

# BUNIN YELETS STATE UNIVERSITY



Director of the Institute of Culture, History  
and Law A.A. Karpacheva/

## THE WORK PROGRAMME OF THE PRACTICE **B2.C.01 (EI) Introductory internship**

**Direction of training:** *Pedagogical Education*

**Programme:** *Music Education*

**Qualification (degree):** *bachelor*

**Mode of study:** *full-time*

**Institute of Culture, History and Law**

**Department:** *Pedagogy and Educational Technologies*

	full-time form	full-time and part-time form	part-time form
Study course	3		
Term	5		
Independent work	106,5		

**Total number of academic hours:** 108

**Labor intensity:** 3 credits

*Developer of the work program:*

*Candidate of Pedagogical Sciences, Associate Professor Nekhoroshikh N.A.*

## I. ORGANIZATIONAL AND METHODOLOGICAL SECTION

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

**1.2. Type of practice:** Introductory.

**1.3. Purpose of practice:**

- familiarizing students with methods of working with information and optimal ways of solving problems, based on current legal norms, available resources and limitations, within the framework of professional pedagogical activity, developing students' skills and abilities in applying them according to a systematic approach to solving assigned tasks;

- ensuring the accumulation of experience and the acquisition of practical skills and abilities of teacher activity, necessary for the completion of the formation of universal, general professional and professional competencies in the field of pedagogical activity.

**1.4. Objectives of the internship:**

- establishing a connection between theoretical knowledge obtained in the study of psychological, pedagogical and specialized disciplines and practice;

- familiarization with methods of searching for and working with information, ways of designing and optimally solving a specific problem within the framework of a systems approach;

- forming a professional position in students through formulating their own judgments and assessments, publicly presenting the results of their activities and their direct inclusion in various types of professional activity;

- collecting experimental materials on the research problem (as part of preparing term papers).

**1.5. Methods of conducting internship:** full-time/visiting.

**1.6. Forms of conducting internship:** full-time education - discrete, part-time education - continuous.

**1.7. Planned results of completing the internship.**

Code of competence	Indicators of competence achievement	Planned learning outcomes for the discipline
GPC-1	To know: <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><li>– federal state educational standards of basic general, secondary general education;</li><li>– legislative documents on the rights of the child.</li></ul>	Knows: <ul style="list-style-type: none"><li>– laws and other normative legal acts regulating activities in the field of education in the Russian Federation;</li><li>– federal state educational standards of basic general, secondary general education;</li><li>– legislative documents on the rights of the child.</li></ul>
	To be able to:	Is able to:

	<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>	<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>	<p>Possesses:</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-7</b>	<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>Knows:</p> <ul style="list-style-type: none"> <li>– laws and features of the construction of interaction between participants in educational relations;</li> <li>– basic patterns of family relations that allow 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 solving educational problems.</li> </ul>	<p>Is able to:</p> <ul style="list-style-type: none"> <li>– choose forms, methods, and techniques of interaction with different participants in the educational process (students, parents, teachers, administration) in accordance with the context of the situation;</li> <li>- collaborate with other teaching staff and specialists in solving educational problems.</li> </ul>
	<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</li> </ul>	<p>Possesses:</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</li> </ul>

	framework of a psychological, medical and pedagogical council; – skills of building (or constructing) interactions with different participants in educational relations (students, parents, teachers, administration) within the framework of the implementation of educational programs.	of a psychological, medical and pedagogical council; – - skills to build (or construct) interaction with various participants in educational relations (students, parents, teachers, administration) within the framework of the implementation of educational programs.
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### **1.8. Place of practice in the structure of the main educational program of higher education (MEEP VO):**

Implemented within the framework of the compulsory part of block 2. Practice.

### **1.9. Volume and duration of practice:**

Volume of practice - 3 credits.

Duration of practice:

full-time education - 2 weeks (dispersed);

### **1.10. Volume of contact work:**

full-time education - 1.5;

Specific forms of contact work: introductory and final conferences on practice, consultations.

## **II. CONTENT OF PRACTICE**

### **2.1. Content of assignments that reveal the main types of activities of students during their internship:**

The content of educational introductory practice in a general education 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 pedagogical activity, mastering the methods of working with information and optimal ways of solving the set professional tasks, based on current legal norms, available resources and restrictions, according to a systems approach.

#### ***Task 1.***

##### ***Infrastructure of a modern educational institution.***

Goal: to develop an understanding of the infrastructure of a modern general education institution.

Tasks:

— study of the “passport” data of the institution (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 the school. Lecture by the director (deputy director) on the topic “General characteristics and infrastructure of the educational institution”. Tour of the school.
2. Distribution of students by the practice supervisor from the educational institution (appointed by the director) into classes from 5 to 8.
3. Acquaintance with the class teacher, subject teacher, students of the assigned class. Visit to 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: classroom, psychological service office, library.

Contents of the report in the diary:

1. Lecture notes by the director (deputy director) of the general education institution.
2. Visual representation of the infrastructure of the institution (diagram, table) (see Appendix 1).
3. Photographic materials (at the student's request).

### *Appendix 1*

#### PROGRAM OF ACQUAINTANCE WITH THE EDUCATIONAL INSTITUTION

1. Type of educational institution: General education school, gymnasium, lyceum, boarding school. Objectives, specifics, structure, working hours
2. Material resources:
  - building: standard, individual project, adapted premises;
  - school grounds: playground, sports and physical education block, garden, experimental plot, flower beds, general landscaping;
  - school classrooms;
  - bedrooms, recreation areas and playrooms;
  - service stations, language laboratories, display rooms, computer science rooms;
  - sports complex: gym, sports equipment, exercise machines, locker rooms;
  - cinema and assembly halls; rhythm hall;
  - library and reading room;
  - workshops for vocational training and creative activities;
  - medical offices;
  - canteen;
  - school and classroom decoration and landscaping.
3. Teaching staff: number and age composition, experience, education.
4. Curricula and programs: what they are, how many years the educational institution has been working on them, their assessment.
5. Main areas of educational and upbringing work at the school.
6. Innovations in the activities of the team.

7. Visiting the lessons of the master teacher.
8. Activities of teachers of the educational institution: combination of mass, group, individual forms of work; style of communication with children; passion for the cause, striving for a creative attitude to work; stimulation of active creative activity of students.
9. Fulfillment of psychological and pedagogical conditions for the formation of personality:
  - Respect for the child's personality is the basis of communication "teacher-student".
  - Impact on the emotional sphere of the personality.
  - Activity and independence of the student in the activity.
  - Formation of interest in the activity.
  - Consideration of individual and age characteristics of temperament, the nature of the manifestation of abilities, etc.
  - Free choice by children of the nature of creative activity.

### ***Task 2.***

#### ***Classroom group.***

Objective: practical development of skills in analyzing the activities and psychological and pedagogical characteristics of the class group.

Tasks:

- generalization and systematization of knowledge about the formation of the class group;
- identification of psychological and pedagogical characteristics of the members of the class group.

Activity content:

1. Observation of the activities of the class group during lessons and after-school time (during recess).
2. Collection of empirical material.

Task:

1. Make a psychological and pedagogical description of the class group according to the scheme (see Appendix 2).
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 (see Appendix 6).
  - 2.2. Identify the degree of satisfaction of students with the educational process in the class. Contents of the report in the diary:
    1. Analysis of the obtained results, expressed in the characteristics of the class group.
    2. Report on task 2.

*Appendix 2*

## **GUIDELINES FOR COMPILING A PSYCHOLOGICAL AND PEDAGOGICAL CHARACTERISTICS OF THE CLASS COLLECTIVE**

1. General information about the class: name of the school, class, number of students (boys, girls).
2. Official structure of the class group. Class composition. Its active.
3. General characteristics of the organization of educational activities of the class group. Leading motives for studying of schoolchildren. Level of general development of students. Number of excellent students. Students lagging behind in their studies, the reason for their failure.
4. Participation of the class group in socially useful work.
5. State of discipline in the class, standards of behavior of students.
6. Socially significant goals of the class group. Cohesion of the members of the group. Public opinion of the group.
7. Qualitative and quantitative characteristics of interpersonal relationships of students in microgroups.
8. Characteristics of individual students. Analysis of the prestige and social roles of students (social student, athlete, participant in amateur performances, etc.). Analysis of specific facts of student behavior, as well as the influence of individual students on the group.
9. Age-related psychological characteristics of the class group. Specific features of this group that can be identified based on the analysis and generalization of all the material studied.
10. The influence of the social environment, parents, and the public on the class group.
11. The content of the work carried out by a student intern in the class in order to increase the social activity of students and instill in them collectivist character traits.
12. Suggestions for the content and organization of educational work with this class group (on the part of teachers, parents).

### ***Task 3.***

#### ***The class teacher in the educational system of the school.***

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

Tasks:

- familiarization with the functions of the class teacher, reflected in the regulatory documents of your school;
- familiarization with the main forms of work and reporting documentation of the class teacher.

Content of the activity:

1. Conversation with the class teacher of the entrusted class.
2. Working with the class teacher's documentation.
3. Observation, participation or holding of an extracurricular educational event.

Task:

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

2. Familiarize yourself with the class teacher's work plan. What is its structure?
3. Prepare and hold (agree on the timing 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. Synopsis of the extracurricular educational event (see Appendix 3), self-analysis of the event (see Appendix 4).

### *Appendix 3*

#### APPROXIMATE OUTLINE OF THE OUTLINE OF AN EXTRACURRICULAR EDUCATIONAL LESSON

1. Topic of the extracurricular educational lesson.
2. Educational and upbringing tasks of this type of lesson with students.
3. Plan for conducting the educational lesson.
4. Synopsis of the lesson (disclose the content of the lesson in accordance with the plan for its implementation).
5. Visual aids and technical support used.
6. List of used literature.

### *Appendix 4*

#### APPROXIMATE SCHEME OF PSYCHOLOGICAL AND PEDAGOGICAL ANALYSIS OF AN EDUCATIONAL ACTIVITY

1. School, class, type of work, topic of the lesson.
2. Pedagogical justification of the topic (why this event is included in the educational work plan, its compliance with the age characteristics of the class).
3. Goals and objectives of the work being carried out.
4. Organizing the preparation of students for this lesson (degree of children's participation, visual design, use of TSO).
5. Content and methods of conducting the lesson:
  - compliance of the content of the lesson with the set goal;
  - cognitive and educational value of the selected material;
  - emotional richness, children's interest in the lesson, their activity;
  - techniques and methods used in the lesson, their compliance with the age characteristics of the children, their level of development.
6. Personal characteristics of the teacher conducting the lesson: conviction, emotionality, contact with students.
7. The pedagogical value of the lesson, its significance for the subsequent development of the group and individual students, for improving relationships in the classroom.
8. Your comments, suggestions.



#### **Task 4.**

##### **Subject area "Mathematics"**

**("Computer Science", "Physics", "Foreign Language", "Life Safety")  
in the structure of modern school education.**

Objective: systematization of knowledge about the place of the subject area "Mathematics" ("Computer Science", "Physics", "Foreign Language", "Life Safety") in the content of modern school education.

Tasks:

- study of the content of teaching mathematics (computer science, physics, foreign language, Life Safety);
- familiarization with the educational literature, according to which the subject is taught in the assigned class.

Content of the activity:

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.

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 with?
- what are the advantages of this curriculum 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 students in the assigned class from the point of view of implementing general didactic principles with its help.

3. Complete one of the proposed tasks:

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

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

3.3. 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. Written presentation of the results of the conversations, in which try to outline the personal, meta-subject and subject results of teaching mathematics (computer science, physics, foreign language, life safety).

2. Analysis of the textbook.

3. Analysis of one lesson (see Appendix 5).

4. Report on the assignment in free form.

## LESSON ANALYSIS SCHEME

1. Sanitary-hygienic and pedagogical conditions for the lesson:
  - lighting, sanitary condition, microclimate of the classroom;
  - distribution of students among desks, condition of school furniture, its compliance with age and individual characteristics;
  - appearance of students, their behavior;
  - design and equipment of the classroom as a study room;
  - availability and preparation of teaching aids.
2. Organization of the beginning of the lesson:
  - timely arrival of students and the teacher for the lesson;
  - readiness of students and the teacher for the lesson;
  - organization of attention and discipline in the lesson;
  - time spent on organizing the lesson.
3. Content and methods of reviewing the educational material and checking homework:
  - content, consistent review of the educational material;
  - to what extent did reviewing the material prepared for learning new material;
  - methods of reviewing and checking homework;
  - the nature and system of asking questions by the teacher;
  - the quality of students' answers and their assessment by the teacher;
  - student activity during review;
  - time spent on review.
4. Communicating new knowledge:
  - topic of the lesson; connection of new material with what was previously studied;
  - objectives of the lesson; their achievement;
  - volume and system of studying new material;
  - scientific nature of the new material;
  - educational nature of studying new material, its accessibility, vividness of presentation;
  - organizing students' attention and maintaining their interest in the material being studied;
  - teacher's guidance of students' mental activity;
  - methods of studying new material, use of various teaching aids.
5. Consolidation of knowledge in the lesson:
  - content of material for consolidation;
  - consolidation methods;
  - consolidation effectiveness; to what extent did consolidation contribute to the conscious acquisition of knowledge, skills, and abilities by the student.
6. Homework:
  - volume and nature of homework;
  - student readiness to complete homework;
  - additional assignments for individual students;
  - instructions for completing homework;

- organization of recording homework.
- 7. Teacher's skill and pedagogical tact:
  - student work culture, speech;
  - ability to implement an individual approach to students during collective work with them;
  - ability to observe, establish business relationships with students;
  - tact, composure, resourcefulness, initiative of the teacher;
  - ability to involve all students in active work;
  - teacher's appearance, manners;
  - ability to correctly correct student's mistakes.
- 8. Various comments during the lesson.
- 9. Conclusions and suggestions for the lesson.

### ***Task 5.***

#### ***A student in the educational space of a lesson.***

Objective: practical development of the skills to analyze 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 the features of the organization of educational and cognitive activities of schoolchildren.

Content of the activity:

1. Visiting 2 lessons of a subject teacher in different classes.
2. Observing students' activities in the lesson.

Task:

1. Take a photo of one lesson, describing in more detail the activities of schoolchildren 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 the 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. Think of 2-3 unusual ways of "homework" on any topic of the course.

Contents of the report in the diary:

1. Photograph of the lesson (see Appendix 6).

2. Report on the assignment in free form.

*Appendix 6*

**PHOTOGRAPH OF THE LESSON**

1. Write down general information: date, school, class, place of the lesson in the school schedule, last name, first name and patronymic name of the teacher, number of students present at the lesson.
2. Write down the topic of the lesson and find out its place in the general system of lessons.
3. Write down the objective of the lesson (to be found out from the teacher before the lesson).
4. Record the level of readiness of the teacher and students for the lesson.
5. Sanitary and hygienic condition of the premises.
6. Specify the equipment, visual aids, TSO;
7. Identify the nature of the teacher's and students' activities;
8. Note the psychological readiness of students for the lesson.
9. Keep a record of the lesson. It can be presented in the form of a diagram. For example:

Stages of the lesson title	Interaction		Evaluation of stages and the lesson as a whole
	Teacher's activities	Schoolchildren's activities	

- \*\*\*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 a term paper or final qualifying work);
  - collection of materials for a report and exhibition based on the results of the internship.

**III. EVALUATION MATERIALS  
FOR CONDUCTING INTERMEDIATE CERTIFICATION  
OF STUDENTS IN PRACTICE**

**3.1. List of competencies with 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
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1.	<b>GPC-1</b> Able to carry out professional activities in accordance with regulatory legal acts in the field of education and standards of professional ethics.	Preparatory Basic Result-evaluative
2.	<b>GPC-7</b> Able to interact with participants of educational relations as part of the implementation of educational programmes.	Preparatory Basic Result-evaluative

### **3.2. Standard control tasks or other materials necessary for assessing knowledge, abilities, skills and (or) experience of activities characterizing the stages of formation of competencies in the process of mastering the educational program**

Tasks for conducting midterm assessment in the form of a test with assessment include:

- observation, interview, consultation with the management and teachers of additional education;
- analysis of the work of the institution of additional education;
- observation of the activities of the class team in lessons and after-school time (during recess);
- conversation with the class teacher of the entrusted class;
- work with the documentation of the class teacher;
- observation, participation or holding of an extracurricular educational event;
- comprehension and independent processing of the information received during the internship.

### **3.3. The criteria for assessing the results of the internship are determined by the relevant local regulatory act (see the Regulation on assessment and methodological materials ...).**

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

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

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

The results of the interim certification for practice are recorded in the credit and examination reports. If a student receives an unsatisfactory grade for certification, this constitutes 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 reference 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 - a report on the completion of assignments.

## **IV. ORGANIZING PRACTICE**

**4.1. Stages of practice:** preparatory, main, result-analytical.

**4.2. Practice bases:**

Educational introductory practice takes place on the basis of organizations whose activities correspond to the profile of training of students: general education institutions of the city of Yelets, Lipetsk and other regions.

**4.3. Features of organizing practice for disabled people and people with disabilities.**

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

## **V. LIST OF REFERENCES, EDUCATIONAL, METHODOLOGICAL AND INFORMATIONAL SUPPORT FOR PRACTICE**

**5.1. Literature.**

1. Methodological recommendations for organizing and conducting students' educational practice: a teaching aid / S.N. Pavlova, D.S. Chivilikhin, A.S. Stankevich, et al. – St. Petersburg: ITMO University, 2019. – 46 p. – URL: <http://biblioclub.ru/index.php?page=book&id=564009> (date of access 02.07.2023)
2. Regulations on practical training [Electronic resource] // Official website of Yelets State University named after I.A. Bunin. – URL: <http://www.elsu.ru/> (date of access 02.07.2023)
3. Federal State Educational Standards of Basic General Education // Federal State Educational Standards. – URL: <http://standart.edu.ru> (date of access 02.07.2023)

**5.2. Specialized periodicals**

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

<b>№</b>	<b>Link to information resource</b>	<b>Name of the development in electronic form</b>	<b>Availability</b>
1.	<a href="http://www.biblioclub.ru">http://www.biblioclub.ru</a>	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.	<a href="https://infourok.ru/">https://infourok.ru/</a>	Infourok: educational internet project of Russia. Includes: lesson plans, presentations, tests, video lessons and other materials on school curriculum subjects.	Free access
3.	<a href="http://edu.ru/">http://edu.ru/</a>	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
3.	<a href="http://window.edu.ru/">http://window.edu.ru/</a>	The information system "Single Window of Access to Educational Resources" provides free access to the catalog of educational Internet resources and a full-text electronic educational and methodological library for general and professional education	Free access
4.	<a href="https://www.gumer.info/">https://www.gumer.info/</a>	Gumer Library: Provides free access to 5,000 books and articles on the humanities	Free access
5.	<a href="http://fcior.edu.ru/">http://fcior.edu.ru/</a>	The Federal Center for Information and Educational Resources (FCIER) provides access to electronic educational resources and services for all levels and stages of education.	Free access
6.	<a href="https://fgos.ru/">https://fgos.ru/</a>	Federal state educational standards (for all levels of education)	Free access

## **VI. LIST OF INFORMATION TECHNOLOGIES USED IN THE PRACTICE**

### **6.1. List of information technologies**

1. Windows 10 operating system

6.2. Licensed and freely distributed software

The following licensed and freely distributed software is used in the implementation of the internship program: Microsoft Windows XP Professional; Microsoft Windows 7 Professional; Microsoft Windows 8 Professional; Microsoft Windows Server 2008 Std/Ent; Microsoft Windows Server 2012R2 Standard (PC operating systems; server operating systems). Academic OLP licenses (Open License). License validity period: unlimited.

– Microsoft Office Professional Plus 2010, Microsoft Office Professional Plus 2013 (office application package). Academic OLP licenses (Open License). License validity period: unlimited.

– Kaspersky Endpoint Security 10 antivirus software. Commercial license for 300 computers.

### **6.3. Modern professional databases and information reference systems (if necessary)**

1.	<a href="http://www.biblioclub.ru">http://www.biblioclub.ru</a>	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.	<a href="http://www.school.edu.ru">www.school.edu.ru</a>	Russian general education portal	Free access

## **VII. MATERIAL AND TECHNICAL BASE NECESSARY FOR CONDUCTING PRACTICE**

The material and technical base of the organization where the educational practice is conducted, the premises comply with the current sanitary and fire safety standards, as well as technical safety requirements for the conduct of educational work.