2, 4, 6, 7, SC-1	Stage of skills formation and gaining experience	Analytical component (conducting and describing a scientific study, taking into account the conclusions and recommendations). Solving practical tasks and tasks, mastering the skills and abilities in their implementation, independence, the ability to generalize and correctly present the material: preparing a text and presenting it for public speaking on the topic of research, public speaking with the presentation of the results of scientific work	2. The student has the necessary skills and abilities to perform the assigned tasks, correctly substantiates the abstract and theoretical calculations of research, prepares a research program and selects the methodological apparatus and practical material for research, conducts scientific research, and when describing the research, expresses thoughts correctly, but not quite clearly and consistently, can draw logical conclusions and give practical recommendations – 46-65 points. 3. The student has difficulty in performing the assigned tasks, with difficulty substantiates the abstract-theoretical calculations of research, prepares the research program with errors and selects the methodological apparatus and practical material for the study, expresses thoughts incorrectly and with errors, finds it difficult to draw logical conclusions and give practical recommendations - 21-45 points. 4. The student finds it difficult to fulfill the assigned tasks, cannot substantiate the abstract-theoretical calculations of research, cannot draw up a research program and select a methodological apparatus, selects practical material for research in insufficient volume, expresses thoughts chaotically, illogically, draws conclusions and gives practical recommendations maybe 0-20 points. **0 to 80 points**

Description of the criteria and scales for assessing competencies at various stages of their formation, correlated with the R&D report as an indicator of competency assessment.

To assess the research activities of students, a point-rating system and ECTS grades are used.

A student's point rating is based on his knowledge, acquired skills and abilities within the framework of the competencies being formed. The maximum number of points that a

student can earn during the semester is 100, which corresponds to 100% mastery of the R&D material.

Competency Code	Stages of competency formation	Competence assessment indicator	Criteria and assessment scales
UC-1, 2, 4, 6, 7, SC-1	Stage of knowledge formation	Research Report	**formal criterion.** The student, in due time, submitted reporting documentation on the implementation of an individual research plan, technically well-formed and clearly structured in accordance with the requirements of the research program. The report on the research work is logically structured, the conclusions and results of the study are well-formed. Applications are compiled and presented in full, without errors. - 25-30 points. The student submitted the reporting documentation on the implementation of the individual research plan within the established time limits, which, on the whole, was technically well-formed and structured in accordance with the requirements of the research program. The report on the research work is logically structured, the conclusions and results of the study are justified, but mistakes were made in their design. Applications are compiled and presented in full, minor errors were made, there are minor flaws in the design - 21-24 points. The student did not submit the reporting documentation on the implementation of the individual research plan on time, which was generally technically well-formed and structured in accordance with the requirements of the research program. The report on the research work is logically structured, has a target orientation, the conclusions and results of the study are justified, but there are inaccuracies in their wording. Applications are arranged correctly, but are not presented in full, there are shortcomings in the design. - 16-20 points. The student did not submit the reporting documentation on the implementation of the individual research plan within the established time frame, which was not formalized and structured in accordance with the requirements of the research program. The report on the research work is not logically structured, the goals and objectives are not formulated, the conclusions and results of the study are incorrect or absent, mistakes were

			made in the wording and design - 1-15 points; The student did not submit reporting documentation - 0 points. **From 0 to 30 points**
UC-1, 2, 4, 6, 7, SC-1	Skill formation stage	Research Report	**content criterion.** The individual plan is fully implemented, clear analytical conclusions are given, supported by theory. The report on research work has a targeted focus, the conclusions and results of the study are justified and are practically significant. - 40-50 points. The individual plan is fully implemented, analytical conclusions are given, supported by theory, but errors corrected during protection are noted. The report on the research work has a target orientation, the conclusions and results of the study are justified, but mistakes were made in their formulation. - 31-39 points. The individual plan is fully implemented, analytical conclusions are given, not supported by theory. The report on the research work has a targeted focus, the conclusions and results of the study are justified, but there are inaccuracies in their wording. Applications are not presented in full, errors were made - 26-30 points; The individual plan was not completed to the end, analytical conclusions are given with errors, not supported by theory. The research report does not formulate goals and objectives, the conclusions and results of the study are incorrect or missing, mistakes were made in their wording - 1-25 points; The individual plan has not been fulfilled, analytical conclusions are presented with errors, not supported by theory. The report has not been prepared. – 0 points **0 to 50 points**
UC-1, 2, 4, 6, 7, SC-1	Stage of skills formation and gaining experience	Research Report	**presentation criteria.** The report was defended using multimedia tools; the student provided clear and complete answers to the questions asked; the task was completed correctly, clear analytical conclusions were given, supported by theory - 15-20 points; The defense of the report was carried out using multimedia tools, the student provided complete answers to the questions asked, however, there were errors in the answer, adjusted during the interview - 11-14 points; The report was defended without the use of multimedia tools; the student provided

			incomplete answers to the questions asked - 1-10 points; The report was not defended, the student did not provide answers to the questions asked - 0 points. **0 to 20 points**

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 research process

No. p / p stage	Competency Code	Name of the stages of formation of competencies	Typical control tasks / other materials
1.	UC-1, 2, 4, 6, 7, SC-1	Stage of knowledge formation	1. Provide to control the list of scientific works thematically related to the research area of the student for the supervision of the scientific supervisor of R&D. 2.Provideto control the research supervisor with a previously formulated topic of their own research. 3. Form and submit for control to the supervisor of researchbibliographic list for the research work. 4. Form and submit for controlresearch supervisor plan of their own research work. 5. Provide for controlabstracts of bibliographic sources on the topic of scientific work to the supervisor. 6.Define and articulategoals, objectives of the study, material, research methodology, predicting its novelty, relevance, theoretical significance and practical value and provide for controlscientific leader (Introduction to research work).
2.	UC-1, 2, 4, 6, 7, SC-1	Skill formation stage	1. Explore existing approaches to the problem under study, determine your own commitment to any of the existing hypotheses and provide for controlscientific advisor abstract and theoretical substantiation of own research work(first chapter of research). 2. Determinematerial and methodological apparatus for practical researchand give controlscientific leader. 3. Carry out and provide for controlsupervisorpre-formulated results of their own scientific research.
3.	UC-1, 2, 4, 6, 7, SC-1	Stage of skills formation and gaining experience	1. Prepare andgive controlto the scientific adviser, the final text describing the study, provided with conclusions and recommendations (Second chapter and Conclusion to R&D). 2. Prepare and submit for controlto the supervisor the text of the public speech and a multimedia version of the presentation accompanying the

			report. 3. Providescientific supervisor a full report on R&D. 4. Conduct a public presentation of the results of research, accompanied by a multimedia presentation (protection of research).

Methodological materials that determine the procedures for assessing knowledge, skills and (or) experience of activity that characterize the stages of formation of the student's competencies in the process of performing research

Methodological materials that determine the procedures for assessing knowledge, skills, abilities and (or) activity experience that characterize the stages of formation of a student's competencies in the process of performing research work are a point-rating system of assessment in accordance with the Regulations on the point-rating system for assessing the quality of mastering basic educational programs (in the current edition). Intermediate attestation of students in R&D is carried out in accordance with the Regulations on the current monitoring of progress and intermediate attestation of students (as amended).

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

In accordance with the formal and substantive criteria and scales given in Sections 3 and 4 of the Fund of Evaluation Tools of this program, a comprehensive assessment of the quality of mastering the R&D program by students is carried out.

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

Evaluation of traditional	Unsatisfactory.		satisfies.		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, 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.

Methodological recommendations for compiling reports on R&D

The semester report should reflect all the achievements of the student regarding his research work in the past period. It is necessary to list all the structural content components of R&D of the corresponding semester.

Annexes to the report of a specific period should be drawn up.

Indicative list of semester applications to the student's report on research

5 semester	Title of research topic
	List of bibliographic sources
	Research plan
	The text of the article, abstract or report at the conference / round table or term paper
	The text of the introduction to the research
	The text of the first chapter of the research
	Information about the practical material for the study, taking into account the methodological apparatus
	The text of the article, abstract or report at the conference / round table or term paper
	The text of the second chapter of the research
	The text of a public speech on the topic of research
	Presentation to the text of the speech on the topic of research

The volumes and formats of the texts of articles, reports correspond to the requirements of the relevant collections, conferences / round tables for which these materials are being prepared.

Volumes and format of abstracts, Introduction/Conclusion, chapters of R&D are in line with the typical requirements of the university for this kind of work.

These requirements are advisory.

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

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

Educational department   **signature**   **initials>surname**