

**Федеральное государственное автономное образовательное учреждение  
высшего образования «Российский университет дружбы народов»**

**Институт экологии**

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

Утверждена на заседании Ученого  
совета РУДН протокол № 9  
от «11» мая 2022 г.

Открыта приказом ректора РУДН  
№ 300  
от «11» апреля 2022 г.

**ОСНОВНАЯ ПРОФЕССИОНАЛЬНАЯ ОБРАЗОВАТЕЛЬНАЯ ПРОГРАММА  
ВЫСШЕГО ОБРАЗОВАНИЯ (ОП ВО)**

Направление подготовки/специальность:

**44.04.02 Психолого-педагогическое образование**

(код и наименование направления подготовки/специальности)

Направленность (профиль/специализация):

**Экологическая педагогика**

(наименование ОП ВО)

Образовательная программа разработана в соответствии с требованиями:  
**ОС ВО РУДН**, утвержденного приказом ректора № 371 от «21» мая 2021 г.

Уровень образования:

**магистратура**

(бакалавриат/специалитет/магистратура/ординатура – вписать нужное)

Квалификация выпускника:

**магистр**

(квалификация выпускника в соответствии с приказом Минобрнауки России от 12.09.2013 г.  
№1061)

Срок получения образования по ОП ВО:

(очная форма обучения)

(очно-заочная форма  
обучения)

**2 года 6 месяцев**

(заочная форма  
обучения)

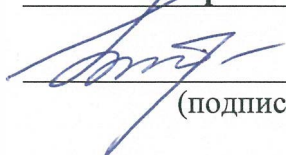
Сведения об особенностях реализации программы: реализуется на английском языке.

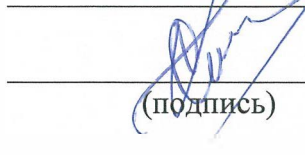
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«\_\_» \_\_\_\_\_ 20\_\_ г.

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2022 г.

## **Description of the educational program**

### **1. General characteristics**

#### **1.1. Purpose (mission)**

The mission of the educational program "Environmental Pedagogy" / "Environmental Pedagogy" (in English) is the training of highly qualified specialists in the field of environmental pedagogy and psychology, capable of independent pedagogical and research activities, using innovative programs and new ones, including distance learning, learning technologies that guarantee a master's degree graduate high competitiveness in the national and global labor market, the development of cognitive activity, scientific creativity, independence and creativity in the field of professional activity.

In the field of education, the overall goal of the program “Environmental Pedagogy” / “Environmental Pedagogy” (in English) is the formation of professional competencies among students in the direction of training 44.04.02 “Psychological and Pedagogical Education”, obtaining graduates of professional education in the field of environmental pedagogy and psychology, allowing to work successfully in the chosen field of activity, as well as preparing graduates for self-study and continuous professional self-improvement.

In the field of education, the purpose of this PEP is to form the social and personal qualities of undergraduates, contributing to the strengthening of morality, the development of general cultural needs, creative abilities, social adaptation, communication, tolerance, perseverance in achieving goals.

#### **1.2. Basic information**

The main educational program of master's training in the direction “Environmental Pedagogy” / “Environmental Pedagogy” (in English), implemented by the federal state autonomous educational institution of higher professional education “Peoples' Friendship University of Russia” (hereinafter referred to as RUDN University) is a system of documents developed and approved at the RUDN Institute of Ecology, taking into account the requirements of the labor market and based on the RUDN Educational Standard for Higher Education in the direction of training *44.04.02 Psychological and pedagogical education*, as well as taking into account the professional standard 01.001 “Teacher (pedagogical activity in the field of preschool, primary general, basic general, secondary general education) (educator, teacher)”. The master's program is a practice-oriented program in the field of pedagogical activity, methodological activity and regulates the goals, expected results, content, conditions and technologies for the implementation of the educational process, assessment of the quality of graduate training in this area and includes:

- curriculum and calendar study schedule;
- work programs of academic disciplines (RPD) and methodological materials that ensure the implementation of the relevant educational technology and the quality of training of students;
- scientific and industrial practice programs;
- programs and guidelines for the final state certification;
- other materials characterizing the present basic educational program.

#### **Program objectives**

The general goal of a practice-oriented basic educational program includes a number of specific tasks, namely:

- the formation of knowledge, skills and abilities in the field of pedagogical activity, namely the design and implementation of the educational process in the natural sciences under the programs of basic general, secondary general education and additional, including vocational education;
- the formation of knowledge, skills and abilities in the field of methodological activities, namely the implementation research support and educational and methodological support for the implementation of basic and additional, including professional programs.

#### **General characteristics**

Name and code of the program	“Environmental Pedagogy” / “Environmental Pedagogy”, GPOmz04a-1000-2.06
Direction of training	<i>44.04.02 Psychological and pedagogical education</i>
The level of education	master's program
Implementation form	part-time

Orientation	profile, i.e. has features in the formed competencies
Subject field	corresponds to one direction of training
Place	Institute of Ecology RUDN University
Implementation Features	<i>using distance learning technologies</i>
Normative period	2 years 6 months
The complexity of the program, including:	4320 h
Auditory lessons	200 h
Independent work	3155 h
Form of the final state certification	Master's thesis defense
Head of training	Dean of the Faculty, Professor Savenkova E.V.
Program Manager	Candidate of Philological Sciences, Associate Professor of the Department of Foreign Languages Zakirova Yu.L.

### 1.3. Features of the implementation

Main educational program “Environmental Pedagogy” / “Environmental Pedagogy” implemented in English using distance learning technologies (TEIS, MOOC, Microsoft Teams, Google).

### 1.4. The need of the labor market in graduates

Graduates who have completed the master's program are highly qualified specialists who are able to effectively design and implement the educational process in the natural sciences in educational institutions of various levels using appropriate pedagogical technologies and observing the ethics of relationships, taking into account the peculiarities of organizing educational and extracurricular work in the education system. The areas of professional activity of the graduate of the program are education, social sphere, culture.

Potential consumers of graduates of the educational program are:

- educational institutions of different levels of education;
- municipal and regional structures carrying out activities for the protection of the environment and natural resources;

- research organizations and centers whose activities are related to the development and improvement of innovative psychological and pedagogical technologies;
- national and international public organizations.

### **1.5. Requirements for the applicant**

Applicants who have a bachelor's degree in the profile of the master's program and wish to improve their professional level and acquire additional competencies can enter the educational program. It is also possible to enroll applicants with non-core education in related fields.

The applicant must have the appropriate competencies to master the program "Environmental Pedagogy" / "Environmental Pedagogy":

- own a culture of thinking, the ability to generalize, analyze, perceive information, set a goal and choose ways to achieve it;
- be aware of the social significance of their future profession, have a high motivation to perform professional activities, the ability to find professional solutions, including in non-standard situations, and the willingness to bear responsibility for them;
- be ready to perform professional functions when working in a team;
- have basic fundamental training in the field of natural sciences and mathematics,
- be able to read and understand specialized literature;
- have experience in research projects according to the profile of training;
- be able to systematize scientific information, process the received data.

### **1.6. Characteristics of the professional activity of the graduate:**

#### **1.6.1 Area of professional activity**

The field of professional activity of graduates under the training program "Environmental Pedagogy / Environmental Pedagogy": education, social sphere, culture.

#### **1.6.2. Objects of professional activity of the graduate**

Objects of professional activity of the graduate: training, education, development, educational systems.

#### **1.6.3 Types of professional activity and professional tasks of the graduate**

A master who is studying in the educational program "Environmental Pedagogy / Environmental Pedagogy" is preparing for the following types of professional activities:

- pedagogical;
- methodical.

#### **1.6.4 Tasks of professional activity**

A master who is educated in the main, practice-oriented educational program "Environmental Pedagogy / Ecological Pedagogy" must be prepared to solve professional problems in accordance with the OS of HE of RUDN University and the profile focus of the master's program. A graduate of a master's program must possess the following main types of professional activity, namely, to have knowledge, skills and abilities in the field of pedagogical activity:

- design and implementation of the pedagogical process in the natural sciences in an educational institution under the programs of basic general, secondary general education and additional, including vocational education, using pedagogical technologies that correspond to the age characteristics of students;
- observance of the ethics of relationships, taking into account the peculiarities of the organization of educational and extracurricular work in the education system;
- studying the possibilities, needs, achievements of students in the field of education and designing educational programs, disciplines and individual training routes based on the results obtained,
- organization of interaction with public and educational organizations, groups of students and parents to solve the problems of professional activity;
- using the educational environment to ensure the quality of education, including the use of information technology;
- implementation of professional self-education and personal growth, designing a further educational route and professional career.

A graduate should also have the following additional knowledge, skills and abilities in the field of methodological activities:

- implementation of educational and methodological support for the implementation of basic and additional, including professional programs;
- implementation of research support for the implementation of basic and additional, including professional programs.

#### **1.7 The requirements for the results of mastering the program**

The results of mastering the main educational program "Environmental Pedagogy / Environmental Pedagogy" represent knowledge, skills, skills in the form of acquired universal, general professional, professional competencies at the time of graduation from the university.

Universal (UK-1 - UK-7) and general professional competencies (OPK-1 - OПК-7) are formulated in p.p. 3.1-3.3 of the Educational standard of the HE RUDN University in the direction 05.04.06 Ecology and environmental management (Master's level):

**Universal competencies (UK-1 – UK-7) and indicators of their achievement:**

<b>Code and name of the graduate's competence</b>	<b>Code and name of the indicator of achievement of competence</b>
<b>UK-1.</b> Able to carry out a critical analysis of problem situations based on a systematic approach, to develop an action strategy.	UK-1.1. Knows ways to solve problematic problems and identify their components and relationships between them.
	UK-1.2. Able to search for solutions to a problematic task based on available and reliable sources of information.
	UK-1.3. Owns a strategy for solving a problem situation based on a systematic and interdisciplinary approach.
<b>UK-2.</b> Able to manage a project at all stages of its life cycle.	UK-2.1 Formulates on the basis of the problem posed a project task and a way to solve it through the implementation of project management.
	UK-2.2 Develops the concept of the project within the framework of the designated problem (in the chosen professional area): formulates the goal, objectives, justifies the relevance, significance (scientific, practical, methodological and other depending on the type of project), expected results and possible areas of their application.
	UK-2.3 Plans the necessary resources, including taking into account their replaceability.
	UK-2.4 Plans the necessary resources, including taking into account their replaceability.

<p><b>UK-3.</b> Able to organize and manage the work of the team, developing a team strategy to achieve the goal.</p>	<p>UK-3.1 Has the skills to monitor the implementation of requirements.</p>
	<p>UK-3.2 Able to develop a team work plan.</p>
<p><b>UK-4.</b> Able to apply modern communication technologies, including in a foreign language(s) for academic and professional interaction.</p>	<p>UK-4.1 Knows the lexical, grammatical, stylistic, socio-cultural features of the scientific style, the academic sub-style of the scientific style of natural science disciplines in Russian and the foreign language being studied.</p>
	<p>UK-4.2 Owns professional vocabulary in a foreign language; orthographic, orthoepic, lexical, grammatical, stylistic norms of scientific speech; strategies of perception and generation of oral and written scientific texts in the specialty.</p>
	<p>UK-4.3 Able to extract new information based on the analysis of foreign-language scientific literature and other sources; select and systematize materials on a given / selected topic and draw up annotations, abstracts, reviews in foreign and Russian languages; translate scientific literature in the specialty from a foreign language into Russian.</p>
	<p>UK-4.4 Presents the results of research and project activities at various public events, participates in academic and professional discussions in Russian (foreign) language.</p>
<p><b>UK-5.</b> Able to analyze and take into account the diversity of cultures in the process of intercultural interaction.</p>	<p>UK-5.1 Adequately explains the behavior and motivation of people of different social and cultural backgrounds in the process of interacting with them, based on knowledge of the causes of the emergence of social customs and differences in people's behavior.</p>



	UK-5.2 Has the skills to create a non-discriminatory environment for interaction in the performance of professional tasks.
UK-6. Able to identify and implement the priorities of their own activities and ways to improve it based on self-esteem.	UK-6.1 Able to analyze large amounts of information of professional content.
	UK-6.2 Able to analyze, synthesize and optimize solutions to the tasks.
UK-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.	UK-7.1 Apply the methods of statistics in scientific and practical research; computer means of data processing and problem solving.
	UK-7.2 Formulates the problem of processing real data in terms of a real problem.
	UK-7.3 Knows the principles and techniques of modern corporate information culture and the basics of the digital economy

**General professional competencies (OPK-1–OPK-7) and indicators of their achievement:**

<b>Code and name of the graduate's competence</b>	<b>Code and name of the indicator of achievement of competence</b>
OPK-1. Able to carry out and optimize professional activities in accordance with regulatory legal acts in the field of education and professional ethics.	OPK-1.1 Knows the priority directions for the development of the educational system, laws and other legal acts regulating educational activities.
	OPK-1.2 Able to carry out professional activities in accordance with the regulatory legal acts in the field of education and the norms of professional ethics.

	<p><b>OIK-1.3</b> Owns actions to comply with legal, moral and ethical standards, requirements of professional ethics - in the conditions of professional activity; actions for the implementation of professional activities in accordance with the requirements of federal state educational standards for preschool, elementary general, basic general, secondary general education.</p>
<p><b>OPK-2.</b> Able to design basic and additional educational programs and develop scientific and methodological support for their implementation.</p>	<p><b>OPK-2.1</b> Knows the principles, methods and approaches to the design of basic and additional educational programs, the main approaches to the development of scientific and methodological support for the implementation of programs.</p>
	<p><b>OIK-2.2</b> Able to develop the target, content and organizational sections of the main and additional educational programs of the educational process; develop program content elements and implement them selection taking into account the planned educational results; select elements of the content of programs, determine the principles their succession, determine the planned educational results; develop scientific and methodological support program implementation.</p>
	<p><b>OIK-2.3</b> Able to develop the target, content and organizational sections of the main and additional educational programs taking into account the planned educational results; carry out the design</p>

	<p>of basic and additional educational programs, taking into account the planned educational results; select and structure the content of basic and additional educational programs; develops scientific and methodological ensuring the implementation of basic and additional educational programs.</p>
<p><b>OPK-3.</b> Able to design the organization of joint and individual educational and educational activities of students, including those with special educational needs.</p>	<p><b>OIK-3.1</b> Knows modern methods and technologies for organizing educational activities, the principles and content of the theory of pedagogical design; general patterns of child development, modern pedagogical technologies for the implementation of activity and competence-based approaches, taking into account the age and individual characteristics of students, including those with special educational needs; individual and group technologies training and education.</p> <p><b>OIK-3.2</b> Able to plan and organize educational and educational activities in accordance with the age and psycho-physiological characteristics and individual educational needs of students, to carry out educational cooperation and joint educational activities; organize independent activities of students, including educational, research and design; plan and implement the educational process in accordance with the main general educational program, select various types of educational tasks (educational, educational, practical, educational and gaming) and organize their solution (in an individual or group form) in accordance with the level of</p>

	cognitive and personal development of students .
<p><b>OPK-4.</b>Able to create and implement the conditions and principles of spiritual and moral education of students on the basis of basic national values.</p>	<p><b>OIK-3.3</b>Able to analyze the contingent of students, clarify and modify the planning of the educational and educational process; develop and implement methodological methods of training and education, taking into account the contingent of students with special educational needs; use modern information and communication technologies and mass media in the practice of professional activity; develop training sessions taking into account the characteristics of the student population, implement group and individual technologies for training and education; plan the educational and educational process for a group, class and / or individual contingents of students with outstanding abilities and / or special educational needs based on existing programs and their own developments, taking into account the specifics of the composition of students.</p>
<p><b>OPK-5.</b>Able to develop programs for monitoring the results of students' education,</p>	<p><b>OIK-4.1</b>Knows the principles, theories, methods of spiritual and moral education, methods and forms of organizing the education of students on the basis of basic national values.</p> <p><b>OIK-4.2</b>Knows how to apply elements of educational methods, forms and means of students based on basic national values.</p> <p><b>OIK-4.3</b>Owens ways to create conditions for the spiritual and moral education of students on the basis of basic national values.</p> <p><b>OIK-5.1</b>Knows the ways and methods of organizing monitoring studies, the typology of monitoring, methodological monitoring tools;</p>

<p>develop and implement programs to overcome learning difficulties.</p>	<p>the technology of diagnosing educational results, the principles of diagnosing, understands the mechanisms for identifying individual characteristics, prospects for the development of the student's personality, ways to overcome learning difficulties.</p>
	<p><b>OIK-5.2</b> Able to develop programs for monitoring the results of mastering the educational program by students, is able to develop programs of targeted activities to overcome learning difficulties; select diagnostic tools, analyze the results of a diagnostic study, organize pedagogical interaction with specialists in the field of education (psychologist, social pedagogue, etc.).</p>
	<p><b>OIK-5.3</b> Able to organize and conduct pedagogical monitoring of the development by students of the educational program of the level of training; use modern methods of diagnostics and monitoring, taking into account the use of information and communication technologies; to adjust educational activities based on the data of monitoring educational results, taking into account individual capabilities and educational needs of students and design a set of measures to overcoming learning difficulties; select diagnostic tools, analyze educational the results of students, to implement the pedagogical recommendations of specialists (psychologist, defectologist, etc.) in working with students who experience difficulties in mastering the program, as well as with students with special educational needs.</p>

<p><b>OPK-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>OIK-6.1</b>Knows the general and specific features of the psychophysical development of students with special educational needs; psychological and pedagogical foundations of educational activity; design principles and features of the use of psychological and pedagogical (including inclusive) technologies in professional activities, taking into account the personal and age characteristics of students, including those with special educational needs.</p>
	<p><b>OIK-6.2</b>Knows how to design special conditions for inclusive education of students with special educational needs; organize the activities of students with disabilities to master the adapted educational program; apply educational technologies for the individualization of education, development, education of students, including those with special educational needs.</p>
	<p><b>OIK-6.3</b>Has the skills to take into account the peculiarities of the development of students in the educational process; selection skills and use of psychological and pedagogical (including inclusive) technologies in professional activities for individualization of training, development, education, including students with special educational needs.</p>
<p><b>OPK-7</b>Able to plan and organize the interaction of participants in educational relations.</p>	<p><b>OIK-7.1</b>Knows the features of building interaction with various participants in educational relations, taking into account the peculiarities</p>

	<p>educational environment of the institution mechanisms and technologies of interaction between participants in educational relations.</p>
	<p><b>OIK-7.2</b> Knows how to use the features of the educational environment of the institution to implement the interaction of subjects; draw up (together with other specialists) plans for the interaction of participants in educational relations; use technologies and methods of organizing the interaction of participants in educational relations; use social networks to organize interaction with various participants in educational activities.</p>
	<p><b>OIK-7.3</b> Able to plan and organize the interactions of participants in educational relations, taking into account the main patterns of age development; use in the course of planning and organizing the interaction of participants in educational relations indicators of their individual characteristics; use technologies and methods of organizing the interaction of participants in educational relations for the implementation of educational activities; use the possibilities of social networks to organize the interaction of various participants in educational activities.</p>

In addition, a graduate who has mastered the basic educational program (BEP) of the master's program "Environmental Pedagogy / Environmental Pedagogy", in accordance with OS VO RUDN University, professional standard 01.001 "Teacher (pedagogical activity in the field of preschool, primary general, basic general, secondary general education) (educator, teacher)" must have the

following mandatory professional competencies corresponding to pedagogical and methodological activities.

**Professional competencies (PC-1 - PC-2) and indicators of their achievement**

<b>Code and name of the graduate's competence</b>	<b>Code and name of the indicator of achievement of competence</b>	<b>Code and name of the professional standard on the basis of which the PC was formulated</b>
In methodical activity:		
<b>PC-1</b> Able to carry out research support and educational and methodological support for the implementation of basic and additional, including professional programs.	<b>PC-1.1</b> Able to carry out research support for the implementation of basic and additional, including professional programs.	<b>01.001</b> Teacher (pedagogical activity in the field of preschool, primary general, basic general, secondary general education) (educator, teacher)
	<b>PC-1.2</b> Able to provide educational and methodological support for the implementation of basic and additional, including professional programs.	
In pedagogical activity:		
<b>PC-2</b> Able to design and implement the educational process in the natural sciences under the programs of basic general, secondary general education and additional, including vocational education.	<b>PC-2.1</b> Able to design the educational process in the natural sciences according to the programs of basic general, secondary general education and additional, including vocational education.	<b>01.001</b> Teacher (pedagogical activity in the field of preschool, primary general, basic general, secondary general education) (educator, teacher)
	<b>PC-2.2</b> Able to implement the educational process in the natural sciences under the programs of basic general, secondary general education and additional, including vocational education.	

**COMPETENCE MATRIX,**

**formed by students during the development** program "Environmental Pedagogy / Environmental Pedagogy", in the direction **44.04.02** Psychological and pedagogical activity



Индекс	Наименование	Формируемые компетенции
Б1	Дисциплины (модули)	УК-1; УК-2; УК-3; УК-4; УК-5; УК-6; УК-7; ОПК-1; ОПК-2; ОПК-3; ОПК-4; ОПК-5; ОПК-6; ОПК-7; ОПК-8; ПК-1; ПК-2
Б1.В	Часть, формируемая участниками образовательных отношений	УК-1; УК-2; УК-3; УК-5; УК-6; ОПК-1; ОПК-2; ОПК-3; ОПК-4; ОПК-5; ОПК-6; ОПК-7; ОПК-8; ПК-1; ПК-2
Б1.В.01	Concept of Environmental Pedagogy / Концепция экологической педагогики	УК-6.1; УК-6.2; ОПК-1.1; ОПК-1.2; ОПК-1.3; ОПК-2.1; ОПК-2.2; ОПК-2.3; ОПК-5.1; ОПК-5.2; ОПК-5.3; ОПК-6.1; ОПК-6.2; ОПК-6.3; ОПК-8.1; ОПК-8.2; ОПК-8.3; ПК-1.1; ПК-1.2
Б1.В.02	Concept of Environmental Psychology / Концепция экологической психологии	УК-6.1; УК-6.2; ОПК-1.1; ОПК-1.2; ОПК-1.3; ОПК-2.1; ОПК-2.2; ОПК-2.3; ОПК-5.1; ОПК-5.2; ОПК-5.3; ОПК-6.1; ОПК-6.2; ОПК-6.3; ОПК-8.1; ОПК-8.2; ОПК-8.3; ПК-1.1; ПК-1.2
Б1.В.03	Psychology of Environmental Behaviour / Психология экологического поведения	УК-3.1; УК-3.2; УК-6.1; УК-6.2; ОПК-4.1; ОПК-4.2; ОПК-4.3; ОПК-8.1; ОПК-8.2; ОПК-8.3; ПК-2.1; ПК-2.2
Б1.В.04	Environmental Didactics / Дидактика экологического образования	УК-1.1; УК-1.2; УК-1.3; УК-2.1; УК-2.2; УК-2.3; УК-2.4; УК-3.1; УК-3.2; УК-5.1; УК-5.2; УК-6.1; УК-6.2; ОПК-1.1; ОПК-1.2; ОПК-1.3; ОПК-2.1; ОПК-2.2; ОПК-2.3; ОПК-3.1; ОПК-3.2; ОПК-3.3; ОПК-4.1; ОПК-4.2; ОПК-4.3; ОПК-5.1; ОПК-5.2; ОПК-5.3; ОПК-6.1; ОПК-6.2; ОПК-6.3; ОПК-7.1; ОПК-7.2; ОПК-7.3; ОПК-8.1; ОПК-8.2; ОПК-8.3; ПК-1.1; ПК-1.2; ПК-2.1; ПК-2.2
Б1.В.ДВ.01	Дисциплины (модули) по выбору 1 (ДВ.1)	УК-1.1; УК-1.2; УК-1.3; УК-2.1; УК-2.2; УК-2.3; УК-2.4; УК-6.1; УК-6.2; ОПК-2.1; ОПК-2.2; ОПК-2.3; ОПК-8.1; ОПК-8.2; ОПК-8.3; ПК-2.1; ПК-2.2
Б1.В.ДВ.01.01	Applied Ecology / Прикладная экология	УК-1.1; УК-1.2; УК-1.3; УК-2.1; УК-2.2; УК-2.3; УК-2.4; УК-6.1; УК-6.2; ОПК-2.1; ОПК-2.2; ОПК-2.3; ОПК-8.1; ОПК-8.2; ОПК-8.3; ПК-2.1; ПК-2.2
Б1.В.ДВ.01.02	Fundamentals of Biodiversity / Учение о биоразнообразии	УК-6.1; УК-6.2; ОПК-2.1; ОПК-2.2; ОПК-2.3; ОПК-4.1; ОПК-4.2; ОПК-4.3; ОПК-8.1; ОПК-8.2; ОПК-8.3; ПК-2.1; ПК-2.2
Б1.В.ДВ.02	Дисциплины (модули) по выбору 2 (ДВ.2)	УК-5.1; УК-5.2; УК-6.1; УК-6.2; ОПК-4.1; ОПК-4.2; ОПК-4.3; ПК-2.1; ПК-2.2
Б1.В.ДВ.02.01	Humanitarian Ecology / Гуманитарная экология	УК-5.1; УК-5.2; УК-6.1; УК-6.2; ОПК-4.1; ОПК-4.2; ОПК-4.3; ПК-2.1; ПК-2.2
Б1.В.ДВ.02.02	Environmental Philosophy / Экологическая философия	УК-6.1; УК-6.2; ОПК-4.1; ОПК-4.2; ОПК-4.3; ПК-2.1; ПК-2.2
Б1.В.ДВ.03	Дисциплины (модули) по выбору 3 (ДВ.3)	УК-6.1; УК-6.2; ОПК-2.1; ОПК-2.2; ОПК-2.3; ОПК-4.1; ОПК-4.2; ОПК-4.3; ОПК-8.1; ОПК-8.2; ОПК-8.3; ПК-2.1; ПК-2.2
Б1.В.ДВ.03.01	Sustainable Development in the Context of Environmental Culture / Устойчивое развитие в контексте экологической культуры	УК-6.1; УК-6.2; ОПК-2.1; ОПК-2.2; ОПК-2.3; ОПК-4.1; ОПК-4.2; ОПК-4.3; ОПК-8.1; ОПК-8.2; ОПК-8.3; ПК-2.1; ПК-2.2
Б1.В.ДВ.03.02	Green Economy and Sustainability Assessment Tools / Зеленая экономика и инструменты оценки устойчивого развития	УК-1.1; УК-1.2; УК-1.3; УК-2.1; УК-2.2; УК-2.3; УК-2.4; УК-6.1; УК-6.2; ОПК-2.1; ОПК-2.2; ОПК-2.3; ОПК-8.1; ОПК-8.2; ОПК-8.3; ПК-2.1; ПК-2.2
Б1.В.ДВ.04	Дисциплины (модули) по выбору 4 (ДВ.4)	УК-6.1; УК-6.2; ОПК-4.1; ОПК-4.2; ОПК-4.3; ОПК-8.1; ОПК-8.2; ОПК-8.3; ПК-2.1; ПК-2.2
Б1.В.ДВ.04.01	Psychology of Environmental Consciousness / Психология экологического сознания	УК-6.1; УК-6.2; ОПК-4.1; ОПК-4.2; ОПК-4.3; ОПК-8.1; ОПК-8.2; ОПК-8.3; ПК-2.1; ПК-2.2
Б1.В.ДВ.04.02	Psychology of Environmental Perception and Emotions / Психология экологического восприятия и эмоций	УК-6.1; УК-6.2; ОПК-4.1; ОПК-4.2; ОПК-4.3; ОПК-8.1; ОПК-8.2; ОПК-8.3; ПК-2.1; ПК-2.2
Б1.О	Обязательная часть	УК-1; УК-2; УК-3; УК-4; УК-5; УК-6; УК-7; ОПК-1; ОПК-2; ОПК-3; ОПК-4; ОПК-5; ОПК-6; ОПК-7; ОПК-8; ПК-1; ПК-2
Б1.О.01	Environmental Education / Экологическое образование и воспитание	УК-3.1; УК-3.2; УК-5.1; УК-5.2; УК-6.1; УК-6.2; ОПК-1.1; ОПК-1.2; ОПК-1.3; ОПК-3.1; ОПК-3.2; ОПК-3.3; ОПК-4.1; ОПК-4.2; ОПК-4.3; ОПК-6.1; ОПК-6.2; ОПК-6.3; ОПК-7.1; ОПК-7.2; ОПК-7.3; ПК-1.1; ПК-1.2; ПК-2.1; ПК-2.2
Б1.О.02	Professional Foreign Language / Профессиональный иностранный язык	УК-4.1; УК-4.2; УК-4.3; УК-4.4; УК-5.1; УК-5.2
Б1.О.03	Research Methods of Environmental Pedagogy and Psychology / Методология научных исследований в педагогике и психологии	УК-1.1; УК-1.2; УК-1.3; УК-2.1; УК-2.2; УК-2.3; УК-2.4; УК-6.1; УК-6.2; УК-7.1; УК-7.2; УК-7.3; ОПК-5.1; ОПК-5.2; ОПК-5.3; ПК-1.1; ПК-1.2
Б1.О.04	Environmental Culture: Genesis and Modern Issues / Экологическая культура: генезис и современные проблемы	УК-5.1; УК-5.2; УК-6.1; УК-6.2; ОПК-4.1; ОПК-4.2; ОПК-4.3; ПК-2.1; ПК-2.2
Б1.О.05	Computer Technologies in Education / Компьютерные технологии в образовании	УК-1.1; УК-1.2; УК-1.3; УК-2.1; УК-2.2; УК-2.3; УК-2.4; УК-6.1; УК-6.2; УК-7.1; УК-7.2; УК-7.3; ОПК-5.1; ОПК-5.2; ОПК-5.3; ПК-2.1; ПК-2.2
Б1.О.06	Fundamentals of Environmental Science / Основы общей экологии	УК-6.1; УК-6.2; ОПК-2.1; ОПК-2.2; ОПК-2.3; ОПК-8.1; ОПК-8.2; ОПК-8.3; ПК-2.1; ПК-2.2
Б1.О.07	Social Ecology / Социальная экология	УК-5.1; УК-5.2; УК-6.1; УК-6.2; ОПК-2.1; ОПК-2.2; ОПК-2.3; ОПК-8.1; ОПК-8.2; ОПК-8.3; ПК-2.1; ПК-2.2
Б1.О.08	Environmental Ethics / Экологическая этика	УК-1.1; УК-1.2; УК-1.3; УК-5.1; УК-5.2; УК-6.1; УК-6.2; ОПК-1.1; ОПК-1.2; ОПК-1.3; ОПК-4.1; ОПК-4.2; ОПК-4.3; ПК-2.1; ПК-2.2
Б2	Практика	УК-1; УК-2; УК-3; УК-4; УК-5; УК-6; УК-7; ОПК-1; ОПК-2; ОПК-3; ОПК-4; ОПК-5; ОПК-6; ОПК-7; ОПК-8; ПК-1; ПК-2
Б2.В	Часть, формируемая участниками образовательных отношений	УК-1; УК-2; УК-3; УК-4; УК-5; УК-6; УК-7; ОПК-1; ОПК-2; ОПК-3; ОПК-4; ОПК-5; ОПК-6; ОПК-7; ОПК-8; ПК-1; ПК-2
Б2.В.01(У)	Introductory Practice / Ознакомительная практика	УК-6.1; УК-6.2; ОПК-2.1; ОПК-2.2; ОПК-2.3; ОПК-3.1; ОПК-3.2; ОПК-3.3; ОПК-5.1; ОПК-5.2; ОПК-5.3; ОПК-6.1; ОПК-6.2; ОПК-6.3; ОПК-7.1; ОПК-7.2; ОПК-7.3; ОПК-8.1; ОПК-8.2; ОПК-8.3; ПК-1.1; ПК-1.2; ПК-2.1; ПК-2.2
Б2.В.02(П)	Teaching practice / Педагогическая практика	УК-1.1; УК-1.2; УК-1.3; УК-2.1; УК-2.2; УК-2.3; УК-2.4; УК-3.1; УК-3.2; УК-3.3; ОПК-5.1; УК-5.2; УК-6.1; УК-6.2; ОПК-1.1; ОПК-1.2; ОПК-1.3; ОПК-2.1; ОПК-2.2; ОПК-2.3; ОПК-3.1; ОПК-3.2; ОПК-3.3; ОПК-5.1; ОПК-5.2; ОПК-5.3; ОПК-6.1; ОПК-6.2; ОПК-6.3; ОПК-7.1; ОПК-7.2; ОПК-7.3; ОПК-8.1; ОПК-8.2; ОПК-8.3; ПК-1.1; ПК-1.2; ПК-2.1; ПК-2.2
Б2.В.03(Н)	Research Work on the Topic of the Final Qualifying Work / Научно-исследовательская работа по теме ВКР	УК-1.1; УК-1.2; УК-1.3; УК-2.1; УК-2.2; УК-2.3; УК-2.4; УК-4.1; УК-4.2; УК-4.3; УК-4.4; УК-6.1; УК-6.2; УК-7.1; УК-7.2; УК-7.3; ПК-1.1; ПК-1.2
Б2.В.04(Пд)	Undergraduate Practice / Преддипломная практика	УК-1.1; УК-1.2; УК-1.3; УК-2.1; УК-2.2; УК-2.3; УК-2.4; УК-4.1; УК-4.2; УК-4.3; УК-4.4; УК-6.1; УК-6.2; УК-7.1; УК-7.2; УК-7.3
Б2.О	Обязательная часть	УК-1; УК-2; УК-4; УК-6; УК-7; ПК-1
Б2.О.01(Н)	Research Work / Научно-исследовательская работа	УК-1.1; УК-1.2; УК-1.3; УК-2.1; УК-2.2; УК-2.3; УК-2.4; УК-4.1; УК-4.2; УК-4.3; УК-4.4; УК-6.1; УК-6.2; УК-7.1; УК-7.2; УК-7.3; ПК-1.1; ПК-1.2
Б3	Государственная итоговая аттестация	УК-1; УК-2; УК-3; УК-4; УК-5; УК-6; УК-7; ОПК-1; ОПК-2; ОПК-3; ОПК-4; ОПК-5; ОПК-6; ОПК-7; ОПК-8; ПК-1; ПК-2
Б3.01(Г)	Interdisciplinary Exam / Междисциплинарный экзамен	УК-1; УК-2; УК-3; УК-4; УК-5; УК-6; УК-7; ОПК-1; ОПК-2; ОПК-3; ОПК-4; ОПК-5; ОПК-6; ОПК-7; ОПК-8; ПК-1; ПК-2
Б3.02(Д)	Final Qualifying Work / Выпускная квалификационная работа	УК-1; УК-2; УК-4; УК-6; УК-7; ПК-1
ФТД	Факультативные дисциплины	УК-1; УК-3; УК-4; УК-5; УК-6; ОПК-4; ОПК-8; ПК-2
ФТД.01	Foreign Language / Иностраннный язык	УК-4.1; УК-4.2; УК-4.3; УК-4.4; УК-5.1; УК-5.2
ФТД.02	Psychology of Pro-Environmental Behaviour / Психология проэкологического поведения	УК-1.1; УК-1.2; УК-1.3; УК-3.1; УК-3.2; УК-6.1; УК-6.2; ОПК-4.1; ОПК-4.2; ОПК-4.3; ОПК-8.1; ОПК-8.2; ОПК-8.3; ПК-2.1; ПК-2.2