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**Federal State Autonomous Educational Institution of Higher Education  
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA named after Patrice Lumumba  
RUDN University**

**Faculty of Science**

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

**INTERNSHIP SYLLABUS**

Teaching practical training

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internship title

Educational practice

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internship type

**Recommended by the Didactic Council for the Education Field of:**

04.04.01 "Chemistry"

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field of studies / speciality code and title

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

«Bioenergies and Biorefineries»

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higher education programme profile/specialisation title

## 1. INTERNSHIP GOAL

The purpose of conducting “Pedagogical Practice” is to develop the ability to carry out teaching activities in universities, design the educational process and conduct certain types of training sessions using innovative educational technologies.

The objectives of pedagogical practice are:

- formation in students of a holistic understanding of pedagogical activity in a higher educational institution, in particular the content of educational, educational, methodological and scientific-methodological work, forms of organizing the educational process, the use of modern educational technologies in the process of teaching students;
- mastery of the basics of educational and scientific methodological work, including practical skills in structuring and psychologically competent transformation of scientific knowledge into educational material (setting and systematizing educational goals and objectives, oral and written presentation of subject material); methods, techniques and skills for preparing educational materials in the disciplines of the curriculum, monitoring students’ knowledge;
- acquisition of skills in constructing effective forms of communication with students in the “student-teacher” system and the scientific and teaching staff.

## 2. REQUIREMENTS FOR LEARNING OUTCOMES

The “Teaching practical training” internship implementation is aimed at the development of the following competences (competences in part):

*Table 2.1. List of competences that students acquire during the internship*

Competence code	Competence descriptor	Competence formation indicators (within this course)
GC-2	Ability to manage a project at all stages of its life cycle.	<b>GC-2.1.</b> Ability to formulate, on the basis of the posed problem, a project task and a way to solve it through the implementation of project management.
		<b>GC-2.2.</b> Ability to develop the project concept within the framework of the designated problem: to formulate the goal, objectives, to justify the relevance, significance, expected results and possible areas of their application.
GC-6	Ability to identify and implement the priorities of their own activities and self-development based on	<b>GC-6.1.</b> Ability to evaluate their resources and their limits (personal, situational, temporary), optimally use them for the successful completion of the assigned task.

Competence code	Competence descriptor	Competence formation indicators (within this course)
	self-assessment.	
<b>PC-3</b>	Ability to carry out pedagogical activity.	<b>PC-3.1.</b> Ability to conduct theoretical and practical classes on the program profile/
		<b>PC-3.2.</b> Ability to organize and manage project activities of students
		<b>PC-3.3.</b> Ability to apply the norms of professional ethics in its activities, to ensure the confidentiality of information about the subjects of educational relations obtained in the process of professional activities.
<b>PC-4</b>	Ability to provide organizational and methodological support for the educational process.	<b>PC-4.1.</b> Ability to develop elements of discipline programs in accordance with regulations in the field of education
		<b>PC-4.2.</b> Ability to carry out the selection of pedagogical and other technologies, including information and communication technologies, used in the development of basic and additional educational programs and their elements.

### 3. INTERNSHIP IN HIGHER EDUCATION PROGRAMME STRUCTURE

The “Teaching practical training” internship refers to the core component of the higher educational programme curriculum.

Within the higher education programme students also master other disciplines (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the internship.

*Table 3.1. The list of the higher education programme components that contribute to the achievement of the expected learning outcomes as the internship results*

Competence code	Competence descriptor	Previous courses/modules, internships*	Subsequent courses/modules, internships*
<b>GC-2</b>	Ability to manage a project at all stages of its life cycle.	Psychology of management Bioenergy	Pre-graduation practical training
<b>GC-6</b>	Ability to identify and implement the	Actual problems of modern chemistry	Pre-graduation practical training

Competence code	Competence descriptor	Previous courses/modules, internships*	Subsequent courses/modules, internships*
	priorities of their own activities and self-development based on self-assessment.	History and philosophy of science Higher education pedagogy Psychology of management	
<b>PC-3</b>	Ability to carry out pedagogical activity.	Higher education pedagogy Psychology of management	
<b>PC-4</b>	Ability to provide organizational and methodological support for the educational process.	Higher education pedagogy	

\* To be filled in according with the competence matrix of the higher education programme.

#### 4. INTERNSHIP CONTENTS

The total workload of the “Teaching practical training” internship is 9 credits (324 academic hours).

*Table 5.1. Internship contents \**

Modules	Contents (topics, types of practical activities)	Workload, academic hours
Module 1. Preliminary stage	Acquaintance with the goals and objectives of the pedagogical practice, internal regulations	2
	Introductory consultation, safety briefing	2
	Development of an individual internship plan, solving organizational issues	2
Module 2. Main stage	Regulatory framework of HE and organization of educational activities at the university: - study of regulatory documents that determine the activities of an educational institution in training personnel for the higher education system; - familiarization with the educational and methodological documentation of the department; - organization of teacher activities	6
	Attending classes of department teachers:	18

<b>Modules</b>	<b>Contents (topics, types of practical activities)</b>	<b>Workload, academic hours</b>
	<ul style="list-style-type: none"> <li>- acquaintance with the experience of conducting various types of classes by leading teachers of the department;</li> <li>- study of teaching experience in the department and at the university as a whole;</li> </ul>	
	Performing individual tasks of the head of teaching practice: <ul style="list-style-type: none"> <li>- development of methodological material on the topics of upcoming classes;</li> <li>- development of plans for seminars and laboratory classes;</li> <li>- visiting and analyzing events held by other undergraduates.</li> </ul>	18
	Preparation and conduct of open classes (lectures, practical, seminar and laboratory classes)	240
Module 3. The final stage	Preparation of a report on the passage of pedagogical practice.	18
Preparation of a practice report		9
Preparing for defense and defending the internship report.		9
<b>TOTAL:</b>		<b>324</b>

\* The contents of internship through modules and types of practical activities shall be FULLY reflected in the student's internship report.

## **6. INTERNSHIP EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS**

<b>Type of academic activities</b>	<b>Classroom equipment</b>	<b>Specialised educational / laboratory equipment, software, and materials for course study (if necessary)</b>
Lecture	A lecture hall for lecture-type classes, equipped with a set of specialised furniture; board (screen) and a set of devices for multimedia presentations.	Projector, motorized screen for projectors, wi-fi
Seminar	A classroom for conducting seminars, group and individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and technical means for multimedia presentations.	<ul style="list-style-type: none"> <li>- portable multimedia projector Epson EB-X04</li> <li>- portable laptop Irbis NB25</li> <li>- - portable TV Tosiba LSDTV/DVD Combo</li> </ul>

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
		22DV703R - tables, chairs, blackboard.
Self-studies	A classroom for self-studies (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment.	<b>Faculty of Science Reading Room</b> Ordzhonikidze D.3. Coworking area Monday - Friday 10.00 – 22.00 <b>Reading room of the main building of the RUDN</b> Coworking area Monday - Saturday 9.00 - 23.00 Hall No. 2 Monday - Thursday 10.00 - 17.45 Friday 10.00 - 16.45 Hall No. 6 Monday - Thursday 10.00 - 17.45 Friday 10.00 - 16.45

## 7. INTERNSHIP LOCATION AND TIMELINE

The internship is carried out at the structural divisions of the partner university.

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 sources:*

1. Geoff Petty. Teaching today. A practical Guide. Fourth Edition. United Kingdom, Nelson Thornes Ltd, 2019. -614p.
2. Мынбаева А.К. Основы педагогики высшей школы. LearningPSAR. - Almaty, 2021. – 156с.
3. Закон Республики Казахстан "Об образовании".

#### 4. Академическая политика КазНУ им. Аль-Фараби, г. Алматы 2022

##### *Additional sources:*

1. Пеонов П. Педагогика высшего образования. – Минский университет, 2020. Педагогика и психология высшей школы. - Ростов н/Д: Феникс, 2019. - 544с.
2. Типовое положение о постоянном контроле успеваемости, промежуточной и итоговой аттестации докторантов в высших учебных заведениях, утвержденное приказом Министра образования и науки Республики Казахстан от 18 марта 2008 года № 125 (ред. от 29 августа 2008 г.) (2020).

##### *Internet sources*

1. Electronic libraries with access for RUDN students:

- 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](http://www.studentlibrary.ru)
- EL "Lan" <http://e.lanbook.com/>
- EL "Trinity Bridge"

##### *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.ru/>
- Scopus abstract database <http://www.elsevierscience.ru/products/scopus/>
- American Chemical Society: [www.pubs.acs.org](http://www.pubs.acs.org)
- Journals of the Royal Chemical Society: <http://pubs.rsc.org/en/journals/>.

*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. Machinery and principles of operation of technological production equipment used by students during their internship; process flow charts, regulations, etc. (if necessary).
3. Guidelines for keeping an internship diary and writing an internship report.
4. Guidelines for preparation of the 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.

## **9. 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).

**DEVELOPERS:**

**Assistant professor of Chemistry**

**Kopishev E.I**

**Department**

position, educational department

signature

name and surname

**HEAD OF EDUCATIONAL  
DEPARTMENT:**

**Organic Chemistry Department**

**Voskressensky L.G.**

name of department

signature

name and surname

**HEAD  
OF HIGHER EDUCATION  
PROGRAMME:**

**Dean of Faculty of Science, Head**

**of Organic Chemistry**

**Voskressensky L.G.**

**Department**

position, department

signature

name and surname