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PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
RUDN University

Institute of Environmental Engineering

educational division (faculty/institute/academy) as higher education programme developer

INTERNSHIP SYLLABUS

PRE-GRADUATE INTERNSHIP

Recommended by the Didactic Council for the Education Field of:

44.04.02 “Psychological and pedagogical education”

field of studies / speciality code and title

The student's internship is implemented within the professional education programme of higher education:

Environmental Pedagogy

higher education programme profile/specialisation title

Moscow, 2022

1. Internship goals

The internship is intended to help students to gain competencies that ensure his ability to organize research work on the topic of the final qualifying work, the formation of pre-graduate skills in the practical application of theoretical knowledge acquired during the training period, as well as the collection, analysis and generalization of materials.

2. Internship in Higher Education Programme Structure:

The «**Pre-graduate Internship**» refers to the variable component of the higher educational programme curriculum.

Table 2.1. The list of the higher education programme components that contribute to the achievement of the expected learning outcomes as the internship results.

Nr.	Competence code and descriptor	Previous courses/modules, internships	Subsequent courses/modules, internships
General competencies			
1	<p>GC-1 Able to carry out a critical analysis of problem situations based on a systematic approach, to develop an action strategy.</p> <p>GC-2 Able to manage a project at all stages of its life cycle.</p> <p>GC-4 Able to apply modern communication technologies, including in a foreign language(s) for academic and professional interaction.</p> <p>GC-6 Able to identify and implement the priorities of their own activities and ways to improve it based on self-esteem.</p> <p>GC-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</p>	<p>Research Methods of Environmental Pedagogy and Psychology Research Work Introductory Internship Teaching Internship</p>	

	reliability, build logical conclusions based on incoming information and data.		
Specialized professional competencies			
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 Internship Teaching Internship	

3. Requirements to Learning Outcomes:

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

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

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

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

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

General 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.

On completion of the course the student:

Knows:

- 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.

Can:

- 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.

Masters:

- 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. Internship Workload and Activities

The total workload of «Pre-graduate Internship» is 6 credits.

Table 4.1. Internship workload and activities

Types of academic activities		Total hours	Semesters			
			1	2	3	4
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. Internship contents

Table 5.1 Internship contents

Competency codes	Modules	Contents (topics, types of practical activities)		Results
		Contents	Workload (credits)	
GC-1, 2, 4, 6, 7 SC-1	Choice of research topics.	Acquaintance with the topics of research work in this field and preliminary selection of the research topic	6	Pre-formulated research topic
GC-1, 2, 4, 6, 7 SC-1	Selection of bibliographic sources.	<ul style="list-style-type: none"> 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
GC-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
GC-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)
GC-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		Introduction to research work

		and presentation of the Introduction to the study defined in the form		
GC-1, 2, 4, 6, 7 SC-1	Writing the abstract-theoretical basis of the research work (The first chapter of the research work).	<ul style="list-style-type: none"> • 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
GC-1, 2, 4, 6, 7 SC-1	Selection of practical material for research, taking into account the methodological apparatus	<ul style="list-style-type: none"> • Definition of material and methodological apparatus for conducting practical research 	3	Material for practical research
GC-1, 2, 4, 6, 7 SC-1	Research section	Conducting the actual scientific research		Preliminary results of scientific research
GC-1, 2, 4, 6, 7 SC-1	Description of the study, taking into account the conclusions and recommendations. Conclusion	<ul style="list-style-type: none"> • Preparation of a text describing the study; • Conclusions and recommendations from the study 		<ul style="list-style-type: none"> • The second chapter of research; • Conclusion to the conducted and described research
GC-1, 2, 4, 6, 7 SC-1	Preparation of the text of a public speech on the topic of research.	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • The text of the public speech on the topic of research; • Multimedia presentation to the text
GC-1, 2, 4, 6, 7 SC-1	Preparation of a presentation for the text of the speech on the topic of research.	<ul style="list-style-type: none"> • Compiling a research report 		<ul style="list-style-type: none"> • Research Report • Characteristics of the advisor on the results of research undergraduate
GC-1, 2, 4, 6, 7 SPC-1	Presentation of the results of scientific work in the framework of a public speech.	<ul style="list-style-type: none"> • Public presentation of research results 		<ul style="list-style-type: none"> • Public speaking on the results of research with a multimedia presentation

6. Internship equipment and technology support requirements

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

7. Internship location and timeline.

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

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

The period of the internship, as a rule, corresponds to the period indicated in the training calendar of the higher education programme. However, the period of the internship can be rescheduled upon the agreement with the Department of Educational Policy and the Department for the Organization of Internship and Employment of RUDN students.

8. Resources recommended for internship

Main reading

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](http://window.edu.ru/library/pdf2txt/445/56445/27208).

8. Assessment toolkit and grading system* for evaluation of students' competences level as internship results

The assessment toolkit and the grading system* to evaluate the level of competences (competences in part) formation as the internship results are specified in the Appendix to the internship syllabus.

* The assessment toolkit and the grading system are formed on the basis of the requirements of the relevant local normative act of RUDN University (regulations / order).

ASSESSMENT TOOLKIT

for

Pre-graduate Internship

44.04.02 Psychological and Pedagogical Education

field of studies / speciality code and title

_____ Environmental Pedagogy _____

higher education programme profile/specialisation title

_____ Master _____

graduate's qualification (degree)

Passport to Assessment Toolkit for Internship

Field of studies: 44.04.02 “Psychological and Pedagogical Education”

Internship: Pre-graduate Internship

12.1. Competences under evaluation and assessment tools

Table 12.1. The list of the higher education programme components that contribute to the achievement of the expected learning outcomes as the internship results.

Nr.	Competence code and descriptor	Previous courses/modules, internships	Subsequent courses/modules, internships
General competencies			
1	<p>GC-1 Able to carry out a critical analysis of problem situations based on a systematic approach, to develop an action strategy.</p> <p>GC-2 Able to manage a project at all stages of its life cycle.</p> <p>GC-4 Able to apply modern communication technologies, including in a foreign language(s) for academic and professional interaction.</p> <p>GC-6 Able to identify and implement the priorities of their own activities and ways to improve it based on self-esteem.</p> <p>GC-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</p>	<p>Research Methods of Environmental Pedagogy and Psychology Research Work Introductory Internship Teaching Internship</p>	

	conclusions based on incoming information and data.		
Specialized professional competencies			
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 Internship Teaching Internship	

Assessment tools

Competency code	Modules	Competence assessment indicator	Criteria and assessment scales
GC-1, 2, 4, 6, 7, SPC-1	Stage of knowledge formation	<p>Knowledge of the material from bibliographic sources.</p> <p>Knowledge-understanding of the theoretical material of research, logic and literacy of presentation, ability to analyze and generalize the material.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>4. The student does not know a significant part of the theoretical material of research, makes significant mistakes - 0-5 points.</p> <p>0 to 20 points.</p>
GC-1, 2, 4, 6, 7, SPC-1	Skill formation stage	Analytical component (abstract-theoretical substantiation of the	1. The student freely copes with the assigned tasks, correctly substantiates the abstract and theoretical calculations of

		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.	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.
GC-1, 2, 4, 6, 7, SPC-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	Modules	Competence assessment indicator	Criteria and assessment scales
GC-1, 2, 4, 6, 7, SPC-1	Stage of knowledge formation	Research Report	<p>formal criterion.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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;</p> <p>The student did not submit reporting</p>

			documentation - 0 points. From 0 to 30 points
GC-1, 2, 4, 6, 7, SPC-1	Skill formation stage	Research Report	<p>content criterion.</p> <p>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.</p> <p>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.</p> <p>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;</p> <p>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;</p> <p>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</p> <p>0 to 50 points</p>
GC-1, 2, 4, 6, 7, SPC-1	Stage of skills formation and gaining experience	Research Report	<p>presentation criteria.</p> <p>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;</p> <p>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;</p> <p>The report was defended without the use of multimedia tools; the student provided incomplete answers to the questions asked - 1-10 points;</p>

			The report was not defended, the student did not provide answers to the questions asked - 0 points. 0 to 20 points
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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.	Competency Code	Module	Typical control tasks / other materials
1.	GC-1, 2, 4, 6, 7, SPC-1	Stage of knowledge formation	<ol style="list-style-type: none"> 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. Provide to control the research supervisor with a previously formulated topic of their own research. 3. Form and submit for control to the supervisor of research bibliographic list for the research work. 4. Form and submit for control research supervisor plan of their own research work. 5. Provide for control abstracts of bibliographic sources on the topic of scientific work to the supervisor. 6. Define and articulate goals, objectives of the study, material, research methodology, predicting its novelty, relevance, theoretical significance and practical value and provide for control scientific leader (Introduction to research work).
2.	GC-1, 2, 4, 6, 7, SPC-1	Skill formation stage	<ol style="list-style-type: none"> 1. Explore existing approaches to the problem under study, determine your own commitment to any of the existing hypotheses and provide for control scientific advisor abstract and theoretical substantiation of own research work (first chapter of research). 2. Determine material and methodological apparatus for practical research and give control scientific leader. 3. Carry out and provide for control supervisor pre-formulated results of their own scientific research.
3.	GC-1, 2, 4, 6, 7, SPC-1	Stage of skills formation and gaining experience	<ol style="list-style-type: none"> 1. Prepare and give control to 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 control to the supervisor the text of the public speech and a multimedia version of the presentation accompanying the report. 3. Provide scientific 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).
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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, 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.

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

4 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.

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