

# BUNIN YELETS STATE UNIVERSITY

«APPROVED»

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



## PROGRAMME B2.E.01(EI) SUBSTANTIVE INTERNSHIP

**Direction of training:** 44.03.01 *Pedagogical Education*

**Programme:** *Music Education*

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

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

**Institute of Culture, History and Law**

**Department:** *Music Education*

Modes of study	full-time form	full-time and part- time form	part-time form
Study course	3		
Term	5		
Independent work	106,5		
Other forms of work	1,5		

**Total number of academic hours: 108**

**labour intensity: 3 credits.**

*Developer of the work programme:*

*Candidate of Pedagogical Sciences, Associate Professor*

Emelyanova N.R.

## I. ORGANIZATIONAL AND METHODOLOGICAL SECTION

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

**1.2. Type of practice:** substantive internship.

**1.3. The purpose of the practice:** obtaining the skills and abilities of a research activity of a teacher-musician, the formation of students' professional readiness to carry out research types of musical activities.

**1.4. The objectives of the practice:**

- consolidation of theoretical knowledge acquired by students in one or more disciplines;
- acquisition of skills and abilities based on knowledge gained in the process of theoretical training;
- getting to know the basics of future professional activity;
- getting information about the specifics of the chosen field of study.

**1.5. Methods of practice:** stationary.

**1.6. Forms of conducting practice:** discrete.

**1.7. Planned learning outcomes during the internship:**

Code of competence and its formulation	Expected results	Indicators of competence achievement
<b>UC -1</b> Able to search, critically analyze and synthesize information, apply a systematic approach to solve assigned problems	To know: - methods of searching for information and working with it; - the essence of a systems approach	Knows: - methods of searching for information and working with it in the musical education; - the essence of a systems approach in the musical upbringing
	To be able to: - analyze a problem, identify stages of its solution, carry out actions to solve it; - find various options for solving a problem, evaluate their advantages and risks	Is able to: - analyze a problem, identify stages of its solution, carry out actions to solve it in the musical education; - find various options for solving a problem of the musical education, evaluate their advantages and risks
	To possess: - skills of assessing the practical consequences of possible options for solving a problem; - skills of competent, logical, reasoned formulation of one's own judgments and assessments	Possess: - skills of assessing the practical consequences of possible options for solving a problem of the musical education; - skills of competent, logical, reasoned formulation of one's own judgments and assessments in the musical upbringing
<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	To know: - 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	Knows: - methods of designing a solution to a specific project task, determining the optimal ways to solve it in the field of music education, based on current legal regulations and available resources and limitations
	To be able to: - formulate a set of interrelated tasks within the framework of the	Is able to: - formulate a set of interrelated tasks within the framework of the

norms, available resources and limitations	set goal of the work, ensuring its achievement; - qualitatively solve specific tasks (research, project, activity) within the specified time	set goal of the work, ensuring its achievement; - qualitatively solve specific tasks (research, project, activity) within the specified time in the field of music education
	To possess: - skills of determining the expected results of solving the set tasks; - skills of publicly presenting the results of solving the tasks of research, project, activity	Possess: - skills of determining the expected results of solving the set tasks in the field of music education; - skills of publicly presenting the results of solving the tasks of research, project, activity of the musical education
<b>PCS -1</b> 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	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 of music; - characteristics of students' personal, meta-subject and subject results in the context of teaching in the subject of music (according to the Federal State Educational Standard and the model curriculum); - modern educational technologies and methodological patterns of their selection for music education; - methods of monitoring, assessing and correcting learning results in the subject of music
	To be able to: - design a work program in the subject area; - 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	Is able to: - design a work program in the subject of music; - design and implement various forms of training and organization of extracurricular activities of students in the subject of music (profiles ensuring the achievement of meta-subject, subject and personal results
	To possess: - 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;	Possess: - teaching methods in the subject of music 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 musical educational technologies ensuring the achievement of students' meta-subject, subject and personal

	<ul style="list-style-type: none"> <li>- methods of monitoring, assessing and correcting learning results in the subject area</li> </ul>	results; <ul style="list-style-type: none"> <li>- methods of monitoring, assessing and correcting learning results in the musical education</li> </ul>
<b>PCS -2</b> Able to apply subject knowledge in the implementation of the educational process	To know: <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>	Knows : <ul style="list-style-type: none"> <li>- patterns, principles and levels of formation and implementation of educational content in the subject of music;</li> <li>- structure, composition and didactic units of the content of a school subject of music;</li> <li>- subject content in musical education;</li> <li>- skills in selecting variable content taking into account the relationship between class and extracurricular forms of training in the musical education</li> </ul>
	To be able to: <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>	Is able to: <ul style="list-style-type: none"> <li>- select educational content for implementation in various forms of training in the subject of music in accordance with the didactic goals, age characteristics of students and the requirements of the Federal State Educational Standard of General Education</li> </ul>
	To possess: <ul style="list-style-type: none"> <li>- skills in applying a systematic approach to the development and implementation of director's projects when organizing concerts, performances and other forms of festive culture in educational organizations;</li> <li>- skills in working in a creative team with other authors and performers within a single artistic concept for the joint achievement of high quality results of creative activity;</li> <li>- methods of working on the technique of stage speech and speech art skills</li> </ul>	Possess: <ul style="list-style-type: none"> <li>- skills in applying a systematic approach to the development and implementation of director's projects when organizing concerts, performances and other forms of festive culture in educational organizations in the context of musical education;</li> <li>- skills in working in a creative team with other authors and performers within a single artistic concept for the joint achievement of high quality results of creative activity in the context of musical upbringing;</li> <li>- methods of working on the technique of stage speech and speech art skills</li> </ul>

**1.8.** It is implemented within the framework of the variable part (the part formed by the participants in educational relations) of block B2.

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

Volume of practice – 3 credits.

Duration of practice – 2 weeks.

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

##### **Full-time education**

Volume of contact work – 1,5 hours.

##### **Full-time and part-time education**

Not implemented

##### **Part-time education**

Not implemented

## **II. CONTENT OF PRACTICE**

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

The content of the educational substantive internship practice at the department of music education is represented by a system of interconnected musical-theoretical assignments aimed at developing the skills of scientific research activities.

#### ***Section 1***

##### ***Characteristics of a direction or period in the development of musical art***

Objective: to form an idea of the ideological content of a movement or period.

##### Tasks:

- study of the work of representatives of the named movement or period;
- definition of the general and specific in the work of composers of the studied direction.

Content of the activity: analysis of music-historical and musicological literature.

Exercise 1: reflect the main points in the diary.

Contents of the report in the diary: a summary of chapters or sections of the literature being studied.

#### ***Section 2***

##### ***A detailed description of the stylistic features of the works of two composers of the indicated era***

Objective: definition of individual characteristics of creativity.

##### Tasks:

- ideological content of creativity;
- figurative content of creativity;
- origins of creativity;
- features of the structure of melody, harmony, rhythm, form-building, orchestration;
- the composer's creative method.

Content of the activity:

- analysis of music-historical and musicological literature;
- listening to essays.

Exercise 2: to characterize the work of each of the composers.

Contents of the report in the diary: notes on the exercise 2.

#### ***Section 3***

##### ***Comparative analysis of stylistic features of the works of the named composers***

Objective: systematization of knowledge, formulation of conclusions and findings.

##### Tasks:

- comparison of stylistic features according to the points named in task 2;
- definition of the essence of the creative method.

Content of the activity: working with materials of tasks 1 and 2.

Exercise 3: analysis of the obtained results.

Contents of the report in the diary: notes on the exercise 3.

#### ***Section 4***

Compiling a list of literature used in completing assignments.

### III. EVALUATION MATERIALS FOR INTERIM 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
1.	<b>To know (UC-1):</b> - methods of searching for information and working with it; - the essence of a systems approach	Preparatory stage
2.	<b>To be able to (UC-1):</b> - analyze a problem, identify stages of its solution, carry out actions to solve it; - find various options for solving a problem, evaluate their advantages and risks	Main stage
3.	<b>To possess (UC-1):</b> - skills of assessing the practical consequences of possible options for solving a problem; - skills of competent, logical, reasoned formulation of one's own judgments and assessments	Performance-analytical
4.	<b>To know (UC-2):</b> - 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	Preparatory stage
5.	<b>To be able to (UC-2):</b> - formulate a set of interrelated tasks within the framework of the set goal of the work, ensuring its achievement; - qualitatively solve specific tasks (research, project, activity) within the specified time	Main stage
6.	<b>To possess (UC-2):</b> - skills of determining the expected results of solving the set tasks; - skills of publicly presenting the results of solving the tasks of research, project, activity	Performance-analytical
7.	<b>To know (PCS-1):</b> - 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	Preparatory stage

	<p>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>	
8.	<p><b>To be able to (PCS-1):</b></p> <ul style="list-style-type: none"> <li>- design a work program 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>	Main stage
9.	<p><b>To possess (PCS-1):</b></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>	Performance-analytical
10.	<p><b>To know (PCS-2):</b></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>	Preparatory stage
11.	<p><b>To be able to (PCS-2):</b></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>	Main stage
12.	<p><b>To possess (PCS-2):</b></p> <ul style="list-style-type: none"> <li>- skills in applying a systematic approach to the development and implementation of director's projects when organizing concerts, performances and other forms of</li> </ul>	Performance-analytical

	festive culture in educational organizations; - skills in working in a creative team with other authors and performers within a single artistic concept for the joint achievement of high quality results of creative activity; - methods of working on the technique of stage speech and speech art skills	
--	---	--

### **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**

1. Consultation with the head of practice.
2. Interview with students of the group.
3. Independent processing of information received during practice.

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

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

Monitoring current academic performance includes checking the knowledge, skills and developed competencies of students during interviews 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 for the results of practice) based on the results of the practice and taking into account (analysis) the work performed.

The results of the midterm assessment for practice are recorded in the test reports. If a student receives an unsatisfactory grade for assessment, this constitutes academic failure.

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

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

- in printed form: assignment for practice; practice diary; report on the completion of practice (up to 5-6 sheets of A4 format) in accordance with the assignment provided for in the practice program; certification sheet;
- in electronic form (electronic version (text in pdf format; file name: Last name\_group\_year).

## **IV. ORGANIZING PRACTICE**

### **4.1. Stages of practice:**

<i>Stages</i>	<i>Content</i>
1. Preparatory	Orientation conference: briefing, receiving assignment
2. Basic	Work in the library with scientific literature and electronic databases; individual consultations with the internship supervisor; bibliography on the topic of the assignment; preparation of an individual assignment
3. Performance-analytical	Formation of reporting documentation
4. Certification	test with a grade

### **4.2. Practice bases:**

The subject-based educational practice takes place at the Federal State Budgetary Educational Institution of Higher Education "Yelets State University named after I.A. Bunin".



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

When choosing a practice base for individuals with disabilities, not only the student(s)' ability to solve practice problems is taken into account, but also their limited health capabilities.

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

#### 5.1. Literature

1. Vedernikova, L.V. Practice-oriented training of a teacher: a textbook for universities / L.V. Vedernikova, O.A. Povoroznyuk, S.A. Elantseva. — Moscow : Publishing house Yurait, 2023. — 341 c. — (Higher education). — ISBN 978-5-534-13454-4. — Text : electronic // Educational platform Yurait [website]. — URL: <https://urait.ru/bcode/519453> (date of access: 14.06.2023).

2. Korotaeva, E.V. Theory and practice of pedagogical interactions: textbook and practical training for universities / E.V. Korotaeva. — Moscow : Publishing house Yurait, 2023. — 242 c. — (Higher education). — ISBN 978-5-534-10437-0. — Text : electronic // Educational platform Yurait [website]. — URL: <https://urait.ru/bcode/517385> (date of access: 14.06.2023).

3. Educational and industrial practice in pedagogical and physical education and sports universities : a textbook for universities / G.N. Germanov, G.A. Vasenin, S.Sh. Tsakaev, I.A. Spitsyna; under the general editorship of G. N. Germanov. — Moscow : Publishing house Yurait, 2022. — 411 c. — (Higher education). — ISBN 978-5-534-15116-9. — Text : electronic // Educational platform Yurait [website]. — URL: <https://urait.ru/bcode/487457> (date of access: 14.06.2023).

#### 5.2. Specialized periodicals: -

#### 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.	<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
2.	<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	Free access

		education	
4.	<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

## VI. VILIST OF INFORMATION TECHNOLOGIES USED IN CONDUCTING PRACTICE

### 6.1. List of information technologies (*if necessary*)

1. Operating system Windows 10,
2. Information system 1C: Enterprise,
3. Information technologies: Web design, computer graphics, Flash technologies, etc.

### 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 licenses OLP (Open License). License validity: unlimited.

- Microsoft Office Professional Plus 2010, Microsoft Office Professional Plus 2013 (office suite). Academic licenses OLP (Open License). License validity: unlimited.
- Antivirus software Kaspersky Endpoint Security 10. 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 a university computer. Further individual unlimited access from any point where there is access to the Internet
2.	<a href="http://www.garant.ru">www.garant.ru</a>	Information and legal portal	Free access
3.	<a href="http://www.elibrary.ru">www.elibrary.ru</a>	Russian information portal in the field of science, technology, medicine and education	Free access
4.	<a href="http://www.classic-music.ru/">http://www.classic-music.ru/</a>	Classical music.ru	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 corresponds to the current sanitary and fire safety standards, as well as technical safety requirements for conducting educational work.