

**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

INTRODUCTORY PRACTICE

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

44.04.02 “Psychological and pedagogical education”

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

Environmental Pedagogy
(master's programme)

AGREED:

Head of the Higher Education
Programme

Y.L. Zakirova

(подпись)

«__»_____ 202__ г.

Chairperson of the Didactic
Council

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Head of the Department

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Moscow, 2022

1. Course Goals and Objectives:

The goal of the course: is the formation

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

Objectives:

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

2. Course in Higher Education Programme Structure:

The course «**Introductory Practise**» 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-6 Able to identify and implement the priorities of their own activities and ways to improve it based on self-esteem.	-	Research Methods of Environmental Pedagogy and Psychology Research Work Teaching Practice
General competencies			
2	GC-2 Able to design basic and additional educational programs and develop scientific and methodological support for their implementation. GC-3 Able to design the organization of joint and individual educational and educational activities of students, including	-	Research Methods of Environmental Pedagogy and Psychology Research Work Teaching Practice

	<p>those with special educational needs.</p> <p>GC-5 Able to develop programs for monitoring the results of students' education, develop and implement programs to overcome learning difficulties.</p> <p>GC-6 Able to design and use effective psychological and pedagogical, including inclusive, technologies in professional activities, necessary for the individualization of education, development, education of students with special educational needs.</p> <p>GC-7 Able to plan and organize the interaction of participants in educational relations.</p> <p>GC-8 Able to arrange pedagogical activities based on special scientific knowledge and research results.</p>		
Specialized professional competencies (type of professional activity – research, control and expert, organizational and management)			
3	<p>SPC-1 Able to carry out research support and educational and methodological support for the implementation of basic and additional, including professional programs.</p> <p>SPC-2 Able to arrange pedagogical activities based on special scientific knowledge and research results.</p>	-	<p>Research Methods of Environmental Pedagogy and Psychology</p> <p>Research Work</p> <p>Teaching Practice</p>

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:

General competence – 1. Able to carry out and optimize professional activities in accordance with regulatory legal acts in the field of education and professional ethics.

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

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

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

General competence – 6. Able to design and use effective psychological and pedagogical, including inclusive, technologies in professional activities, necessary for the individualization of education, development, education of students with special educational needs.

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

General competence – 8. Able to arrange pedagogical activities based on special scientific knowledge and research results.

Specialized professional competence – 1. Able to carry out research support and educational and methodological support for the implementation of basic and additional, including professional programs.

Specialized professional competence – 2. Able to arrange pedagogical activities based on special scientific knowledge and research results.

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

Know:

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

Be able to:

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

Master:

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

4. Course Workload and Academic Activities

The course workload of «**Introductory Practice**» is 3 credits.

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

Full time / Part time

Types of academic activities	Total hours	Semesters				
		1	2	3	4	5
Contact academic hours						
Including:						
<i>Lectures</i>						
<i>Seminars (workshops/tutorials)</i>						
<i>Lab works</i>	-					

<i>Self-study</i>		108		108			
Evaluation and assessment (exam; pass/fail grading)		pass/fail grading with the score					
Total course workload		hours	108	108			
		credits	3	3			

5. Course content

Table 5.1 Course modules and contents

Competency codes	Stages	Activities, including labor intensity		The result of the work
		Types of work	Credits	
UC-1, 2, 4, 6, 7 SC-1	Preparatory stage	Determining bases for practice, coordination of efforts of the organization of practice with the institution administration. Determining practice mentors. Distribution of students by bases of practice. Conducting conferences for students and teachers for familiarization with the program of practice and its requirements.	3	Participation in the introductory conference and getting to know the requirements related to safety, fire safety and internal labor rules routine; the program of practice: tasks and organization of practice, deadlines for completing training tasks at each of the stages. Making a plan of practice.
UC-1, 2, 4, 6, 7 SC-1	Main stage - professional search.	Part 1. Formation of ideas about educational environment of the educational institution and basic normative documents, regulating the educational institution.		Study of regulatory documents in the educational institution. Introduction to the main activities of the organization, documentation regulating planning, design, implementation and monitoring of the educational process in the institution.
		Part 2. Formation of ideas about the educational institution via its official website.		Study of the site content. Site analysis in terms of compliance with the regulatory requirements.
		Part 3. Familiarization with the structure of the educational institution and basic normative documents; formation of ideas about teachers' functional duties.		Getting to know official duties of a director, head teacher, methodologists, subject teachers; study of the

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

6. 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.	

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

7. Recommended sources for course studies

Main reading

Starikova L.D. Introduction to Pedagogical activity: textbook for universities / L. D. Starikova, M. L. Weinstein. - 2nd ed., correct and additional - Moscow: Yurayt Publishing House, 2020. - 125 p.

Additional reading

1. Educational law: a textbook for universities / A.I. Rozhkov [and others]; edited by A.I. Rozhkova, V.Yu. Matveeva. - 4th ed., revised and additional — Moscow: Publishing House Yurayt, 2020. – 376 p.
2. Bermus A. G. Practical Pedagogy: textbook for universities / A. G. Bermus. — 2nd ed. - Moscow: Yurayt Publishing House, 2020. - 127 p.

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 «**Introductory Practice**» are presented in Appendix 1 to this work programme.

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

Assessment and Evaluation Fund

ON THE COURSE

INTRODUCTORY PRACTICE

Direction 44.04.02 Psychological and pedagogical education

Programme:

Environmental Pedagogy

Qualification of the graduate – *Master*

Assessment and evaluation fund passport

Direction 44.04.02 “Psychological and pedagogical education”

Course: INTRODUCTORY PRACTICE

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	<p>GC-7 Able to plan and organize the interaction of participants in educational relations.</p> <p>GC-8 Able to arrange pedagogical activities based on special scientific knowledge and research results.</p>		
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Assessment and grading system and characteristics of the assessment scale

Current control methods:

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

Form of final control:

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

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

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

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

Task 3.

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

Task 4. Familiarization with the functional duties of a subject teacher. Attending lessons in the appropriate field, keeping minutes of lessons and events, analyzing the lesson according to the proposed scheme.

Quality control of the introductory practice is carried out according to the following criteria:

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

The final control in the discipline (intermediate certification) is carried out in the form of a test with an assessment.

Criteria for evaluating the results of practice.

The student's activity is assessed 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 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.

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

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