

**BUNIN YELETS STATE UNIVERSITY**

Director of the Institute of Culture History and Law I.A. Karpacheva



## PEDAGOGICAL 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*

Mode of study	full-time form	full-time and part-time form	part-time form
Study course	3-4	-	-
Term / trimester	6, 7	-	-
Indep. work	1508	-	-

**Total number of academic hours: 1512**

**labour intensity: 42 зачетные единицы.**

*Developer of the work programme:*

*Candidate of Pedagogical Sciences, Associate Professor V.I. Klimov*

## I. ORGANIZATIONAL AND METHODOLOGICAL SECTION

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

Production.

### 1.2. Type of practice:

Pedagogical.

**1.3. Purpose of practice:** preparation of students for the integral performance of the functions of a music teacher in various educational organizations; acquisition of professional skills and experience of professional activity; acquisition of personal experience in solving professional problems in a real situation of educational activity.

### 1.4. Practice tasks:

- закрепление и углубление теоретических знаний в соответствии с требованиями Federal State Educational Standard of Higher Education to the level of training of students;
- formation and development of professionally significant qualities in students, sustainable interest in professional activity, the need for self-education;
- development of professional and pedagogical abilities (personal, didactic, organizational and communicative);
- formation of the basics of pedagogical skills (ability to observe, analyze, correct the activities of students and their own, both in the classroom and in extracurricular activities);
- familiarization with advanced pedagogical experience;
- improvement of skills in organizing and conducting experimental work in educational institutions of various types.

### 1.5. Methods of conducting internship: stationary / on-site.

### 1.6. Forms of conducting internship: continuous.

### Planned learning outcomes during the internship:

Competence code and its formulation	Indicators of competence achievement	Planned learning outcomes for the discipline
<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	<b>To know:</b> <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>	<b>Knows:</b> <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>
	<b>To be able to:</b> <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>	<b>Able to:</b> <ul style="list-style-type: none"><li>- apply the main regulatory and legal acts in the field of education and the norms of professional ethics</li></ul>
	<b>To possess:</b> <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</li></ul>	<b>Possesses:</b> <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</li></ul>

	requirements of federal state educational standards of basic general, secondary general education	educational standards of basic general, secondary general education
<b>GPC-2</b> Able to participate in the development of basic and additional educational programmes, develop their individual components (including using information and communication)	<b>To know:</b> <ul style="list-style-type: none"> <li>- federal state educational standards;</li> <li>- history, patterns and principles of construction and functioning of educational systems;</li> <li>- basics of didactics;</li> <li>- modern educational technologies, including ICT</li> </ul>	<b>Knows:</b> <ul style="list-style-type: none"> <li>- federal state educational standards;</li> <li>- history, patterns and principles of construction and functioning of educational systems;</li> <li>- basics of didactics;</li> <li>- modern educational technologies, including ICT.</li> </ul>
	<b>To be able to:</b> <ul style="list-style-type: none"> <li>- develop individual components of basic and additional educational programs;</li> <li>- use ICT in developing educational programs;</li> <li>- plan educational sessions</li> </ul>	<b>Able to:</b> <ul style="list-style-type: none"> <li>- develop individual components of educational programs;</li> <li>- use ICT in developing educational programs;</li> <li>- plan music lessons;</li> </ul>
	<b>To possess:</b> <ul style="list-style-type: none"> <li>- techniques for developing programs of academic disciplines within the framework of the basic general educational program;</li> <li>- skills in applying modern educational technologies in a real and virtual educational environment;</li> <li>- ICT: at the user level; at the general pedagogical level; at the subject-pedagogical level</li> </ul>	<b>Possesses:</b> <ul style="list-style-type: none"> <li>- methods of developing programs of academic disciplines within the framework of the main general education program;</li> <li>- skills of applying modern educational technologies in a real and virtual educational environment;</li> <li>- ICT: at the subject-pedagogical level.</li> </ul>
<b>GPC-3</b> Able to organize joint and individual educational and upbringing activities of students, including those with special educational needs, in accordance with the requirements of federal state educational standards	<b>To know:</b> <ul style="list-style-type: none"> <li>- the essence, forms and methods of organizing educational and upbringing activities;</li> <li>- modern technologies for organizing joint and individual educational and upbringing activities, including in the context of an inclusive educational process;</li> <li>- the basics of psychodiagnostics and the main signs of deviations in the development of children</li> </ul>	<b>Knows:</b> <ul style="list-style-type: none"> <li>- the essence, forms and methods of organizing educational and upbringing musical and pedagogical activities;</li> <li>- modern technologies for organizing joint and individual educational and upbringing activities, including in the context of an inclusive educational process;</li> <li>- the basics of psychodiagnostics and the main signs of deviations in the development of children.</li> </ul>
	<b>To be able to:</b> <ul style="list-style-type: none"> <li>- correlate the requirements of federal educational standards with the individual educational needs of students;</li> <li>- organize joint educational and upbringing activities;</li> <li>- develop and implement</li> </ul>	<b>Able to:</b> <ul style="list-style-type: none"> <li>- correlate the requirements of federal educational standards with the individual educational needs of students;</li> <li>- organize joint educational and upbringing activities;</li> <li>- develop and implement individual</li> </ul>

	individual educational routes, individual development programs and individually oriented educational programs taking into account the personal and age characteristics of students	educational routes, individual development programs and individually oriented educational programs taking into account the personal and age characteristics of students.
	<b>To possess:</b> <ul style="list-style-type: none"> <li>- methods of organizing joint and individual educational and upbringing activities;</li> <li>- methods of identifying children with special educational needs</li> </ul>	<b>Possesses:</b> <ul style="list-style-type: none"> <li>- methods of organizing joint and individual educational and upbringing activities;</li> <li>- methods of identifying children with special educational needs;</li> </ul>
<b>GPC-4</b> Able to carry out spiritual and moral education of students based on basic national values	<b>To know:</b> <ul style="list-style-type: none"> <li>- the basics of the theory and methods of education: principles and approaches to the implementation of the educational process, forms, methods and technologies of education, the content of education and the components of the basic culture of the individual;</li> <li>- methods and techniques for forming value orientations of students, developing moral feelings (conscience, duty, empathy, responsibility, etc.), forming a moral character (patience, mercy, etc.), a moral position (the ability to distinguish between good and evil, to show selflessness, readiness to overcome life's trials), moral behavior (readiness to serve people and the Fatherland)</li> </ul>	<b>Knows:</b> <ul style="list-style-type: none"> <li>- the basics of the theory and methods of music education: principles and approaches to the implementation of the education process, forms, methods and technologies of education, the content of education and the components of the basic culture of the individual;</li> <li>- methods and techniques for forming value orientations of students, developing moral feelings (conscience, duty, empathy, responsibility, etc.), forming a moral character (patience, mercy, etc.), moral position (ability to distinguish between good and evil, to show selflessness, readiness to overcome life's trials), moral behavior (readiness to serve people and the Fatherland)</li> </ul>
	<b>To be able to:</b> <ul style="list-style-type: none"> <li>- create educational situations that contribute to the development of a moral position, spirituality, and a value-based attitude towards a person in students</li> </ul>	<b>Able to:</b> <ul style="list-style-type: none"> <li>- create educational situations that contribute to the development of students' moral position, spirituality, and value-based attitude towards people</li> </ul>
	<b>To possess:</b> <ul style="list-style-type: none"> <li>- methods and techniques for forming a moral attitude of students to the surrounding reality;</li> <li>- methods of assimilation by the younger generation and implementation into practical actions and behavior of spiritual values (individually personal, universal; national, family, etc.)</li> </ul>	<b>Possesses:</b> <ul style="list-style-type: none"> <li>- methods of assimilation by the younger generation and implementation into practical actions and behavior of spiritual values (individually personal, universal; national, family, etc.)</li> </ul>

<b>GPC-5</b> Able to monitor and evaluate the formation of students' educational outcomes, identify and correct learning difficulties	<b>To know:</b> <ul style="list-style-type: none"> <li>- principles of organizing monitoring and evaluation of students' educational results;</li> <li>- technologies and methods of monitoring and evaluation of educational results;</li> <li>- special technologies and methods that allow identifying and correcting learning difficulties</li> </ul>	<b>Knows:</b> <ul style="list-style-type: none"> <li>- principles of organizing control and assessment of educational results of students;</li> <li>- technologies and methods of control and assessment of educational results;</li> <li>- special technologies and methods that allow identifying and correcting difficulties in music education;</li> </ul>
	<b>To be able to:</b> <ul style="list-style-type: none"> <li>- apply tools, methods of diagnostics and evaluation of indicators of the level and dynamics of students' development;</li> <li>- conduct pedagogical diagnostics and correction of learning difficulties</li> </ul>	<b>Able to:</b> <ul style="list-style-type: none"> <li>- apply tools, methods of diagnostics and evaluation of indicators of the level and dynamics of musical development of students;</li> <li>- conduct pedagogical diagnostics and correction of difficulties in musical education</li> </ul>
	<b>To possess:</b> <ul style="list-style-type: none"> <li>- methods of monitoring and evaluation of students' educational results (personal, subject, meta-subject);</li> <li>- special methods that allow identifying and correcting learning difficulties</li> </ul>	<b>Possesses:</b> <ul style="list-style-type: none"> <li>- methods of monitoring and evaluating the educational results (personal, subject, meta-subject) of students;</li> <li>- special methods that allow identifying and correcting difficulties in music education;</li> </ul>
<b>GPC-6</b> Able to use psychological and pedagogical technologies in professional activities necessary for the individualization of training, development, upbringing, including students with special educational needs	<b>To know:</b> <ul style="list-style-type: none"> <li>- the laws of personality development and manifestation of personality traits, psychological laws of periodization and crises of development;</li> <li>- psychological and pedagogical technologies of individualization of training, development, education;</li> <li>- psychological and pedagogical foundations of educational activities taking into account the individual characteristics of students;</li> <li>- the main patterns of age development, socialization of the individual;</li> <li>- indicators of individual characteristics of life trajectories, their possible deviations, as well as the basics of their psychodiagnostics</li> </ul>	<b>Knows:</b> <ul style="list-style-type: none"> <li>- laws of personality development and manifestation of personal qualities, psychological laws of periodization and crises of development;</li> <li>- psychological and pedagogical technologies of individualization of training, development, education;</li> <li>- psychological and pedagogical foundations of educational activities taking into account the individual characteristics of students;</li> <li>- basic patterns of age development, socialization of personality;</li> </ul>

	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>- use knowledge about the developmental characteristics of students in planning and organizing educational and upbringing work;</li> <li>- apply educational technologies for individualization of training, development, education;</li> <li>- compile (jointly with a psychologist and other specialists) a psychological and pedagogical characteristic (portrait) of the student's personality;</li> <li>- build educational activities taking into account the cultural differences of children, gender, age and individual characteristics</li> </ul>	<p><b>Able to:</b></p> <ul style="list-style-type: none"> <li>- use knowledge about the specifics of students' musical development in planning and organizing educational work;</li> <li>- apply educational technologies for individualization of learning, development, and education;</li> <li>- compile (together with a psychologist and other specialists) a psychological and pedagogical profile (portrait) of the student's personality;</li> <li>- build educational activities taking into account cultural differences in children, age, gender, and individual characteristics.</li> </ul>
	<p><b>To possess:</b></p> <ul style="list-style-type: none"> <li>- actions of taking into account the developmental characteristics of students in conducting individual educational activities;</li> <li>- actions of using educational technologies in professional activities for individualization of training, development, education, including students with special educational needs;</li> <li>- actions of providing targeted assistance to students, including those with special educational needs;</li> <li>- actions of developing (jointly with other specialists) and implementing, together with parents (legal representatives), programs for the individual development of the child; techniques for understanding the content of documentation of specialists (psychologists, defectologists, speech therapists, etc.) and its use in work</li> </ul>	<p><b>Possesses:</b></p> <ul style="list-style-type: none"> <li>- actions to take into account the peculiarities of musical development of students in conducting individual educational activities;</li> <li>- actions to use educational technologies in professional activities for individualization of training, development, education, including students with special educational needs;</li> </ul>
<p><b>GPC-7</b> Able to interact with participants of educational relations as part of the implementation of educational programmes</p>	<p><b>To know:</b></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</li> </ul>	<p><b>Knows:</b></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 effective work with the parent community;</li> <li>- patterns of formation of</li> </ul>

	children-adult communities, their socio-psychological characteristics and patterns of development of children's and adolescent communities	children-adult communities, their socio-psychological characteristics and patterns of development of children's and adolescent communities
	<b>To be able to:</b> <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>	<b>Able to:</b> <ul style="list-style-type: none"> <li>- select 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>
	<b>To possess:</b> <ul style="list-style-type: none"> <li>- actions to identify behavioral and personal problems of students related to the peculiarities of their development;</li> <li>- actions to interact with other specialists within the framework of a psychological, medical and pedagogical council;</li> <li>- skills of building (or constructing) interactions with different participants in educational relations (students, parents, teachers, administration) within the framework of the implementation of educational programs</li> </ul>	<b>Possesses:</b> <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>- skills to build (or build) interaction with different participants of educational relations (students, parents, teachers, administration) within the framework of the implementation of educational programs</li> </ul>
<b>GPC-9</b> Able to understand the operating principles of modern information technologies and use them to solve professional problems	<b>To know:</b> <ul style="list-style-type: none"> <li>– principles of operation of modern information technologies and methods of their use to solve problems of professional activity</li> </ul>	<b>Knows:</b> <ul style="list-style-type: none"> <li>- principles of operation of modern information technologies and ways of using them in solving problems of professional activity of a music teacher.</li> </ul>
	<b>To be able to:</b> <ul style="list-style-type: none"> <li>– reasonably choose modern information technologies and use them to solve problems of professional activity</li> </ul>	<b>Able to:</b> <ul style="list-style-type: none"> <li>- reasonably select modern information technologies and use them to solve problems of professional activity; process the data obtained during scientific research.</li> </ul>
	<b>To possess:</b> <ul style="list-style-type: none"> <li>– skills of working with modern information technologies, methods of their use to solve problems of professional activity</li> </ul>	<b>Possesses:</b> <ul style="list-style-type: none"> <li>- skills in working with modern information technologies in the course of solving problems of various professional activities of a music teacher.</li> </ul>

<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	<b>To know:</b> <ul style="list-style-type: none"> <li>- fundamentals of specific teaching methods(techniques) in the subject area;</li> <li>- characteristics of students' personal, meta-subject and subject results in the context of teaching in the subject area (according to the Federal State Educational Standard and the model curriculum);</li> <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>	<b>Knows:</b> <ul style="list-style-type: none"> <li>- the basics of the methodology of music teaching and education;</li> <li>- characteristics of personal, meta-subject and subject results of students in the context of music education (according to the Federal State Educational Standard and the model curriculum "Music");</li> <li>- modern educational technologies and methodological patterns of their selection;</li> <li>- methods of monitoring, evaluating and correcting the results of music education;</li> </ul>
	<b>To be able to:</b> <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>	<b>Able to:</b> <ul style="list-style-type: none"> <li>- design a work program for music;</li> <li>- design and implement various forms of music education and organization of extracurricular activities for students;</li> </ul>
	<b>To possess:</b> <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>	<b>Possesses:</b> <ul style="list-style-type: none"> <li>- methods of music education and methods of 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 that ensure the achievement of meta-subject, subject and personal results of students;</li> <li>- methods of monitoring, evaluating and correcting the results of music education and training;</li> </ul>
<b>PCS-2</b> Able to apply subject knowledge in the implementation of the educational process	<b>To know:</b> <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</li> </ul>	<b>Knows:</b> <ul style="list-style-type: none"> <li>- patterns, principles and levels of formation and implementation of educational content in the field of music education;</li> <li>- structure, composition and didactic units of the content of music education;</li> </ul>



	relationship between class and extracurricular forms of training in the subject area	
	<b>To be able to:</b> - 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	<b>Able to:</b> - select educational content for implementation in various forms of music education in accordance with didactic goals, age characteristics of students and the requirements of the Federal State Educational Standard of General Education;
	<b>To possess:</b> - 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; - 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	<b>Possesses:</b> - subject content of academic disciplines in the field of music education; - skills in selecting variable content taking into account the relationship between class and extracurricular forms of music education.

### **1.8. The place of practice in the structure of the main educational program of higher education (MEEP VO):**

Implemented within the framework of the basic (mandatory) part of block B2. Internship.

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

labour intensity: – 42 credits

Duration of practice – 28 weeks.

### **1.10. Volume of contact work in hours and its duration in weeks:**

Volume of contact work – 4 hours.

The duration of contact work is 28 weeks.

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

## **II. CONTENT OF PRACTICE**

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

Industrial practice. Pedagogical practice is an important stage in activating the creative potential of a future music teacher. This type of practice ensures the connection of students' theoretical training with their practical pedagogical activity, provides an opportunity to comprehend the patterns and principles of teaching and education, and to master professional competencies in the process of planned activities.

<b>№</b>	<b>Main activities of students during their internship</b>	<b>Contents of tasks</b>
<b>1.</b>	orientation conference	receiving an assignment for industrial (pedagogical) practice.
<b>2.</b>	analysis of school curricula; study of thematic and lesson planning of the work of music teachers of educational institutions of various types or institutions of additional education	drawing up an individual plan for completing an internship.
<b>3.</b>	familiarization with the system of work of educational institutions	- study of documentation; - familiarization with the material base of the general education institution, providing the educational process in subjects of the artistic and aesthetic cycle; - comprehensive study of students; - familiarization with the schedule of classes and clubs on artistic and aesthetic education.
<b>4.</b>	observation of the progress of music lessons/music classes by a music teacher.	drawing up observation charts of observed music lessons (grades 1-7) / music classes (different groups)
<b>5.</b>	monitoring the process of organizing extracurricular activities	drawing up observation charts of musical activities in extracurricular activities
<b>6.</b>	daily observation of the progress of music lessons/music classes by a music teacher or fellow students	drawing up observation charts of the music lessons/music classes watched
<b>7.</b>	weekly music lessons/music classes	- development of music lesson plans, preparation of a self-analysis of each of them, - filling in the work schedule for conducting industrial (pedagogical) practice
<b>8.</b>	conducting music classes in institutions of additional education	- drawing up lesson plans and self-analysis of each of them; - filling out the work schedule for conducting industrial (pedagogical) practice
<b>9.</b>	holding an extracurricular educational event with a musical focus	development of the VVM summary, VVM self-analysis
<b>10.</b>	carrying out research assignments	processing and analysis of the obtained results
<b>11.</b>	preparation of reporting documentation	preparation of a diary of industrial (pedagogical) practice
		drawing up a report on the completion of industrial (pedagogical) practice
<b>12.</b>	final conference	provision of reporting documentation, discussion and final grade

In addition, throughout the entire period of pedagogical practice, in the process of observations and various forms of communication with teachers and students, trainees perform:

- collecting factual material as an object of musical-pedagogical and musical-psychological analysis;

- collecting material on the selected topic (coursework/final qualification work);
- collecting materials for a report on the results of industrial (pedagogical) practice.

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

#### 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.	<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 stage, result-analytical stage
2.	<b>GPC-2</b> Able to participate in the development of basic and additional educational programmes, develop their individual components (including using information and communication	Preparatory stage, main stage
3.	<b>GPC-3</b> Able to organize joint and individual educational and upbringing activities of students, including those with special educational needs, in accordance with the requirements of federal state educational standards	Main stage
4.	<b>GPC-4</b> Able to carry out spiritual and moral education of students based on basic national values	Main stage
5.	<b>GPC-5</b> Able to monitor and evaluate the formation of students' educational outcomes, identify and correct learning difficulties	Preparatory stage, main stage, result-analytical stage
6.	<b>GPC-6</b> Able to use psychological and pedagogical technologies in professional activities necessary for the individualization of training, development, upbringing, including students with special educational needs	Main stage
7.	<b>GPC-7</b> Able to interact with participants of educational relations as part of the implementation of educational programmes	Preparatory stage, main stage
8.	<b>GPC-9</b> Able to understand the operating principles of modern information technologies and use them to solve professional problems	Main stage, result-analytical stage
9.	<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	Main stage

	the achievement of meta-subject, subject and personal results	
10.	<b>PCS-2</b> Able to apply subject knowledge in the implementation of the educational process	Main stage

### **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**

*Standard control tasks that determine the degree of formation of competencies for each learning outcome:*

1. Observation, interview, consultation with the management and teachers of educational institutions.
2. Analysis of the work of educational institutions.
3. Observation of the activities of the school team in lessons and outside of school hours.
4. Work with documentation (filling out a work schedule, systematically keeping a diary, drawing up observation diagrams, developing notes for music lessons (music classes), VVM, club work, research assignments, reports, etc.).
5. Understanding and independently processing the information received during practice.

*List of questions requiring an oral answer for conducting midterm assessment in the form of a test with a grade:*

1. What is the purpose, goals of the activity, structure of the educational institution where the internship took place?
2. On the basis of what constituent documents does this institution operate?
3. What main regulatory legal acts guide this institution in its activities?
4. What knowledge, skills and abilities were acquired or developed as a result of the internship?
5. What tasks were completed during the internship?
6. What documents (draft documents) were drawn up?

### **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 midterm assessment.

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

Midterm assessment of 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) the work performed. If the documentation is submitted after the established deadline without a valid reason, the final grade is reduced by one point.

The results of the midterm assessment of practice are recorded in the credit and examination reports. Unsatisfactory results of the midterm assessment of practice or failure to pass the midterm assessment of practice in the absence of valid reasons are recognized as academic failure. Students who fail to complete the internship program are given an "unsatisfactory" grade and are given the opportunity to eliminate their academic debt by re-sending them to internship.

In the event of failure to submit reporting documentation or its submission in a form that does not meet the requirements of the internship program, the internship supervisor will give the "unsatisfactory" grade in the examination report. The student is given the opportunity to submit reporting documentation that corresponds in terms of the order for sending them to internship. Re-certification is carried out within the timeframe determined by the Institute's Directorate.

In the event of a student's absence from the final conference, the internship supervisor will record his/her absence in the examination report. The student is given the opportunity to submit reporting documentation that corresponds in terms of the order for sending them to internship. Re-certification is carried out within the timeframe determined by the Institute's Directorate.

In case of failure to complete the internship for a valid (or invalid) reason, confirmed by documents, the student is sent for the internship again during free time from classes or during the vacation period based on his/her application. The student is sent for repeated internship no more than twice (the first and second repeated midterm assessments) and no later than the expiration of a period of time equal to one year after the occurrence of the academic debt. The specified period does not include the time of the student's illness, academic leave or maternity leave.

A student who has not passed the midterm assessment for internship with the commission and has received an unsatisfactory grade is expelled from the university for failure to complete the curriculum in the manner prescribed by the local acts of the university. In case of impossibility to complete the internship within the established period for valid reasons, which must be confirmed by documents, the period of internship is postponed by the order of the rector of the university in accordance with the application of the student. The student is sent for internship during the time free from the contact form of work of classes during the period of mastering the educational program or during the holidays.

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

Upon completion of the internship, students provide the following package of documents:  
in printed form: the following documents, certified by signatures and seals: a completed internship diary; a report on the internship (up to 5 A4 sheets) in accordance with the assignment provided for by the internship program; a description of the student from the internship supervisor of the specialized organization, containing information on the level of mastery of professional competencies during the student's internship; an assessment sheet indicating the level of mastery of professional competencies by the student;

- in electronic form (individually for each student in accordance with the order on sending for internship) (a folder with a name, for example, Ivanova\_MP-41\_22. Ped.pr. pdf)):

- Assignment on music in educational institutions of various types:
  - calendar-thematic planning for the duration of the internship (2nd period of internship);
  - observation diagrams for the progress of a music lesson / music lesson;
  - notes of music lessons in the assigned class / music lessons in the group;
  - self-analysis of music lessons / music lessons;
  - didactic materials, visual aids, photos and video fragments
- Assignment on additional education in educational institutions of various types:
  - plans / notes on the organization of extracurricular activities;
  - notes on the VVM on the musical and aesthetic education of students;
  - self-analysis of the VVM on the musical and aesthetic education of students.
- Research assignments:
  - diagnostics of music education / musical development / musical culture / musical abilities of students (2nd period of practice)
  - generalization of the experience of a teacher-musician in educational institutions (1st period of practice)
  - preparation of scientific and methodological articles taking into account the specifics of music education, etc.

## **IV. ORGANIZATION OF PRACTICE**

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

Period I – 8th semester (10 weeks)

Period II – 9th semester (18 weeks)

Each of the indicated periods of practice also includes 3 stages:

preparatory, main, and result-analytical.

The first stage is preparatory.

In accordance with the schedule (the first day of industrial (pedagogical) practice (full-time education), an orientation conference is held, during which:

- specific tasks of practical activities of students are set, they are familiarized with the purpose and content of practice;
- an individual plan for completing pedagogical practice is discussed;
- a list of reporting documentation for the final conference is communicated and the deadlines for its submission are determined.

The second stage is the main one.

During each period of practice, the students' activities are carried out under the supervision of the practice supervisor from the specialized organization, methodologists and the practice supervisor from the educational organization in the following areas:

1) educational and methodological work to understand the experience of a music teacher, including:

- analysis of school curricula; study of thematic and lesson planning of the work of a music teacher;
- attending music lessons / music classes conducted by teachers and interns, drawing up observation diagrams;
- conducting music lessons / music classes,
- compiling a self-analysis of conducted music lessons / music classes;
- conducting an extracurricular educational event;
- compiling a self-analysis of the conducted VVM;
- completing assignments on additional education.

2) familiarization with the system of work of educational institutions, which involves:

- analysis of documentation (the general work plan of the general educational institution for artistic and aesthetic education, as well as the extracurricular activities of the teacher-musician);
- familiarization with the material base of the educational institution that ensures the educational process (classrooms, teaching aids, technical means of support, conditions for extracurricular activities);
- a comprehensive study of students (the content of class journals, diaries, creative works; observation of students in lessons, extracurricular activities, clubs; a conversation with a health worker about the health of students in their class);
- familiarization with the schedule of classes and clubs in educational institutions of various types.

3) fulfillment of research assignments:

- comprehension and generalization of musical and pedagogical experience;
- work in the scientific library and with electronic databases;
- fulfillment of diagnostic assignments in accordance with the topic of the final qualifying work/coursework;
- collection of information for the preparation of scientific theses and articles;
- participation in various forms of scientific discussions (research and practical training, competitions, articles, etc.).

The following forms of work are used in the process of industrial (pedagogical) practice: consultations, study of specialized literature on a certain range of issues (comprehension of pedagogical experience, creative approach to curricula, etc.); written work (observation

diagrams, lesson plans and notes and VVM with theoretical justification of the proposed methodology, with questions and assignments for students and proposed answers), etc. In case of internship with the use of e-learning and distance learning technologies, its organization is determined by the relevant order, the tasks in the program of industrial (pedagogical) internship are adjusted.

The third stage is the result-analytical one.

Based on the analysis of the reporting documentation provided by the students, the head of the internship from the institute gives a general assessment (credit with assessment) for the pedagogical internship and holds a final summary conference, the purpose of which is a qualitative analysis of the completed internship and the formulation of recommendations for improving the effectiveness of the further professional activity of the teacher-musician. The final conference involves the use of various interactive forms: group discussion, project method, work in small groups, presentations based on modern multimedia tools.

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

Industrial (pedagogical) practice (in accordance with the order on sending for practice individually for each student) takes place on the basis of organizations whose focus of activity corresponds to the profile of training of students, related to municipal educational institutions of the city of Yelets, Yelets municipal district of Lipetsk region; to municipal cultural institutions of the urban district of the city of Yelets of Lipetsk region, Yelets municipal district, as well as on the basis of other specialized organizations on the basis of a concluded agreement on practical training of the student and the submission of a petition.

#### **4.3. Features of organizing practice for disabled people and people with limited health capabilities.**

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. Baiborodova, L. V. Teaching music in elementary school: a textbook for universities / L. V. Baiborodova, O. M. Faletrova, S. A. Tomchuk. - 2nd ed., corrected. and add. - Moscow: Yurait Publishing House, 2022. - 248 p. - (Higher education). - ISBN 978-5-534-06342-4. - Text: electronic // Educational platform Yurait [website]. - URL: <https://urait.ru/bcode/491906> (date accessed: 02.06.2023).

2. 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 ; edited by G. N. Germanov. — Moscow: Yurait Publishing House, 2022. — 411 p. — (Higher education). — ISBN 978-5-534-15116-9. — Text: electronic // Yurait Educational Platform [website]. — URL: <https://urait.ru/bcode/487457> (accessed: 02.06.2023).

3. Efremova, I. V. Industrial practice: a teaching aid for students of higher educational institutions in the direction of training 44.03.05 Pedagogical education, focus (profiles) Music and world art culture, Music and additional education. - Yelets: Yelets State University named after I. A. Bunin, 2018. -- 101 p. - [https://elsu.ru/uploads/files/2020-10/1602948444\\_efremova-i.v.-proizvodstvennaya-praktika.pdf](https://elsu.ru/uploads/files/2020-10/1602948444_efremova-i.v.-proizvodstvennaya-praktika.pdf) (accessed: 02.06.2023).

#### **5.2. Specialized periodicals (*not provided*)**

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

<b>№</b>	<b>Link to information</b>	<b>Name of the development in electronic form</b>	<b>Availability</b>
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	resource		
1.	<a href="https://infourok.ru/">https://infourok.ru/</a>	<b>Infourok:</b> 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>	<b>Russian education: Federal portal.</b> 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>	<b>The information system "Single window of access to educational resources"</b> 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="http://fcior.edu.ru/">http://fcior.edu.ru/</a>	<b>The Federal Center for Information and Educational Resources (FCIER)</b> provides access to electronic educational resources and services for all levels and stages of education.	Free access

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

### 6.1. List of information technologies

1. Windows 10 operating system;
2. Information technology: Web design, computer graphics, Flash technology;
3. Information and communication network "Internet";
4. E-mail - a technology and service for sending and receiving electronic messages between users of a computer network.

### 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

1.	<a href="http://www.biblioclub.ru">http://www.biblioclub.ru</a>	Electronic library system (ELS) University library online	Registration via any university computer.
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			Further, 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
3.	<a href="http://www.garant.ru">www.garant.ru</a>	Information and legal portal	Free access
4.	<a href="https://fgos.ru/">https://fgos.ru/</a>	Federal state educational standards (for all levels of education)	Free access
5.	<a href="http://musnotes.com">http://musnotes.com</a>	Music in notes	Free access
6.	<a href="http://www.classic-music.ru/">http://www.classic-music.ru/</a>	Classical music	Free access

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

The material and technical base of the organization in which the industrial practice is carried out, the premises, comply with the current sanitary and fire safety standards, as well as technical safety requirements for the performance of industrial work.