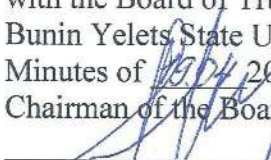



**MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE  
RUSSIAN FEDERATION  
Bunin Yelets State University**

**Agreed:**

with the Board of Trustees of  
Bunin Yelets State University  
Minutes of 10.04.2024 No. 3  
Chairman of the Board of Trustees  
 /Arkhipenko V.A./

with the Student Council of  
Bunin Yelets State University  
Minutes of 24.04.2024 No. 4  
Chairman of the Student Council  
 /Bykova O.Yu./

**Approved:**



First Vice-Rector – Vice-Rector for  
Educational Activities  
/Polyakov R.Yu./  
15.04.2024

**Basic professional educational programme of higher education  
44.03.01 Pedagogical Education  
Programme Fine Arts  
Qualification (degree): bachelor**

Developer: Associate Professor of the  
Department of Design, Art Education  
and Technology

  
signature

Solomentseva S.B.

Head of the Department of Design, Art  
Education and Technology

  
signature

Maltseva V.A.

Director of the Institute of Culture, History  
and Law

  
signature

Karpacheva I.A.

Approved by a group of employers:

Director of the MBU DO "Children's Art  
School of the City of Yelets"

  
signature  
organization seal

Bogatikova I.Yu.

Director of the State Budgetary  
Professional Educational Institution "Yelets  
State College of Arts named after T.N.  
Khrennikov"

  
signature  
organization seal

Babaitseva V.Yu.



**REVIEW**  
**of the basic professional educational programme of higher**  
**education in the direction of training 44.03.01 Pedagogical**  
**Education programme Fine Arts, developed by the Federal State**  
**Budgetary Educational Institution of Higher Education**  
**“Bunin Yelets State University”**

The peer-reviewed basic professional educational programme of higher education in the direction of training 44.03.01 Pedagogical Education programme Fine Arts is a system of documents developed on the basis of the federal state educational standard of higher education in the field of training 44.03.01 Pedagogical education, taking into account the requirements of the modern labor market.

The basic professional educational programme presents the content, organizational and pedagogical conditions, forms of certification, and planned results. The curriculum, academic calendar, work programmes of disciplines, internship programmes, the programme of state final certification, as well as assessment and methodological materials ensure the implementation of modern educational technologies.

The basic professional educational programme of higher education consists of a mandatory part and an optional part, which is formed by participants in educational relations based on the needs of the labor market and the university's experience in implementing professional educational programmes.

The curriculum and academic calendar are developed in accordance with the requirements of the Federal State Educational Standard of Higher Education for the structure of the basic professional educational programme. The main requirements for implementing the programme are formulated: general system requirements, requirements for educational and methodological and material and technical support, personnel and financial conditions. Requirements for the forms and methods of assessing the quality of education and training of students are defined.

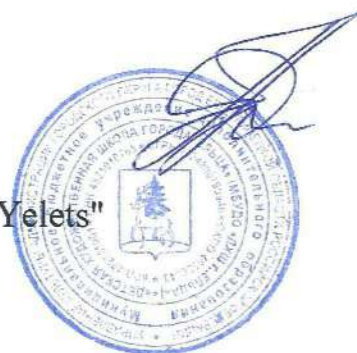
The basic professional educational programme of higher education in the direction of training 44.03.01 Pedagogical Education programme Fine Arts is equipped with working programmes of disciplines and programmes of practices. The content of disciplines and practices corresponds to the competent model of a graduate. Their assessment allows us to conclude that the level of methodological support is sufficient.

The analysis of assessment materials showed that their quality and assessment criteria ensure an objective assessment of the level of development of competencies and learning outcomes. The volume of assessment materials corresponds to the curriculum and allows us to assess the readiness of students for future professional activities.

The peer-reviewed basic professional educational programme of higher education in the direction of training 44.03.01 Pedagogical Education programme Fine Arts has all the necessary elements, is meaningful, corresponds to the declared level of training and can be used in the educational process of the Federal State Budgetary Educational Institution of Higher Education "Bunin Yelets State University".

Reviewer:

Director of the Municipal Budgetary  
Institution of Additional Education  
"Children's Art School of the City of Yelets"



Bogatikova Inna  
Yurievna

## **REVIEW**

### **of the basic professional educational programme of higher education in the direction of training 44.03.01 Pedagogical Education programme Fine Arts, developed by the Federal State Budgetary Educational Institution of Higher Education “Bunin Yelets State University”**

The basic professional educational programme of higher education in the direction of training 44.03.01 Pedagogical Education programme Fine Arts submitted for review is a system of documents developed at the Federal State Budgetary Educational Institution of Higher Education “Bunin Yelets State University” taking into account the needs of the labor market based on the federal state educational standard of higher education in the direction of training 44.03.01 Pedagogical education.

The content of the basic professional educational programme of higher education contributes to the achievement of the main goals of its implementation: training qualified, competitive specialists, developing universal, general professional and professional competencies in graduates in accordance with the requirements of the Federal State Educational Standard of Higher Education. Graduates are prepared to perform pedagogical and methodological types of tasks of professional activity.

All necessary documents regulating the content and organization of the educational process are presented: curriculum, academic calendar, work programmes of disciplines, internship programmes, state final certification programme, assessment and methodological materials.

The curriculum of the basic professional educational programme of higher education developed in accordance with the Federal State Educational Standard of Higher Education consists of a mandatory and optional part formed by the participants in educational relations.

The reviewed basic professional educational programme of higher education takes into account the requirements of employers when forming the composition, content of disciplines and practices that correspond to the types of professional activity and allow the graduate to obtain the necessary knowledge, skills and



abilities. Among the competitive advantages, it is worth noting the participation in the implementation of the basic professional educational programme of higher education of experienced faculty, as well as the involvement of representatives of organizations operating in the relevant professional field.

The disciplines included in the curriculum reveal the main directions of development and the essence of the current problems of the professional sphere. The assessment of the work programmes of disciplines and internship programmes allows us to conclude that they are of high quality and have sufficient methodological support.

The state final certification is mandatory, is carried out after mastering the educational programme in full and includes the completion and defense of the final qualification work, designed in accordance with current regulations.

In accordance with the requirements of the Federal State Educational Standard of Higher Education, assessment materials have been developed for the certification of students, which allow assessing the learning outcomes and levels of competence development at all stages of the implementation of the Basic Educational Standard of Higher Education. The volume of assessment materials corresponds to the curriculum, and their quality ensures the objectivity and reliability of the results when conducting the certification of students.

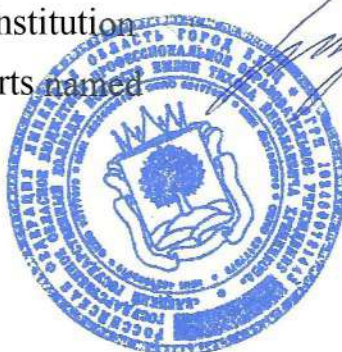
The developed basic professional educational programme of higher education in the direction of training 44.03.01 Pedagogical Education programme Fine Arts meets the requirements of the Federal State Educational Standard of Higher Education, the declared level of training, contains all the necessary structural elements and can be used in the educational process of the Federal State Budgetary Educational Institution of Higher Education "Bunin Yelets State University".

Reviewer:

Director of the State Budgetary

Professional Educational Institution

"Yelets State College of Arts named  
after T.N. Khrennikov"



Babaitseva Victoria  
Yuryevna

# **Bunin Yelets State University**

**Approved:**



**First Vice-Rector – Vice-Rector for  
Educational Activities**

**/ Polyakov R.Yu./**

**2024**

## **General characteristics of the basic professional educational programme of higher education**

**44.03.01 Pedagogical Education**

**Programme Fine Arts**

**Qualification (degree): bachelor**

## **1. General Provisions**

The Basic Professional Educational Programme of Higher Education in the direction of training 44.03.01 Pedagogical Education programme Fine Arts (hereinafter referred to as the BPEP HE) is a set of basic educational characteristics (volume, content, planned results), organizational and pedagogical conditions, forms of certification, which is presented in the form of a curriculum, academic calendar, work programmes of disciplines (modules), internship programmes, other components, assessment and methodological materials developed and approved at the Federal State Budgetary Educational Institution of Higher Education "Bunin Yelets State University" (hereinafter referred to as the University) taking into account the requirements of professional standards.

This BPEP HE has been developed on the basis of the following regulatory documents:

- Federal Law "On Education in the Russian Federation" dated 29.12.2012 No. 273-FZ;
- The procedure for organizing and implementing educational activities for higher education programmes – bachelor's degree programmes, specialist degree programmes, master's degree programmes, approved by the order of the Ministry of Education and Science of the Russian Federation dated 05.04.2017 No. 301;
- Federal State Educational Standard of Higher Education in the direction of training 44.03.01 Pedagogical Education, approved by the order of the Ministry of Education and Science of the Russian Federation dated 22.02.2018 No. 121;
- The Regulation on the practice of students mastering the basic professional educational programmes of higher education, approved by the order of the Ministry of Education and Science of the Russian Federation dated November 27, 2015 No. 1383;
- The procedure for conducting state final certification for higher education programmes – bachelor's degree programmes, specialist degree programmes and master's degree programmes, approved by the order of the Ministry of Education and Science of the Russian Federation dated June 19, 2015 No. 636;
- Professional standard Teacher (teaching activity in preschool, primary general, basic general, secondary general education) (educator, teacher), approved by the order of the Ministry of Labor and Social Protection of the Russian Federation dated October 18, 2013 No. 544 n;
- Charter and local regulations of the University.

## **2. Characteristics of professional activity of a graduate of the BPEP HE**

**The field of professional activity and spheres of professional activity** in which graduates who have mastered the bachelor's degree programme can carry

out professional activity: 01 Education and science (in the field of pre-school, primary general, basic general, secondary general education, vocational training, vocational education, additional education).

**Types of tasks of professional activity of graduates:**

- pedagogical;
- methodical.

**Tasks of professional activity of graduates:**

*pedagogical:*

- carrying out professional activity in accordance with regulatory legal acts in the field of education and the norms of professional ethics;
- carrying out joint educational and educational activities of students in accordance with the requirements of federal state educational standards;
- spiritual and moral education of students in educational activities;
- carrying out educational activities based on special scientific knowledge, including in the subject area;
- spiritual and moral education of students in extracurricular activities;
- monitoring and evaluating the formation of educational results of students.

*methodological:*

- development and implementation of educational programmes in the field of basic general education, secondary general education and preschool education;
- individualization of training, development, education, including students with special educational needs, using psychological and pedagogical technologies in professional activities.

**Objects of professional activity of graduates or area (areas) of knowledge of graduates:**

- educational process;
- educational programmes, including individual ones;
- special scientific knowledge, including in the subject area;
- educational environment;
- psychological and pedagogical technologies in professional activities;
- educational results.

### **3. Requirements for the results of mastering the BPEP HE**

**Universal competencies of graduates and indicators of their achievement**

<b>Code and name of the universal competence</b>	<b>Indicators of competence achievement</b>
<b>UC-1</b> Able to search, critically analyze and synthesize information,	To know: <ul style="list-style-type: none"><li>– methods of searching for information and working with it;</li><li>– the essence of a systems approach.</li></ul>



<p>apply a systematic approach to solve assigned problems.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>– analyze a problem, identify stages of its solution, carry out actions to solve it;</li> <li>– find various options for solving a problem, evaluate their advantages and risks.</li> </ul> <p>To possess:</p> <ul style="list-style-type: none"> <li>– skills of assessing the practical consequences of possible options for solving a problem;</li> <li>– skills of competent, logical, reasoned formulation of one's own judgments and assessments.</li> </ul>
<p><b>UC-2</b> Able to determine the range of tasks within the framework of the set goal and choose the best ways to solve them, based on current legal norms, available resources and limitations.</p>	<p>To know:</p> <ul style="list-style-type: none"> <li>– methods of designing a solution to a specific project task, determining the optimal ways to solve it, based on current legal regulations and available resources and limitations.</li> </ul> <p>To be able to:</p> <ul style="list-style-type: none"> <li>– formulate a set of interrelated tasks within the framework of the set goal of the work, ensuring its achievement;</li> <li>– qualitatively solve specific tasks (research, project, activity) within the specified time.</li> </ul> <p>To possess:</p> <ul style="list-style-type: none"> <li>– skills of determining the expected results of solving the set tasks;</li> <li>– skills of publicly presenting the results of solving the tasks of research, project, activity.</li> </ul>
<p><b>UC-3</b> Able to carry out social interaction and realize their role in a team.</p>	<p>To know:</p> <ul style="list-style-type: none"> <li>– strategies of cooperation to achieve the set goal;</li> <li>– behavioral characteristics of different groups of people with whom he/she works/interacts;</li> <li>– assess the consequences of personal actions and plan a sequence of steps to achieve the set result.</li> </ul> <p>To be able to:</p> <ul style="list-style-type: none"> <li>– define his/her role in the team;</li> <li>– establish different types of communication (educational, business, informal, etc.).</li> </ul> <p>To possess:</p> <ul style="list-style-type: none"> <li>– skills of effective interaction with other team members, including participation in the exchange of information, knowledge and experience, in the presentation of the results of the team's work.</li> </ul>
<p><b>UC-4</b> Able to carry out business communication in oral and written forms in the state language of the Russian Federation and foreign language(s).</p>	<p>To know:</p> <ul style="list-style-type: none"> <li>– communicatively acceptable styles of business communication in the state and foreign languages;</li> <li>– verbal and non-verbal means of interaction with partners.</li> </ul> <p>To be able to:</p> <ul style="list-style-type: none"> <li>– communicatively and culturally acceptable conduct oral business conversations in the state and foreign languages;</li> <li>– conduct business correspondence, taking into account the stylistic features of official and unofficial letters, socio-cultural differences in the format of correspondence in the state and foreign languages.</li> </ul>

	<p>To possess:</p> <ul style="list-style-type: none"> <li>– skills in using information and communication technologies when searching for the necessary information in the process of solving various communication problems in the state and foreign languages;</li> <li>– skills in translating academic texts from a foreign language into the state language.</li> </ul>
<p><b>UC-5</b> Able to perceive intercultural diversity of society in socio-historical, ethical and philosophical contexts.</p>	<p>To know:</p> <ul style="list-style-type: none"> <li>– cultural characteristics and traditions of various social groups and ways of studying them; historical heritage and socio-cultural traditions of various social groups;</li> <li>– stages of historical development of Russia (including main events, main historical figures) in the context of world history and cultural traditions of the world (depending on the environment and objectives of education), including world religions, philosophical and ethical teachings.</li> </ul>
	<p>To be able to:</p> <ul style="list-style-type: none"> <li>– tolerantly and constructively interact with people, taking into account their socio-cultural characteristics in order to successfully complete professional tasks and strengthen social integration.</li> </ul>
	<p>To possess:</p> <ul style="list-style-type: none"> <li>– skills of respectful attitude to the historical heritage and socio-cultural traditions of various social groups.</li> </ul>
<p><b>UC-6</b> Able to manage their time, build and implement a trajectory of self-development based on the principles of lifelong education.</p>	<p>To know:</p> <ul style="list-style-type: none"> <li>– your resources and their limits (personal, psychophysiological, situational, time, etc.) for the successful completion of assigned work.</li> </ul>
	<p>To be able to:</p> <ul style="list-style-type: none"> <li>– plan long-term goals of the activity taking into account the conditions, means, personal capabilities, stages of career growth, time perspective of activity development and labor market requirements;</li> <li>– critically evaluate the efficiency of using time and other resources in solving assigned tasks, as well as in relation to the result obtained.</li> </ul>
	<p>To possess:</p> <ul style="list-style-type: none"> <li>– the skills of implementing the intended goal of the activity taking into account the conditions, means, personal capabilities, stages of career growth, time perspective of activity development and labor market requirements; the skills of using the opportunities provided to acquire new knowledge and skills.</li> </ul>
<p><b>UC-7</b> Able to manage their time, build and implement a trajectory of self-development based on the principles of lifelong education.</p>	<p>To know:</p> <ul style="list-style-type: none"> <li>– adaptive reserves of the body, ways to strengthen health and achieve the proper level of physical fitness.</li> </ul>
	<p>To be able to:</p> <ul style="list-style-type: none"> <li>– use the basics of physical culture for an informed choice of health-saving technologies, taking into account the internal and external conditions of the implementation of a specific professional activity.</li> </ul>

	<p>To possess:</p> <ul style="list-style-type: none"> <li>– skills in maintaining the proper level of physical fitness to ensure full-fledged social and professional activity and adherence to healthy lifestyle standards.</li> </ul>
<p><b>UC-8</b> Able to create and maintain safe living conditions in everyday life and professional activities to preserve the natural environment, ensure sustainable development of society, including in the event of the threat and occurrence of emergencies and military conflicts.</p>	<p>To know:</p> <ul style="list-style-type: none"> <li>– the basics of ensuring safe and/or comfortable working conditions in the workplace.</li> </ul>
	<p>To be able to:</p> <ul style="list-style-type: none"> <li>– identify and eliminate problems related to safety violations in the workplace.</li> </ul>
	<p>To possess:</p> <ul style="list-style-type: none"> <li>– actions to prevent the occurrence of emergency situations (natural and man-made) in the workplace and the implementation of rescue and emergency recovery measures in the event of emergency situations.</li> </ul>
<p><b>UC-9</b> Able to make informed economic decisions in various areas of life.</p>	<p>To know:</p> <ul style="list-style-type: none"> <li>– the conceptual apparatus of economic science and the basic principles of economic functioning;</li> <li>– the goals and mechanisms of the main types of social economic policy.</li> </ul>
	<p>To be able to:</p> <ul style="list-style-type: none"> <li>– use methods of economic and financial planning to achieve the set goal;</li> <li>– use financial instruments to manage personal finances (personal budget).</li> </ul>
	<p>To possess:</p> <ul style="list-style-type: none"> <li>– the skills of using economic instruments to manage finances, taking into account economic and financial risks in various areas of life.</li> </ul>
<p><b>UC-10</b> Able to form an intolerant attitude towards manifestations of extremism, terrorism, corrupt behavior and counteract them in professional activities.</p>	<p>To know:</p> <ul style="list-style-type: none"> <li>– legal norms that counteract manifestations of extremism, terrorism, corrupt behavior in professional activities, the main measures of legal liability for committing acts of an extremist, terrorist and corrupt nature.</li> </ul>
	<p>To be able to:</p> <ul style="list-style-type: none"> <li>– analyze, interpret and apply legal norms on counteracting extremism, terrorism, corrupt behavior in professional activities and everyday life.</li> </ul>
	<p>To possess:</p> <ul style="list-style-type: none"> <li>– skills in working with legislative norms that counteract manifestations of extremism, terrorism, corrupt behavior in professional activities and everyday life.</li> </ul>

### General professional competencies of graduates and indicators of their achievement

Code and name of general professional competence	Indicators of competence achievement
<p><b>GPC-1</b> Able to carry out professional activities in accordance with</p>	<p>To know:</p> <ul style="list-style-type: none"> <li>– laws and other regulatory legal acts governing activities in the field of education in the Russian Federation;</li> </ul>

regulatory legal acts in the field of education and standards of professional ethics.	<ul style="list-style-type: none"> <li>– federal state educational standards of basic general, secondary general education;</li> <li>– legislative documents on the rights of the child.</li> </ul> <p>To be able to:</p> <ul style="list-style-type: none"> <li>– apply the main regulatory legal acts in the field of education and the norms of professional ethics.</li> </ul> <p>To possess:</p> <ul style="list-style-type: none"> <li>– actions to comply with legal, moral and ethical standards, requirements of professional ethics - in real pedagogical situations;</li> <li>– actions to carry out professional activities in accordance with the requirements of federal state educational standards of basic general, secondary general education.</li> </ul>
<b>GPC-2</b> Able to participate in the development of basic and additional educational programmes, develop their individual components (including using information and communication.	<p>To know:</p> <ul style="list-style-type: none"> <li>– federal state educational standards;</li> <li>– history, patterns and principles of construction and functioning of educational systems;</li> <li>– basics of didactics;</li> <li>– modern educational technologies, including ICT.</li> </ul> <p>To be able to:</p> <ul style="list-style-type: none"> <li>– develop individual components of basic and additional educational programmes;</li> <li>– use ICT in developing educational programmes;</li> <li>– plan educational sessions.</li> </ul> <p>To possess:</p> <ul style="list-style-type: none"> <li>– techniques for developing programmes of academic disciplines within the framework of the basic general educational programme;</li> <li>– skills in applying modern educational technologies in a real and virtual educational environment;</li> <li>– ICT: at the user level; at the general pedagogical level; at the subject-pedagogical level.</li> </ul>
<b>GPC-3</b> Able to organize joint and individual educational and upbringing activities of students, including those with special educational needs, in accordance with the requirements of federal state educational standards.	<p>To know:</p> <ul style="list-style-type: none"> <li>– the essence, forms and methods of organizing educational and upbringing activities;</li> <li>– modern technologies for organizing joint and individual educational and upbringing activities, including in the context of an inclusive educational process;</li> <li>– the basics of psychodiagnostics and the main signs of deviations in the development of children.</li> </ul> <p>To be able to:</p> <ul style="list-style-type: none"> <li>– correlate the requirements of federal educational standards with the individual educational needs of students;</li> <li>– organize joint educational and upbringing activities;</li> <li>– develop and implement individual educational routes, individual development programmes and individually oriented educational programmes taking into account the personal and age characteristics of students.</li> </ul> <p>To possess:</p> <ul style="list-style-type: none"> <li>– methods of organizing joint and individual educational</li> </ul>

	<p>and upbringing activities;</p> <ul style="list-style-type: none"> <li>– methods of identifying children with special educational needs.</li> </ul>
<p><b>GPC-4</b> Able to carry out spiritual and moral education of students based on basic national values.</p>	<p>To know:</p> <ul style="list-style-type: none"> <li>– the basics of the theory and methods of education: principles and approaches to the implementation of the educational process, forms, methods and technologies of education, the content of education and the components of the basic culture of the individual;</li> <li>– methods and techniques for forming value orientations of students, developing moral feelings (conscience, duty, empathy, responsibility, etc.), forming a moral character (patience, mercy, etc.), a moral position (the ability to distinguish between good and evil, to show selflessness, readiness to overcome life's trials), moral behavior (readiness to serve people and the Fatherland).</li> </ul>
	<p>To be able to:</p> <ul style="list-style-type: none"> <li>– create educational situations that contribute to the development of a moral position, spirituality, and a value-based attitude towards a person in students.</li> </ul>
	<p>To possess:</p> <ul style="list-style-type: none"> <li>– methods and techniques for forming a moral attitude of students to the surrounding reality;</li> <li>– methods of assimilation by the younger generation and implementation into practical actions and behavior of spiritual values (individually personal, universal; national, family, etc.).</li> </ul>
<p><b>GPC-5</b> Able to monitor and evaluate the formation of students' educational outcomes, identify and correct learning difficulties.</p>	<p>To know:</p> <ul style="list-style-type: none"> <li>– principles of organizing monitoring and evaluation of students' educational results;</li> <li>– technologies and methods of monitoring and evaluation of educational results;</li> <li>– special technologies and methods that allow identifying and correcting learning difficulties.</li> </ul>
	<p>To be able to:</p> <ul style="list-style-type: none"> <li>– apply tools, methods of diagnostics and evaluation of indicators of the level and dynamics of students' development;</li> <li>– conduct pedagogical diagnostics and correction of learning difficulties.</li> </ul>
	<p>To possess:</p> <ul style="list-style-type: none"> <li>– methods of monitoring and evaluation of students' educational results (personal, subject, meta-subject);</li> <li>– special methods that allow identifying and correcting learning difficulties.</li> </ul>
<p><b>GPC-6</b> Able to use psychological and pedagogical technologies in professional activities necessary for the individualization of training, development,</p>	<p>To know:</p> <ul style="list-style-type: none"> <li>– the laws of personality development and manifestation of personality traits, psychological laws of periodization and crises of development;</li> <li>– psychological and pedagogical technologies of individualization of training, development, education;</li> </ul>



<p>upbringing, including students with special educational needs.</p>	<ul style="list-style-type: none"> <li>– psychological and pedagogical foundations of educational activities taking into account the individual characteristics of students;</li> <li>– the main patterns of age development, socialization of the individual;</li> <li>– indicators of individual characteristics of life trajectories, their possible deviations, as well as the basics of their psychodiagnostics.</li> </ul> <p>To be able to:</p> <ul style="list-style-type: none"> <li>– use knowledge about the developmental characteristics of students in planning and organizing educational and upbringing work;</li> <li>– apply educational technologies for individualization of training, development, education;</li> <li>– compile (jointly with a psychologist and other specialists) a psychological and pedagogical characteristic (portrait) of the student's personality;</li> <li>– build educational activities taking into account the cultural differences of children, gender, age and individual characteristics.</li> </ul> <p>To possess:</p> <ul style="list-style-type: none"> <li>– actions of taking into account the developmental characteristics of students in conducting individual educational activities;</li> <li>– actions of using educational technologies in professional activities for individualization of training, development, education, including students with special educational needs;</li> <li>– actions of providing targeted assistance to students, including those with special educational needs;</li> <li>– actions of developing (jointly with other specialists) and implementing, together with parents (legal representatives), programmes for the individual development of the child;</li> <li>– techniques for understanding the content of documentation of specialists (psychologists, defectologists, speech therapists, etc.) and its use in work.</li> </ul>
<p><b>GPC-7</b> Able to interact with participants of educational relations as part of the implementation of educational programmes.</p>	<p>To know:</p> <ul style="list-style-type: none"> <li>– laws and features of building interactions between participants in educational relations;</li> <li>– basic patterns of family relations that allow for effective work with the parent community;</li> <li>– patterns of formation of children-adult communities, their socio-psychological characteristics and patterns of development of children's and adolescent communities.</li> </ul> <p>To be able to:</p> <ul style="list-style-type: none"> <li>– select forms, methods, techniques of interaction with different participants in the educational process (students, parents, teachers, administration) in accordance with the context of the situation;</li> <li>– cooperate with other teaching staff and specialists in</li> </ul>

	solving educational problems.
	<p>To possess:</p> <ul style="list-style-type: none"> <li>– actions to identify behavioral and personal problems of students related to the peculiarities of their development;</li> <li>– actions to interact with other specialists within the framework of a psychological, medical and pedagogical council;</li> <li>– skills of building (or constructing) interactions with different participants in educational relations (students, parents, teachers, administration) within the framework of the implementation of educational programmes.</li> </ul>
<b>GPC-8</b> Able to carry out teaching activities based on special scientific knowledge.	<p>To know:</p> <ul style="list-style-type: none"> <li>– special, including subject and methodological scientific knowledge;</li> <li>– the basics of pedagogical activity of a subject teacher (according to the profile of the educational programme).</li> </ul>
	<p>To be able to:</p> <ul style="list-style-type: none"> <li>– use modern technologies and methods of organizing class and extracurricular activities;</li> <li>– use traditional and modern forms and methods of educational work, including in the subject area.</li> </ul>
	<p>To possess:</p> <ul style="list-style-type: none"> <li>– skills in organizing various types and forms of classes taking into account the specifics of the subject area;</li> <li>– actions in organizing various types of extracurricular activities: play, educational and research, artistic and productive, cultural and leisure.</li> </ul>
<b>GPC-9</b> Able to understand the operating principles of modern information technologies and use them to solve professional problems.	<p>To know:</p> <ul style="list-style-type: none"> <li>– principles of operation of modern information technologies and methods of their use to solve problems of professional activity.</li> </ul>
	<p>To be able to:</p> <ul style="list-style-type: none"> <li>– reasonably choose modern information technologies and use them to solve problems of professional activity.</li> </ul>
	<p>To possess:</p> <ul style="list-style-type: none"> <li>– skills of working with modern information technologies, methods of their use to solve problems of professional activity.</li> </ul>

**Professional competencies of graduates,  
established by the university, and indicators of their achievement**

<b>Code and name of professional competence</b>	<b>Indicators of competence achievement</b>
<b>PCS-1</b> Able to teach an academic subject based on the use of subject-specific methods and use	<p>To know:</p> <ul style="list-style-type: none"> <li>– fundamentals of specific teaching methods(techniques) in the subject area;</li> <li>– characteristics of students' personal, meta-subject and</li> </ul>

<p>modern educational technologies that ensure the achievement of meta-subject, subject and personal results.</p>	<p>subject results in the context of teaching in the subject area (according to the Federal State Educational Standard and the model curriculum);</p> <ul style="list-style-type: none"> <li>– modern educational technologies and methodological patterns of their selection;</li> <li>– methods of monitoring, assessing and correcting learning results in the subject area.</li> </ul> <p>To be able to:</p> <ul style="list-style-type: none"> <li>– design a work programme in the subject area;</li> <li>– design and implement various forms of training and organization of extracurricular activities of students in the subject area (profiles ensuring the achievement of meta-subject, subject and personal results).</li> </ul> <p>To possess:</p> <ul style="list-style-type: none"> <li>– teaching methods in the subject area and the methodology for their selection taking into account the specifics of the content of the educational material, age and educational needs of students;</li> <li>– modern educational technologies ensuring the achievement of students' meta-subject, subject and personal results;</li> <li>– methods of monitoring, assessing and correcting learning results in the subject area.</li> </ul>
<p><b>PCS-2</b> Able to apply subject knowledge in the implementation of the educational process.</p>	<p>To know:</p> <ul style="list-style-type: none"> <li>– patterns, principles and levels of formation and implementation of educational content in the subject area;</li> <li>– structure, composition and didactic units of the content of a school subject in the subject area;</li> <li>– subject content in the subject area;</li> <li>– skills in selecting variable content taking into account the relationship between class and extracurricular forms of training in the subject area.</li> </ul> <p>To be able to:</p> <ul style="list-style-type: none"> <li>– select educational content for implementation in various forms of training in the subject area in accordance with the didactic goals, age characteristics of students and the requirements of the Federal State Educational Standard of General Education.</li> </ul> <p>To possess:</p> <ul style="list-style-type: none"> <li>– subject content of disciplines corresponding to the Pedagogical Education programme Fine Arts;</li> <li>– skills in selecting variable content taking into account the relationship between class and extracurricular forms of training in the subject area.</li> </ul>

#### 4. Requirements for organizational and pedagogical conditions for the implementation of the BPEP HE.

General system needs, requirements for material and technical and educational and methodological support, requirements for personnel and conditions

for the implementation of programmes correspond to the requirements of the Federal State Educational Standard for the training direction 44.03.01 Pedagogical education.

The requirements for the applied mechanisms for assessing the quality of educational activities and training of students are set out in the assessment and methodological materials.

## **5. Features of the organization of the educational process for disabled people and people with limited health capabilities**

For students with limited health capabilities, an adapted programme is developed (if necessary and with a personal application from the student) taking into account the characteristics of psychophysical development, individual capabilities and health status of such students. For disabled students, the programme is adapted in accordance with the individual rehabilitation programme of the disabled person.

The organization has created special conditions for disabled people and people with limited health capabilities that meet licensing requirements.