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**Federal State Autonomous Educational Institution of Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
NAMED AFTER PATRICE LUMUMBA
RUDN University**

Law Institute

(educational division (faculty/institute/academy) as program developer)

Department of Foreign Languages

(department realizing the PhD program)

INTERNSHIP SYLLABUS

Pedagogical Training

(internship type)

Scientific specialty:

**5.8.2. Theory and Methodology of Training and Education
(by fields and levels of education)**

(scientific specialty code and title)

The PhD student's internship is implemented within the PhD program:

**Training Foreign Language, Translation and Interpreting Skills for Specific Purposes
within Digitalization**

(PhD program title)

1. INTERNSHIP GOALS

The internship goal is to foster PhD students' professional competencies that ensure readiness for the pedagogical designing of the educational process in accordance with the focus of the preparation and conducting certain types of training sessions using innovative educational technologies, as well as to consolidate psychological and pedagogical knowledge in the field of Pedagogy.

The internship aims to create conditions for students to

- enhance and integrate theoretical knowledge in psychological, pedagogical, and special disciplines of the educational program
- study the structure and content of normative documents of educational activities
- study the experience of teaching disciplines by leading teachers
- develop general pedagogical skills of PhD students, including the ability to reasonably select training material and organize training sessions
- develop students' skills to choose and use modern forms and teaching methods
- develop students' skills in using modern information training tools
- foster a creative approach of PhD students to pedagogical activities
- provide comprehensive training for educational and methodological activities in planning of professional education, etc.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Upon the teaching internship completion, in accordance with the recommendations of the supervisor, a PhD student is expected to

study:

- state educational standard and a working curriculum for one of the major educational programs
- core educational programs implemented at the department
- educational and methodical literature, hardware, and software for laboratory workshops on recommended disciplines of the curriculum
- organizational forms and methods of training in a higher educational institution
- programs of several of specialized disciplines of one of the core educational programs implemented at the department recommended by the internship supervisor
- basics of developing a training course in one of the specialized disciplines of the core educational program implemented at the relevant department
- job description of the assistant and other positions of the department staff.

become familiar with

current classroom teaching practices, namely various ways of structuring and presenting educational material, ways of enhancing educational activities, features of professional rhetoric, with various methods and techniques for assessing educational activities in higher education, with the specifics of interaction in the system "student -teacher".

master:

the basics of scientific, methodological, and educational work, namely the skills to structure and transform scientific knowledge into educational material, systematize teaching and educational tasks

- methods and techniques for compiling tasks, exercises, tests on various topics, oral and written presentation of subject material, a variety of educational technologies.

be able to

- formulate educational goals, choose the type of activity, use various forms of organization of educational activities of students; diagnosis, monitor and evaluate the educational activities effectiveness.

- develop a lesson plan (lecture) on the topic of the training course
- conduct practical and laboratory classes with students under the supervision of a leading teacher on the recommended topics of academic disciplines in the period before and during internship

- deliver lectures under the supervision of a leading teacher of the department
- implement the methodology of designing the educational process, using one of the specialized courses implemented at the department, as examples.
- develop independently new techniques and pedagogical approaches to teaching foreign languages, T&I skills for specific purposes within digitalization and implement them in educational process
- participate in professional team work to design educational environments for training skills in foreign languages, translation and interpreting for specific purposes within digitalization.

3. INTERNSHIP WORKLOAD

The overall workload of the internship is 6 credits (216 academic hours).

4. INTERNSHIP CONTENTS

Modules	Contents (topics, types of practical activities)	Workload, academic hours
Module 1 Introductory Stage	Orientation lecture to inform PhD Students about -safety instructions, -teaching internship goals, tasks, and scope - requirements regarding the standards of internship reporting documentation - recommendations regarding the communication with the university academic faculty	2
	Arrangement of the individual teaching internship program with the internship supervisor	4
	PhD students' familiarization with training, educational and methodological tasks, with the administration, the teaching staff, existing educational technologies, with educational and methodological documentation on the disciplines, scheduled for teaching, with the current regulatory legal acts on educational activities in higher education, including educational standards, and curricula of the programs implemented in the educational division (faculty/institute).	12
Module 2. Core Stage	Enhancing occupational experience through attending classes of leading teachers and / or supervisors in order to get acquainted with the educational technologies used, active and interactive teaching methods, organization of independent work of students in the classroom, organization of the current control of students' knowledge.	18
	Conducting training sessions with students, providing current and / or intermediate assessment, participating in co-supervision of term papers and graduate theses	72
	Drafting and compiling educational aids: the plan and text of the lecture, the plan of the seminar, presentations for classes, training / assessment toolkits	36
	Conducting consultations for students	9

Modules	Contents (topics, types of practical activities)	Workload, academic hours
	Writing an internship report	26
	Preparing for defense and defending the internship report	10
	Total:	216

5. INTERNSHIP EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Academic Activity Type	Classroom Equipment	Specialized training/ lab equipment and module learning resources
Computer Lab	Computer lab equipped with a set of specialized furniture; devices: portable multimedia projector, laptop, projection screen, Stable 10 Mbps wireless Internet connection. Software: Microsoft Windows 10 64-bit, MS Office / Office 365, MS Teams, Chrome (latest stable release).	set of specialized furniture; whiteboard; devices: PCs/laptops, portable multimedia projector, projection screen, Internet connection (Wi-fi) TRADOS, SMARTCAT, PROMT
Self-Study	Classroom for seminars and group work, group and individual consultations, equipped with a set of specialized furniture. Stable 10 Mbps wireless Internet connection.	set of specialized furniture; whiteboard; devices: PCs/laptops, Internet connection (Wi-fi)

6. INTERNSHIP LOCATION AND TIMELINE

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

The internship at an external organization (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 organization.

The period of the internship, as a rule, corresponds to the period indicated in the training calendar of the higher education program. 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.

7. RESOURCES RECOMMENDED FOR INTERNSHIP

Main readings:

Al-Mallahma, M. S. I. (2026). Technological Advancements in Arabic Language Pedagogy: Bridging the Gap Between Tradition and Innovation. In *Business Resilience and Business Innovation for Sustainability: The Double-Edged Role of Artificial Intelligence and Other Disruptive Technologies* (pp. 2855-2868). Cham: Springer Nature Switzerland.

Bhar, S. K. (2026). Artificial Intelligence in EFL Speaking Instruction: A Systematic Review of Pedagogical Design, Affective Conditions and Instructional Input. *Encyclopedia*, 6(4), 74.

Han, C., Zheng, B., Xie, M., & Chen, S. (2024). Raters' scoring process in assessment of interpreting: an empirical study based on eye tracking and retrospective verbalisation. *The Interpreter and Translator Trainer*, 18(3), 400–422. <https://doi.org/10.1080/1750399X.2024.2326400>

Hornberger, N.H. *Encyclopedia of Language and Education*. Springer New York, NY.2007. <https://doi.org/10.1007/978-0-387-30424-3>

Klimova, B., Pikhart, M. (2025). Use of Artificial Intelligence in Foreign Language Education in Higher Education Settings. In: Papadakis, S., Lampropoulos, G. (eds) Social Robots and Artificial Intelligence in Education. Digital Education and Learning. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-032-03977-4_13

Neves, J. (2022). Project-based learning for the development of social transformative competence in socially engaged translators. *The Interpreter and Translator Trainer*, 16(4), 465–483. <https://doi.org/10.1080/1750399X.2022.2084258>

Pöllabauer, S., Iacono, K., Pasch, H., Zwischenberger, M. B., & Sourdille, A. (2023). “If we’re lucky, we recognise potential.” A study of admission criteria and entrance screening practices in public service interpreter training. *The Interpreter and Translator Trainer*, 18(1), 95–113. <https://doi.org/10.1080/1750399X.2023.2278318>

Prieto Ramos, F. (2024). Revisiting translator competence in the age of artificial intelligence: the case of legal and institutional translation. *The Interpreter and Translator Trainer*, 18(2), 148–173. <https://doi.org/10.1080/1750399X.2024.2344942>

Riondel, A. (2024). How to teach revision: tips from an interview study. *The Interpreter and Translator Trainer*, 18(3), 507–522. <https://doi.org/10.1080/1750399X.2024.2372916>

Van Egdome, G. W., Schrijver, I., Verplaetse, H., & Segers, W. (2024). The impact of collaborative processes on target text quality in translator training. *The Interpreter and Translator Trainer*, 18(3), 486–506. <https://doi.org/10.1080/1750399X.2024.2320512>

Xiao, F., Zhu, S., & Xin, W. (2026). Exploring the landscape of generative AI (ChatGPT)-powered writing instruction in English as a foreign language education: A scoping review. *ECNU Review of Education*, 9(1), 20965311241310881.

Additional readings:

Bernad Cavero, O., Llevot-Calvet, N. Advanced Learning and Teaching Environments - Innovation, Contents and Methods [Электронный ресурс] 2018, <https://www.intechopen.com/books/advanced-learning-and-teaching-environments-innovation-contents-and-methods>

Dypedahl M., Bjørke C., Haukås Å. Metacognition in Language Learning and Teaching [Электронный ресурс], 2018, <http://library.oapen.org/bitstream/20.500.12657/24185/1/1005946.pdf>

Fantinuoli C. Interpreting and technology [Электронный ресурс] 2019, <http://library.oapen.org/bitstream/20.500.12657/25235/1/1004859.pdf>

Professional Learning in Education [Электронный ресурс] / De Wever, Bram [и др.], 2016, <http://library.oapen.org/bitstream/20.500.12657/31077/1/639595.pdf>

Standen A., Sotiriou M., C.H. Tong, Vincent. Shaping Higher Education with Students – ways to connect Research and Teaching [Электронный ресурс], 2018, <http://library.oapen.org/bitstream/20.500.12657/30611/1/644955.pdf>

Weinberger, Y, Libman, Z. Contemporary Pedagogies in Teacher Education and Development [Электронный ресурс], 2018, <https://www.intechopen.com/books/contemporary-pedagogies-in-teacher-education-and-development>

Willison J. The Models of Engaged Learning and Teaching [Электронный ресурс] 2020, http://library.oapen.org/bitstream/20.500.12657/37702/1/2020_Book

Internet sources

1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:

- RUDN Electronic Library System (RUDN ELS) <http://lib.rudn.ru/MegaPro/Web>
- EL University Library Online <http://www.biblioclub.ru>
- EL Yurayt <http://www.biblio-online.ru>
- EL Student Consultant www.studentlibrary.ru
- EL Lan <http://e.lanbook.com/>

2. Databases and search engines:

- electronic foundation of legal and normative-technical documentation <http://docs.cntd.ru/>
- Yandex search engine [https:// www .yandex.ru/](https://www.yandex.ru/)
- Google search engine <https://www.google.com/>
- Scopus abstract database <http://www.elsevierscience.ru/products/scopus/>

The training toolkit and guidelines for a student to do an internship, keep an internship diary and write an internship report:*

1. Safety regulations to do the internship (safety awareness briefing).
2. Guidelines for keeping an internship diary and writing an internship report.

*The training toolkit and guidelines for the internship are placed on the internship page in the university telecommunication training and information system under the set procedure.

8. ASSESSMENT TOOLKIT AND GRADING SYSTEM FOR EVALUATION OF PHD 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 on the TUIS platform.

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).

DEVELOPERS:

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