

BUNIN YELETS STATE UNIVERSITY

"APPROVED"
Director of the Institute of Culture, History
and Law _____ /I.A. Karpacheva/



THE PROGRAMME OF THE B2.C.03 (WI) Pedagogical internship

Direction of training: 44.03.01 *Pedagogical Education*

Programme: *Fine Arts*

Qualification (degree): *bachelor*

Mode of study: *full-time*

Institute of Culture, History and Law

Department: *Design, Art Education and Technology*

Forms of training	full-time form	full-time and part-time form	part-time form
Study course	3, 4		
Term	6, 7		
Other forms of work	4		
Independent work	1508		

Total number of academic hours: 1512

Labour intensity: 42 credits

Developer of the work programme:

Candidate of Pedagogical Sciences, Professor Maltseva V.A.

I. ORGANIZATIONAL AND METHODOLOGICAL SECTION

1.1. Type of internship (in accordance with the Federal State Educational Standard of Higher Education): Work internship.

1.2. Type of internship: Pedagogical internship

1.3. The purpose of the internship:

- development of general professional and professional competencies in future bachelors, ensuring readiness for pedagogical activity and effective solution of professional tasks in the implementation of the educational process and organization of educational activities of students in general educational institutions and institutions of additional education;
- acquisition of skills and experience in pedagogical activity.

1.4. Objectives of the internship:

- consolidation and deepening of theoretical knowledge, acquisition of necessary practical skills and abilities of professional activity;
- development of professionally significant qualities in students, sustainable interest in pedagogical work, the need for self-education;
- formation of professional mobility and communication culture through inclusion in various types of pedagogical activity;
- conducting experimental work on the topic of the final qualifying work, processing and analysis of the obtained results.

1.5. Methods of conducting internship: stationary /outbound.

1.6. Forms of conducting internship: continuous.

1.7. Planned learning outcomes during the internship:

Competence cod	Indicators of Competence Achievement	Planned learning outcomes for the discipline
GPC-1	To know: <ul style="list-style-type: none">– laws and other regulatory legal acts governing activities in the field of education in the Russian Federation;– federal state educational standards of basic general, secondary general education;– legislative documents on the rights of the child.	Knows: <ul style="list-style-type: none">– laws and other regulatory legal acts governing activities in the field of education in the Russian Federation;– federal state educational standards of basic general, secondary general education in relation to fine arts;– legislative documents on the rights of the child for the organization of work teaching internship.
	To be able to: <ul style="list-style-type: none">– apply the main regulatory legal acts in the field of education and the norms of professional ethics.	Is able to: <ul style="list-style-type: none">– apply the main regulatory legal acts in the field of education and the norms of professional ethics during teaching internship
	To possess: <ul style="list-style-type: none">– actions to comply with legal, moral and ethical standards, requirements of professional ethics - in real pedagogical situations;– actions to carry out professional activities in accordance with the re-	Possesses: <ul style="list-style-type: none">– actions to comply with legal, moral and ethical standards, requirements of professional ethics - in real pedagogical situations during teaching internship;– actions to carry out professional ac-

	quirements of federal state educational standards of basic general, secondary general education.	tivities in accordance with the requirements of federal state educational standards of basic general, secondary general education.
GPC-2	To know: <ul style="list-style-type: none"> – federal state educational standards; – history, patterns and principles of construction and functioning of educational systems; – basics of didactics; – modern educational technologies, including ICT. 	Knows: <ul style="list-style-type: none"> - federal state educational standards; - history, patterns and principles of construction and functioning of educational systems Russia and China; - basics of didactics; - modern educational technologies, including ICT.
	To be able to: <ul style="list-style-type: none"> – develop individual components of basic and additional educational programs; – use ICT in developing educational programs; – plan educational sessions. 	Is able to: <ul style="list-style-type: none"> - develop individual components of basic and additional educational programs; - use ICT in developing educational programs in teaching fine arts; - plan educational sessions during teaching internship.
	To possess: <ul style="list-style-type: none"> – techniques for developing programs of academic disciplines within the framework of the basic general educational program; – skills in applying modern educational technologies in a real and virtual educational environment; – ICT: at the user level; at the general pedagogical level; at the subject-pedagogical level. 	Possesses: <ul style="list-style-type: none"> – techniques for developing programs of academic disciplines within the framework of the basic general educational program during teaching internship; – skills in applying modern educational technologies in a real and virtual educational environment; – ICT: at the subject-pedagogical level.
GPC-3	To know: <ul style="list-style-type: none"> – the essence, forms and methods of organizing educational and upbringing activities; – modern technologies for organizing joint and individual educational and upbringing activities, including in the context of an inclusive educational process; – the basics of psychodiagnostics and the main signs of deviations in the development of children. 	Knows: <ul style="list-style-type: none"> – the essence, forms and methods of organizing educational and upbringing activities during teaching internship; – modern technologies for organizing joint and individual educational and upbringing activities, including in the context of an inclusive educational process during teaching internship; – the basics of psychodiagnostics and the main signs of deviations in the development of children when studying fine arts.
	To be able to: <ul style="list-style-type: none"> – correlate the requirements of federal educational standards with the individual educational needs of students; – organize joint educational and upbringing activities; 	Is able to: <ul style="list-style-type: none"> – correlate the requirements of federal educational standards with the individual educational needs of students; – organize joint educational and upbringing activities when studying fi-

	<ul style="list-style-type: none"> – develop and implement individual educational routes, individual development programs and individually oriented educational programs taking into account the personal and age characteristics of students. 	<ul style="list-style-type: none"> – develop and implement individual educational routes, individual development programs and individually oriented educational programs taking into account the personal and age characteristics of students when studying fine arts.
	<p>To possess:</p> <ul style="list-style-type: none"> – methods of organizing joint and individual educational and upbringing activities; – methods of identifying children with special educational needs. 	<p>Possesses:</p> <ul style="list-style-type: none"> – methods of organizing joint and individual educational and upbringing activities; – methods of identifying children with special educational needs when studying fine arts.
GPC-4	<p>To know:</p> <ul style="list-style-type: none"> - 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; - 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). 	<p>Knows:</p> <ul style="list-style-type: none"> – 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 during teaching internship; – 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) during teaching internship.
	<p>To be able to:</p> <ul style="list-style-type: none"> – create educational situations that contribute to the development of a moral position, spirituality, and a value-based attitude towards a person in students. 	<p>Is able to:</p> <ul style="list-style-type: none"> – create educational situations that contribute to the development of a moral position, spirituality, and a value-based attitude towards a person in students during teaching internship
	<p>To possess:</p> <ul style="list-style-type: none"> – methods and techniques for forming a moral attitude of students to the surrounding reality; – methods of assimilation by the younger generation and implementation into practical actions and behavior of spiritual values (individually personal, universal; national, family, 	<ul style="list-style-type: none"> – methods and techniques for forming a moral attitude of students to the surrounding reality during teaching internship; – methods of assimilation by the younger generation and implementation into practical actions and behavior of spiritual values (individually personal, universal; national, family,

	etc.).	etc.) during teaching internship
GPC-5	<p>To know:</p> <ul style="list-style-type: none"> – principles of organizing monitoring and evaluation of students' educational results; – technologies and methods of monitoring and evaluation of educational results; – special technologies and methods that allow identifying and correcting learning difficulties. 	<p>Knows:</p> <ul style="list-style-type: none"> – principles of organizing monitoring and evaluation of students' educational results during teaching internship; – technologies and methods of monitoring and evaluation of educational results during teaching internship; – special technologies and methods that allow identifying and correcting learning difficulties during teaching internship.
	<p>To be able to:</p> <ul style="list-style-type: none"> – apply tools, methods of diagnostics and evaluation of indicators of the level and dynamics of students' development; – conduct pedagogical diagnostics and correction of learning difficulties. 	<p>Is able to:</p> <ul style="list-style-type: none"> – apply tools, methods of diagnostics and evaluation of indicators of the level and dynamics of students' development; – conduct pedagogical diagnostics and correction of learning difficulties apply tools, methods of diagnostics and evaluation of indicators of the level and dynamics of students' development;
	<p>To possess:</p> <ul style="list-style-type: none"> – methods of monitoring and evaluation of students' educational results (personal, subject, meta-subject); – special methods that allow identifying and correcting learning difficulties. 	<p>Possesses:</p> <ul style="list-style-type: none"> – methods of monitoring and evaluation of students' educational results (personal, subject, meta-subject) during teaching internship; – special methods that allow identifying and correcting learning difficulties during teaching internship.
GPC-6	<p>To know:</p> <ul style="list-style-type: none"> – the laws of personality development and manifestation of personality traits, psychological laws of periodization and crises of development; – psychological and pedagogical technologies of individualization of training, development, education; – psychological and pedagogical foundations of educational activities taking into account the individual characteristics of students; – the main patterns of age development, socialization of the individual; – indicators of individual characteristics of life trajectories, their possible deviations, as well as the basics of their psychodiagnostics. 	<p>Knows:</p> <ul style="list-style-type: none"> – the laws of personality development and manifestation of personality traits, psychological laws of periodization and crises of development in the process of studying fine arts; – psychological and pedagogical technologies of individualization of training, development, education in the process of studying fine arts; – psychological and pedagogical foundations of educational activities taking into account the individual characteristics of students in the process of studying fine arts; – the main patterns of age development, socialization of the individual; – indicators of individual characteris-

		<p>tics of life trajectories, their possible deviations, as well as the basics of their psychodiagnostics apply tools, methods of diagnostics and evaluation of indicators of the level and dynamics of students' development in the process of studying fine arts;</p> <ul style="list-style-type: none"> – conduct pedagogical diagnostics and correction of learning difficulties in the process of studying fine arts.
	<p>To be able to:</p> <ul style="list-style-type: none"> – use knowledge about the developmental characteristics of students in planning and organizing educational and upbringing work; – apply educational technologies for individualization of training, development, education; – compile (jointly with a psychologist and other specialists) a psychological and pedagogical characteristic (portrait) of the student's personality; – build educational activities taking into account the cultural differences of children, gender, age and individual characteristics. 	<p>Is able to:</p> <ul style="list-style-type: none"> – use knowledge about the developmental characteristics of students in planning and organizing educational and upbringing work apply tools, methods of diagnostics and evaluation of indicators of the level and dynamics of students' development apply tools, methods of diagnostics and evaluation of indicators of the level and dynamics of students' development; – apply educational technologies for individualization of training, development, education during teaching internship during teaching internship; – compile (jointly with a psychologist and other specialists) a psychological and pedagogical characteristic (portrait) of the student's personality during teaching internship during teaching internship; – build educational activities taking into account the cultural differences of children, gender, age and individual characteristics during teaching internship.
	<p>To possess:</p> <ul style="list-style-type: none"> – actions of taking into account the developmental characteristics of students in conducting individual educational activities; – actions of using educational technologies in professional activities for individualization of training, development, education, including students with special educational needs; – actions of providing targeted assistance to students, including those with special educational needs; – actions of developing (jointly with 	<p>Possesses:</p> <ul style="list-style-type: none"> – actions of taking into account the developmental characteristics of students in conducting individual educational activities in the process of studying fine arts; – actions of using educational technologies in professional activities for individualization of training, development, education, including students with special educational needs in the process of studying fine arts; – actions of providing targeted assistance to students, including those

	<p>other specialists) and implementing, together with parents (legal representatives), programs for the individual development of the child;</p> <ul style="list-style-type: none"> – techniques for understanding the content of documentation of specialists (psychologists, defectologists, speech therapists, etc.) and its use in work. 	<p>with special educational needs in the process of studying fine arts;</p> <ul style="list-style-type: none"> – actions of developing (jointly with other specialists) and implementing, together with parents (legal representatives), programs for the individual development of the child in the process of studying fine arts; – techniques for understanding the content of documentation of specialists (psychologists, defectologists, speech therapists, etc.) and its use in work in the process of studying fine arts
GPC-7	<p>To know:</p> <ul style="list-style-type: none"> – laws and features of building interactions between participants in educational relations; – basic patterns of family relations that allow for effective work with the parent community; – patterns of formation of children-adult communities, their socio-psychological characteristics and patterns of development of children's and adolescent communities. 	<p>Knows:</p> <ul style="list-style-type: none"> - laws and features of building interactions between participants in educational relations in the organization of teaching internship; - basic patterns of family relations that allow for effective work with the parent community in the organization of teaching internship; - patterns of formation of children-adult communities, their socio-psychological characteristics and patterns of development of children's and adolescent communities in the organization of teaching internship.
	<p>To be able to:</p> <ul style="list-style-type: none"> – 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; – cooperate with other teaching staff and specialists in solving educational problems. 	<p>Is able to:</p> <ul style="list-style-type: none"> - 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 in the organization of teaching internship; - cooperate with other teaching staff and specialists in solving educational problems in the organization of teaching internship.
	<p>To possess:</p> <ul style="list-style-type: none"> – actions to identify behavioral and personal problems of students related to the peculiarities of their development; – actions to interact with other specialists within the framework of a psychological, medical and pedagogical council; – skills of building (or constructing) interactions with different participants in educational relations (students, 	<p>Possesses:</p> <ul style="list-style-type: none"> – actions to identify behavioral and personal problems of students related to the peculiarities of their development in the organization of teaching internship; – actions to interact with other specialists within the framework of a psychological, medical and pedagogical council in the organization of teaching internship; – skills of building (or constructing) in-

	parents, teachers, administration) within the framework of the implementation of educational programs.	interactions with different participants in educational relations (students, parents, teachers, administration) within the framework of the implementation of educational programs in the organization of teaching internship.
GPC-9	To know: – principles of operation of modern information technologies and methods of their use to solve problems of professional activity.	Knows: – principles of operation of modern information technologies and methods of their use to solve problems of professional activity in the process of teaching internship.
	To be able to: – reasonably choose modern information technologies and use them to solve problems of professional activity.	Is able to: – reasonably choose modern information technologies and use them to solve problems of professional activity in the process of teaching internship.
	To possess: – skills of working with modern information technologies, methods of their use to solve problems of professional activity.	Possesses: – skills of working with modern information technologies, methods of their use to solve problems of professional activity in the process of teaching internship.
PCS-1	To know: – fundamentals of specific teaching methods(techniques) in the subject area; – characteristics of students' personal, meta-subject and subject results in the context of teaching in the subject area (according to the Federal State Educational Standard and the model curriculum); – modern educational technologies and methodological patterns of their selection; – methods of monitoring, assessing and correcting learning results in the subject area.	Knows: – fundamentals of specific teaching methods(techniques) in the subject area «Fine Arts»; – characteristics of students' personal, meta-subject and subject results in the context of teaching in the subject area (according to the Federal State Educational Standard and the model curriculum) «Fine Arts»; – modern educational technologies and methodological patterns of their selection; – methods of monitoring, assessing and correcting learning results in the subject area «Fine Arts».
	To be able to: – design a work program in the subject area; – design and implement various forms of training and organization of extra-curricular activities of students in the subject area (profiles ensuring the achievement of meta-subject, subject and personal results.	Is able to: – design a work program in the subject area «Fine Arts»; – design and implement various forms of training and organization of extra-curricular activities of students in the subject area (profiles ensuring the achievement of meta-subject, subject and personal results «Fine Arts»;
	To possess:	Possesses:

	<ul style="list-style-type: none"> – 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; – modern educational technologies ensuring the achievement of students' meta-subject, subject and personal results; – methods of monitoring, assessing and correcting learning results in the subject area. 	<ul style="list-style-type: none"> – 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 «Fine Arts»; – modern educational technologies ensuring the achievement of students' meta-subject, subject and personal results «Fine Arts»; – methods of monitoring, assessing and correcting learning results in the subject area «Fine Arts».
PCS-2	<p>To know:</p> <ul style="list-style-type: none"> – patterns, principles and levels of formation and implementation of educational content in the subject area; – structure, composition and didactic units of the content of a school subject in the subject area; – subject content in the subject area; – skills in selecting variable content taking into account the relationship between class and extracurricular forms of training in the subject area. 	<p>Knows:</p> <ul style="list-style-type: none"> – patterns, principles and levels of formation and implementation of educational content in the subject area «Fine Arts»; – structure, composition and didactic units of the content of a school subject in the subject area «Fine Arts»; – subject content in the subject area «Fine Arts»; – skills in selecting variable content taking into account the relationship between class and extracurricular forms of training in the subject area «Fine Arts»;
	<p>To be able to:</p> <ul style="list-style-type: none"> – 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. 	<p>Is able to:</p> <ul style="list-style-type: none"> – 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 «Fine Arts»;
	<p>To possess:</p> <ul style="list-style-type: none"> – subject content of disciplines corresponding to the Pedagogical Education programme Fine Arts; – skills in selecting variable content taking into account the relationship between class and extracurricular forms of training in the subject area. 	<p>Possesses:</p> <ul style="list-style-type: none"> – subject content of disciplines corresponding to the Pedagogical Education programme Fine Arts; – skills in selecting variable content taking into account the relationship between class and extracurricular forms of training in the subject area.

1.8. Place of internship in the structure of the basic educational program of higher education:

it is implemented within the framework of the basic (compulsory) part of block B2. Block 2. Internship.

1.9. Volume and duration of internship:

Volume of internship - 42 credit units.

Duration of internship - 28 weeks.

1.10. Volume of contact work:

Volume of contact work – 4 hours.

Duration of contact work – 28 weeks.

Contact work during practical training includes group consultations.

II. INTERNSHIP CONTENT

2.1. Content of assignments that reveal the main types of students' activities during the internship:

1. Specifics of the activities of institutions of additional education

Objective: to form students' ideas about the educational and upbringing opportunities of the system of additional education.

Objectives of the internship:

- study of the specifics of the activities of institutions of additional education (structure, operating mode, identification of the features of the work of the heads of circles, sections, clubs);

- observation of the development of creative abilities of pupils of various educational institutions.

Content of the activity:

1. Observation, interview, consultation with the management and teachers of additional education.

2. Analysis of the work of the institution of additional education.

3. Understanding and independent processing of the information received during the internship.

Task:

1. During observation, conversations, consultations, determine the specifics of the institution of additional education: focus of work; age composition of pupils; features of staffing; requirements for teachers of additional education.

2. Develop several lesson plans for the children's association of the institution of additional education.

3. Develop visual and methodological materials for the lessons.

4. Conduct lessons according to the developed lesson plans.

5. Make a self-analysis of the lessons conducted.

6. Complete one of the proposed tasks:

6.1. Provide a brief description of the sample program for the subject, developed in the context of the requirements of the Federal State Educational Standard (see the website <http://standart.edu.ru>).

6.2. Prepare a brief overview of Internet resources on the subject.

6.3. Analyze one of the Internet resources (portal, magazine, etc.) "useful", from your point of view, for a subject teacher.

Contents of the report in the diary:

1. Disclose the content of the concept of "additional education". Summary report on the results of the empirical study.

2. Draw up an analysis of the work of an institution of additional education in accordance with (see Appendix 4).
3. Analysis of educational and methodological literature.
4. Report on the assignment in free form.
5. Photo materials (at the student's request).

2. Structure and management system of the educational institution

Internship base: general education institution.

The content of educational pedagogical internship in an educational institution is presented by a system of relatively autonomous, but successive stages-modules in relation to each other, aimed at studying the characteristics and inclusion of trainees in various types of professional activity of a teacher of a modern school.

Goal: forming ideas about the infrastructure of a modern general education institution.

Tasks:

— study of the institution's "passport" data (type of educational institution, number of students, classes, general characteristics of the teaching staff, internal regulations); familiarization with the infrastructure of a modern school (classrooms, library, museums, etc.).

Activity content:

1. General meeting at school. Lecture by the principal (deputy principal) on the topic "General characteristics and infrastructure of the educational institution". Tour of the school.

2. Distribution of students by the internship supervisor from the educational institution (appointed by the principal) into classes from 5 to 8.

3. Familiarization with the class teacher, subject teacher, students of the assigned class. Visiting 2-3 lessons.

Task:

1. After listening to the lecture, reflect its main provisions in the NPP diary.

2. Visit the main structural units of the institution: the classroom, the psychological service office, the library.

Contents of the report in the diary:

1. Summary of the lecture by the director (deputy director) of the general education institution.

2. Visual representation of the infrastructure of the institution (diagram, table).

3. Photographic materials (at the student's request).

3. Psychological and pedagogical features of interaction of students during the educational process

Objective: practical development of skills to analyze the activities and psychological and pedagogical features of the class group.

Objectives:

1. generalization and systematization of knowledge about the formation of the class group;

2. identification of psychological and pedagogical features of the members of the class group.

Activity content:

1. Observation of the activities of the class group in lessons and after-school time (during recess).

2. Collection of empirical material.

Task:

1. Draw up a psychological and pedagogical description of the class group.

2. Based on the results of observations and collection of empirical material, complete one of the proposed tasks:

2.1. Assess the level of development of the class student group.

2.2. To identify the level of students' satisfaction with the educational process in the classroom.

Contents of the report in the diary:

1. Analysis of the results obtained, expressed in the characteristics of the class group.

2. Report on task 2.

4. The role of the teacher in the educational system of a modern educational institution

Objective: systematization of knowledge about the educational system of the school and the structure of the organizational and educational work of the class teacher.

Objectives:

6. familiarization with the functions of the class teacher, reflected in the regulatory documents of your school;

7. familiarization with the main forms of work and with the reporting documentation of the class teacher.

Content of the activity:

1. Conversation with the class teacher of the entrusted class.

2. Work with the documentation of the class teacher.

3. Observation, participation or holding of an extracurricular educational event.

Task:

1. Conduct a conversation with the class teacher. Make written conclusions about the main aspects of the class teacher's activities.

2. Familiarize yourself with the work plan of the class teacher. What is its structure?

3. Prepare and conduct (coordinate the dates with the class teacher) an extracurricular educational event. Conduct self-analysis.

Contents of the report in the diary:

1. Minutes of the conversation with the class teacher, certified by his signature. Written conclusions about the main aspects of the class teacher's activities.

2. Characteristics-description of the class teacher's work plan.

3. Summary of an extracurricular educational event, self-analysis of the event.

5. Subject area "Fine Arts" in the structure of artistic and additional education

Goal: systematization of knowledge about the place of the subject area "Fine Arts" in the content of modern artistic and additional education.

Tasks:

- studying the content of the training, getting acquainted with the educational literature, according to which the subject is taught in the assigned class.

Activity content:

1. Visiting 2-3 lessons of the subject teacher in different classes.
2. Conversations with the subject teacher.
3. Working with the textbook and Internet resources.
4. Drawing up lesson plans.
5. Developing visual and methodological materials.
6. Conducting lessons and their self-analysis.

Task:

1. During the conversation with the subject teacher, find out the answers to the questions:

- what programs for the subject are implemented at school?
- what curriculum does the teacher work according to?
- what are the advantages of this program compared to others implemented at school?

- is there a teaching and methodological kit for the subject and what does it include?

2. Analyze the educational literature (textbook) on the subject available to the students in the assigned class, from the point of view of implementing general didactic principles with its help.

3. Develop several lesson plans.
4. Develop visual and methodological materials for the lessons.
5. Conduct lessons according to the developed lesson plans.
6. Conduct a self-analysis of the lessons conducted.
7. Complete one of the proposed tasks:

7.1. Give a brief description of the sample program for the subject, developed in the context of the requirements of the Federal State Educational Standard (refer to the website <http://standart.edu.ru>).

7.2. Prepare a brief overview of Internet resources on the subject.

7.3. Analyze one of the Internet resources (portal, magazine, etc.) "useful", from your point of view, for the subject teacher.

Contents of the report in the diary:

1. Written presentation of the results of the conversations, in which try to outline the personal, meta-subject and subject learning outcomes.

2. Analysis of the textbook.

3. Report on the task in free form.

6. Teaching aids, methods of monitoring and assessing students' activities

Objective: practical development of skills in analyzing the activities of a teacher and students.

Tasks:

- generalization and systematization of knowledge about methods, means of teaching, methods of monitoring and assessing students' activities;

- identification of features of the organization of educational and cognitive activities of schoolchildren.

Activity content:

2. Visiting 2 lessons of a subject teacher in different classes.

3. Observation of students' activities in the lesson.

Task:

1. Take a photo of one lesson, describing in more detail the activities of students at all stages.

2. In the process of analyzing the second lesson, complete one of the following tasks:

2.1. Analyze the lesson for the implementation of specific teaching methods. Draw up a report according to the following scheme: class, subject, lesson topic, the method being implemented and a description of its implementation.

2.2. As a result of observing schoolchildren in the lesson, highlight the stages of students' activities. How was the two-sided nature of the learning process manifested in the lesson?

2.3. Pay attention to the main stages of knowledge acquisition by students. What general educational and special skills and abilities were developed by students? What methods of forming educational activities were used? Analyze the obtained material, draw conclusions.

2.4. In the process of analyzing the lesson, pay attention to the types and methods of checking homework. Draw conclusions. Come up with 2-3 unusual ways of "homework" on any topic of the course.

Contents of the report in the diary:

1. Photo of the lesson.

2. A report on the assignment in free form.

In parallel, mastering the content of the modules, student interns carry out:

- selection in the process of observations and various forms of communication of students with teachers and schoolchildren of factual material as an object of pedagogical and psychological analysis;

- collection of material on a given topic (on the topic of the course or final qualifying work);

- collection of materials for the report and exhibition on the results of pedagogical internship.

4. Drawing up lesson plans and conducting lessons / training sessions in an institution of additional education for children, their self-analysis.

5. Preparation of visual materials for training sessions.

6. Conducting experimental work on the topic of the final qualifying work and processing its results.

7. Development and implementation of extracurricular educational activities.

8. Presentation of the Reporting documentation on work pedagogical internship (photo/video materials, presentations).

III. EVALUATION MATERIALS FOR CONDUCTING INTERMEDIATE CERTIFICATION OF STUDENTS IN INTERNSHIP

3.1. List of competencies with an indication of the stages of their formation in the process of mastering the educational program:

№	Competence code and its formulation	Name of the stages of formation
1.	GPC-1 Able to carry out professional activities in accordance with regulatory legal acts in the field of education and standards of professional ethics	preparatory, introductory, main, result-analytical
2.	GPC-2 Able to participate in the development of basic and additional educational programmes, develop their individual components (including using information and communication.	main
3.	GPC-3 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.	preparatory, introductory, main
4.	GPC-4 Able to carry out spiritual and moral education of students based on basic national values	preparatory, introductory, main, result-analytical
5.	GPC-5 Able to monitor and evaluate the formation of students' educational outcomes, identify and correct learning difficulties.	preparatory, introductory, main
6.	GPC-6 Able to use psychological and pedagogical technologies in professional activities necessary for the individualization of training, development, upbringing, including students with special educational needs.	preparatory, introductory, main
7.	GPC-7 Able to interact with participants of educational relations as part of the implementation of educational programmes	preparatory, introductory, main, result-analytical
8.	GPC-9 Able to understand the operating principles of modern information technologies and use them to solve professional problems.	preparatory, introductory, main, result-analytical
9.	PCS-1 Able to teach an academic subject based on the use of subject-specific methods and use modern educational technologies that ensure the achievement of meta-subject, subject and personal results.	main
10.	PCS-2	main

	Able to apply subject knowledge in the implementation of the educational process.	
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3.2. Standard control tasks or other materials necessary for assessing knowledge, skills, abilities and (or) experience of activities characterizing the stages of formation of competencies in the process of mastering the educational program:

Questions to test students' knowledge

Standard control tasks for conducting midterm assessment correspond to the content of work pedagogical internship and determine the degree of formation of competencies for each learning outcome.

1. Observation, interview, consultation with the management and teachers of additional education.
- 2 Analysis of the work of the institution of additional education.
3. Observation of the activities of the class team in lessons and after-school time (during breaks).
4. Work schedule (plan) for conducting work pedagogical internship with complete information, in the context of the knowledge component, the component of skills, abilities.
5. Systematic maintenance of the Internship Diary, where:
 - the student's daily activities are recorded according to the internship program, where daily planning and analysis of the past day are carried out;
 - all work performed by the trainee is numbered and divided by dates, the Plan of (daily) activity is presented.
 - after the name of the work performed, its brief content is given in the context of the knowledge component, the component of skills, abilities.
6. Analysis of the lesson/study conducted by the teacher of additional education in accordance with the Scheme.
7. Drawing up a Lesson/Study Plan in the additional education institution in accordance with the requirements and the Scheme or Technological Map.
8. Self-analysis of the lesson/study conducted in the additional education institution in accordance with the Scheme.
9. Development of a Lesson Plan for an extracurricular educational event in accordance with the Scheme.
10. Drawing up Reporting Documentation on Work Pedagogical Internship and Presentation of Reporting Documentation on Work Pedagogical Internship: photo and video materials.

3.3. Criteria for assessing the results of internship:

The assessment criteria for the results of completing the internship are determined by the relevant local regulatory act (see the Regulation on assessment and methodological materials for the basic professional educational pro-grams of higher education - bachelor's degree programs, specialist programs, master's degree programs of the Federal State Budgetary Educational Institution of Higher Education "Bunin Yelets State University".).

Assessment of knowledge, skills, and abilities is carried out in the form of current and midterm certification.

Monitoring current academic performance includes checking the knowledge, skills, and formed competencies of students during an interview based on the results of completing assignments.

Midterm certification for internship is carried out in the form of a test with a grade. For certification, the student submits a package of documents (see: clause 3.4. Reporting forms based on the results of internship) based on the results of completing the internship and taking into account (analysis) of the work performed.

The results of the midterm certification for internship are recorded in the credit and examination reports. Receiving a failing grade for certification by a student is an academic failure.

3.4. Reporting forms based on the results of the internship:

As a result of the internship, students provide the following package of documents:

-in printed form: assignment for the internship; internship diary; report on the internship (up to 5-6 sheets of A4 format) in accordance with the assignment provided for by the internship program; a description from the internship supervisor of the specialized organization; certification sheet;

- in electronic form (electronic version (text in pdf format; file name: Last name_group_year (for example, Ivanova_L-31_17.pdf)) other documents in accordance with the requirements of the internship program: photographic materials, copies of museum samples, graphic and painting works from life.

IV. ORGANIZATION OF INTERNSHIP

4.1. Stages of internship: preparatory, introductory, main, result-analytical.

4.1.1. Orientation conference, held to explain the goals, objectives, deadlines and rules for preparing reports on the results of educational creative internship. Distribution among the bases for passing internships and consolidation of methodologists.

4.1.2. Research internship: conducting independent research, completing an individual creative task;

4.1.3. Final conference: summarizing the results of the internship, hearing the opinions of methodologists, exchanging impressions of students.

4.2. Internship bases: internship takes place at organizations whose activities correspond to the profile of training of students: general education organizations of the city of Yelets, other populated areas (if there is an individual agreement on the internship), as well as other educational organizations (if there is an agreement) that operate a day camp for children.

4.3. Features of the organization of internship for disabled people and people with disabilities.

When choosing an internship base for people with disabilities and people with disabilities, not only the ability of the student (s) to solve the problems of the internship, but also his (their) limited health capabilities are taken into account. The procedure for organizing internship is regulated by the relevant local act.

V. LIST OF REFERENCES, EDUCATIONAL, METHODOLOGICAL AND INFORMATIONAL SUPPORT FOR INTERNSHIP

5.1. Main literature

1. Muzyka, O. A. ABC of training a camp counselor: a tutorial: [12+] / O. A. Muzyka, O. I. Efremova, A. V. Makarov. - Moscow; Berlin: Direct-Media, 2021. - 216 p.: tables, diagrams. - Access mode: by subscription. - URL: <https://biblioclub.ru/index.php?page=book&id=619128> (date of access: 03 April 2024). - Bibliography: pp. 208-211. - ISBN 978-5-4499-2664-7. - DOI 10.23681/619128. - Text: electronic.

2. Training of camp counselors on the basis of higher education organizations in Russia / ed. T. N. Vladimirova, N. Yu. Leskonog, L. F. Shalamova; Ministry of Science and Higher Education of the Russian Federation [and others]. - Moscow: Moscow State Pedagogical University (MPGU), 2019. - 160 p.: table. - Access mode: by subscription. - URL: <https://biblioclub.ru/index.php?page=book&id=563632> (date of access: 03 April 2024). - Bibliography in the book. - ISBN 978-5-4263-0739-1. - Text: electronic.

5.2. Specialized periodicals

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5.3. List of resources of the information and telecommunications network "Internet"

№	Link to information resource	Name of the development in electronic form	Availability
1.	http://edu.ru/	Russian Education: Federal Portal. Includes links to portals and websites of educational institutions; state educational standards; regulatory documents; catalog of excursions and educational programs.	Free access

VI. LIST OF INFORMATION TECHNOLOGIES USED IN CONDUCTING INTERNSHIP

6.1. List of information technologies

- Conducting slide shows, video materials (films, clips) and multimedia presentations at the preparatory and result-analytical stages;
- Use of electronic information and reference systems: electronic library system (ELS) "University Library Online", "Lan", etc.;
- Independent search by students for additional educational and scientific material using the resources of the information and telecommunications network "Internet";
- Use of e-mail for correspondence and discussion of issues that arise between the teacher and students.

6.2. Licensed and freely distributable software

During the internship, computer equipment with licensed and freely distributed software is used:

- Microsoft Windows;
- Microsoft Office;
- LibreOffice and others.

6.3. Modern professional databases and information reference systems

1.	http://www.biblioclub.ru	Electronic library system (ELS) University library online	Registration via the university computer. In the future, unlimited individual access is provided from any point where there is access to the Internet.
2.	https://e.lanbook.com/	Electronic library system (ELS) Lan	Registration via the university computer. In the future, unlimited individual access is provided from any point where there is access to the Internet.
3.	www.garant.ru	Information and legal portal	Free access
4.	www.elibrary.ru	Information portal in the field of science, technology, medicine and education	Free access
5.	www.consultant.ru	Computer reference and legal system	Free access
6.	https://fgos.ru/	Federal state educational standards (for all levels of education)	Free access

VII. MATERIAL AND TECHNICAL BASE REQUIRED FOR CONDUCTING INTERNSHIP

The material and technical base of the organization in which the work undergraduate internship is conducted, the premises used comply with current sanitary and fire safety standards, as well as technical safety requirements for the performance of work.