

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

Agreed:

with the Board of Trustees of
Bunin Yelets State University
Minutes of 24.04 2024 No. 3
Chairman of the Board of Trustees
[Signature] /Arkhipenko V.A./

with the Student Council of
Bunin Yelets State University
Minutes of 24.04 2024 No. 4
Chairman of the Student Council
[Signature] /Bykova O.Yu./

Approved:



First Vice-Rector – Vice-Rector for
Educational Activities
[Signature] Polyakov R.Yu./
2024

Basic professional educational programme of higher education

44.03.01 Pedagogical education
Programme: Primary education
Qualification (degree): bachelor

Developers:

Candidate of Pedagogical Sciences,
Associate Professor
Academic Degree, Position

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Approved by a group of employers:

Director of the Municipal Budgetary
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Yelets
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REVIEW

of the main professional educational program of higher education in the field of training 44.03.01 Pedagogical education, focus (profile) Primary education, developed by the Federal State Budgetary Educational Institution of Higher Education "Bunin Yelets State University"

The reviewed main professional educational program (BPEP) in the field of training 44.03.01 Pedagogical education, focus (profile) Primary education, is a system of educational and methodological documents developed by the university taking into account the requirements of the labor market on the basis of the federal state educational standard of higher education in the corresponding field of training of higher education (FSSES HE)

The BPEP is a set of basic educational characteristics (volume, content, planned results), organizational and pedagogical conditions, forms of certification, which is presented in the form of a curriculum, academic calendar, work programs of disciplines, internship programs, the program of state final certification, as well as assessment and methodological materials that ensure the implementation of the educational technologies used.

The structure of the BPEP includes a mandatory part and a part formed by participants in educational relations, based on the accumulated scientific and pedagogical experience of the university in the implementation of basic and additional professional educational programs in the relevant field of professional activity, the established scientific schools of the university and the needs of the labor market.

The curriculum and academic calendar are developed in accordance with the requirements of the Federal State Educational Standard of Higher Education for the structure of the BPEP. The structure of the plan is logical and consistent. The conditions for implementing the BPEP are defined: general system requirements, requirements for material and technical and educational and methodological support, requirements for personnel and financial conditions for the implementation of the program, as well as requirements for the mechanisms used to assess the quality of educational activities and training of students under the program.

BPEP in the field of training 44.03.01 Pedagogical education, focus (profile) Primary education is provided with working programs of all academic disciplines and internship programs. Evaluation of working programs of academic disciplines and internship programs allows us to conclude that they are of high quality and have a sufficient level of methodological support. The content of disciplines and internships corresponds to the competent model of a graduate.

The state final certification includes the preparation and defense of a final qualifying work, designed in accordance with the requirements for this type of work.

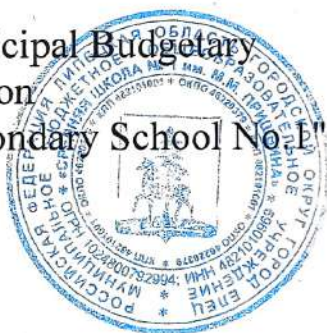
When reviewing the assessment materials, it was established that the criteria and indicators for assessing competencies, assessment scales ensure a comprehensive assessment of learning outcomes, the level of competence

development; control tasks and other materials for assessing the learning outcomes of the BPEP are developed based on the assessment principles: validity, certainty, unambiguity, reliability; meet the requirements for the composition and interrelation of assessment tools and allow for an objective assessment of learning outcomes and levels of competence development. The volume of assessment materials corresponds to the curriculum of the training area, their content corresponds to the goals of the BPEP, the future professional activities of students. In our opinion, the quality of the assessment materials ensures the objectivity and reliability of the results when assessing learning outcomes.

The developed BPEP for the training area 44.03.01 Pedagogical education, focus (profile) Primary education fully corresponds to the declared level of training, is meaningful, has all the necessary elements and can be used in the educational process of the Federal State Budgetary Educational Institution of Higher Education " Bunin Yelets State University ".

Reviewer:

Director of the Municipal Budgetary
Educational Institution
"M.M. Prishvin Secondary School No.1"
of Yelets



Grishanova Olga Vasilievna

REVIEW

of the main professional educational program of higher education (OPEP VO) in the field of training 44.03.01 Pedagogical education, focus (profile) Primary education, developed by the Institute of Psychology and Pedagogy of the Federal State Budgetary Educational Institution of Higher Education "Bunin Yelets State University "

The BPEP HE in the field of training 44.03.01 Pedagogical education, focus (profile) Primary education submitted for review is a system of documents developed at the Federal State Budgetary Educational Institution of Higher Education "Yelets State University named after I.A. Bunin" taking into account the needs of the regional labor market on the basis of the federal state educational standard of higher education (FSSES HE) in the field of training 44.03.01 Pedagogical education.

The BPEP HE regulates the goals, expected results, content, conditions and technologies for implementing the educational process, assessing the quality of graduate training and includes: a curriculum, a calendar academic schedule, work programs of disciplines, internship programs, a program of state final certification, as well as assessment and methodological materials that ensure the implementation of the educational technologies used.

The curriculum of the BPEP HE, developed in accordance with the Federal State Educational Standard of Higher Education, consists of a mandatory part and a part formed by participants in educational relations.

The competitive advantages of the reviewed BPEP HE include maximum consideration of employers' requirements in the formation of disciplines that, by their content, ensure the formation of the necessary competencies of the graduate; the involvement of experienced faculty, as well as representatives of organizations engaged in labor activities in the professional sphere corresponding to the professional activity for which graduates are being prepared.

The quality of the substantive component of the curriculum is beyond doubt. The disciplines included in the curriculum reveal the essence of the current problems of the professional sphere. The structure of the plan is logical and consistent. The assessment of the working programs of academic disciplines and internship programs allows us to conclude that they are of high quality and have a sufficient level of methodological support. The content of disciplines and internships corresponds to the graduate competency model.

The state final certification includes the preparation and defense of a final qualification work, designed in accordance with current regulations.

When reviewing the assessment materials, it was established that the criteria and indicators for assessing competencies, assessment scales ensure a comprehensive assessment of learning outcomes, the level of competence development; control tasks and other materials for assessing learning outcomes of the BPEP HE are developed based on the assessment principles: validity, certainty,

unambiguity, reliability; meet the requirements for the composition and interrelation of assessment tools and allow for an objective assessment of learning outcomes and levels of competence development. The volume of assessment materials corresponds to the curriculum of the field of study, their content corresponds to the goals of the BPEP HE, the future professional activities of students. Therefore, the quality of assessment materials ensures the objectivity and reliability of the results when assessing learning outcomes.

The developed BPEP HE in the training direction 44.03.01 Pedagogical education, focus (profile) Primary education fully corresponds to the declared level of training, is meaningful, has all the necessary elements and can be used in the educational process of the Federal State Budgetary Educational Institution of Higher Education "Bunin Yelets State University".

Reviewer:

Director of the Municipal Budgetary
Educational Institution
"Secondary School No. 15" of Yelets



Handwritten signature of Roldugina Irina Anatolyevna.

Roldugina Irina Anatolyevna

Approved:



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

2024

General characteristics of the basic professional educational program of higher education

44.03.01 Pedagogical education

Programme: Primary education

Qualification (degree): bachelor

1. General Provisions

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

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

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

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

The field of professional activity and spheres of professional activity in which graduates who have mastered the bachelor's degree programme can carry out professional activity: 01 Education and science (in the field of pre-school, primary

general, basic general, secondary general education, vocational training, vocational education, additional education).

Types of tasks of professional activity of graduates:

- pedagogical;
- methodical.

Tasks of professional activity of graduates:

pedagogical:

- carrying out professional activities in accordance with regulatory legal acts in the field of education and the standards of professional ethics.
- development and implementation of basic and additional educational programs.
- organization of joint and individual educational and upbringing activities of students, including those with special educational needs.
- monitoring and evaluating the formation of educational results of students, identifying and correcting problems in learning.
- individualization of training, education and development of students, including those with special educational needs.
- interaction with participants in educational relations.
- design and implementation of pedagogical activities based on special scientific knowledge.

methodological:

- implementation of selection of the content of subject
- education of primary school students, adequate to the expected results, the level of development of modern scientific fields and age characteristics of students.
- design, planning and implementation of the educational process in primary school in accordance with the requirements of the Federal State Educational Standard of Primary General Education.
- methodological support for achieving personal, meta-subject and subject
- educational results based on the individual characteristics of students.

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

Types of tasks of professional activity	Objects of professional activity or area(s) of knowledge of graduates
<i>pedagogical:</i>	Educational programs and educational process in the system of primary general education; training, education, development and socialization of students
<i>methodological:</i>	Educational programs and curricula in subject areas of primary school; educational process in the system of primary general education; training, education,

	development and socialization of students in the educational process in subject areas in accordance with the Federal State Educational Standard.
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3. Requirements for the results of mastering the BPEP HE

Universal competencies of graduates and indicators of their achievement

Code and name of the universal competence	Indicators of competence achievement
UC-1 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
	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
	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
UC-2 Able to determine the range of tasks within the framework of the set goal and choose the best ways to solve them, based on current legal norms, available resources and limitations.	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
	To be able to: - 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
	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
UC-3 Able to carry out social interaction and realize their role in a team.	To know: - strategies of cooperation to achieve the set goal; - behavioral characteristics of different groups of people with whom he/she works/interacts; - assess the consequences of personal actions and plan a sequence of steps to achieve the set result
	To be able to: - define his/her role in the team; - establish different types of communication (educational, business, informal, etc.)
	To possess: - skills of effective interaction with other team members, including participation in the exchange of information, knowledge and experience, in the presentation of the results of the team's work

UC-4 Able to carry out business communication in oral and written forms in the state language of the Russian Federation and foreign language(s).	To know: - communicatively acceptable styles of business communication in the state and foreign languages; - verbal and non-verbal means of interaction with partners
	To be able to: - communicatively and culturally acceptable conduct oral business conversations in the state and foreign languages; - conduct business correspondence, taking into account the stylistic features of official and unofficial letters, socio-cultural differences in the format of correspondence in the state and foreign languages
	To possess: - skills in using information and communication technologies when searching for the necessary information in the process of solving various communication problems in the state and foreign languages; - skills in translating academic texts from a foreign language into the state language
UC-5 Able to perceive intercultural diversity of society in socio-historical, ethical and philosophical contexts.	To know: - cultural characteristics and traditions of various social groups and ways of studying them; historical heritage and socio-cultural traditions of various social groups; - stages of historical development of Russia (including main events, main historical figures) in the context of world history and cultural traditions of the world (depending on the environment and objectives of education), including world religions, philosophical and ethical teachings
	To be able to: - tolerantly and constructively interact with people, taking into account their socio-cultural characteristics in order to successfully complete professional tasks and strengthen social integration
	To possess: skills of respectful attitude to the historical heritage and socio-cultural traditions of various social groups
UC-6 Able to manage their time, build and implement a trajectory of self-development based on the principles of lifelong education.	To know: - your resources and their limits (personal, psychophysiological, situational, time, etc.) for the successful completion of assigned work
	To be able to: - plan long-term goals of the activity taking into account the conditions, means, personal capabilities, stages of career growth, time perspective of activity development and labor market requirements; - critically evaluate the efficiency of using time and other resources in solving assigned tasks, as well as in relation to the result obtained
	To possess: the skills of implementing the intended goal of the activity taking into account the conditions, means, personal capabilities, stages of career growth, time perspective of activity development and labor market requirements; the skills of using the opportunities provided to acquire new knowledge and skills
UC-7 Able to manage their time, build and	To know: - adaptive reserves of the body, ways to strengthen health and achieve the proper level of physical fitness

implement a trajectory of self-development based on the principles of lifelong education.	To be able to: - use the basics of physical culture for an informed choice of health-saving technologies, taking into account the internal and external conditions of the implementation of a specific professional activity
	To possess: - skills in maintaining the proper level of physical fitness to ensure full-fledged social and professional activity and adherence to healthy lifestyle standards
UC-8 Able to create and maintain safe living conditions in everyday life and professional activities to preserve the natural environment, ensure sustainable development of society, including in the event of the threat and occurrence of emergencies and military conflicts.	To know: - the basics of ensuring safe and/or comfortable working conditions in the workplace
	To be able to: - identify and eliminate problems related to safety violations in the workplace
	To possess: - actions to prevent the occurrence of emergency situations (natural and man-made) in the workplace and the implementation of rescue and emergency recovery measures in the event of emergency situations.
UC-9 Able to make informed economic decisions in various areas of life.	To know: - the conceptual apparatus of economic science and the basic principles of economic functioning; - the goals and mechanisms of the main types of social economic policy
	To be able to: - use methods of economic and financial planning to achieve the set goal; - use financial instruments to manage personal finances (personal budget)
	To possess: - the skills of using economic instruments to manage finances, taking into account economic and financial risks in various areas of life
UC-10 Able to form an intolerant attitude towards manifestations of extremism, terrorism, corrupt behavior and counteract them in professional activities.	To know: - legal norms that counteract manifestations of extremism, terrorism, corrupt behavior in professional activities, the main measures of legal liability for committing acts of an extremist, terrorist and corrupt nature
	To be able to: - analyze, interpret and apply legal norms on counteracting extremism, terrorism, corrupt behavior in professional activities and everyday life
	To possess: - skills in working with legislative norms that counteract manifestations of extremism, terrorism, corrupt behavior in professional activities and everyday life

General professional competencies of graduates and indicators of their achievement

Code and name of general professional competence	Indicators of competence achievement
GPC-1 Able to carry out professional activities in accordance with regulatory legal acts in the field of education and standards of professional ethics.	To know: - laws and other regulatory legal acts governing activities in the field of education in the Russian Federation; - federal state educational standards of basic general, secondary general education; - legislative documents on the rights of the child
	To be able to: - apply the main regulatory legal acts in the field of education and the norms of professional ethics
	To possess: - actions to comply with legal, moral and ethical standards, requirements of professional ethics - in real pedagogical situations; - actions to carry out professional activities in accordance with the requirements of federal state educational standards of basic general, secondary general education
GPC-2 Able to participate in the development of basic and additional educational programmes, develop their individual components (including using information and communication.	To know: - federal state educational standards; - history, patterns and principles of construction and functioning of educational systems; - basics of didactics; - modern educational technologies, including ICT
	To be able to: - develop individual components of basic and additional educational programs; - use ICT in developing educational programs; - plan educational sessions
	To possess: - techniques for developing programs of academic disciplines within the framework of the basic general educational program; - skills in applying modern educational technologies in a real and virtual educational environment; - ICT: at the user level; at the general pedagogical level; at the subject-pedagogical level
GPC-3 Able to organize joint and individual educational and upbringing activities of students, including those with special educational needs, in accordance with the requirements of federal state educational standards.	To know: - the essence, forms and methods of organizing educational and upbringing activities; - modern technologies for organizing joint and individual educational and upbringing activities, including in the context of an inclusive educational process; - the basics of psychodiagnostics and the main signs of deviations in the development of children
	To be able to: - correlate the requirements of federal educational standards with the individual educational needs of students; - organize joint educational and upbringing activities; - develop and implement individual educational routes, individual development programs and individually oriented educational

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

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

	- skills of building (or constructing) interactions with different participants in educational relations (students, parents, teachers, administration) within the framework of the implementation of educational programs
GPC-8 Able to carry out teaching activities based on special scientific knowledge.	To know: - special, including subject and methodological scientific knowledge; - the basics of pedagogical activity of a subject teacher (according to the profile of the educational program)
	To be able to: - use modern technologies and methods of organizing class and extracurricular activities; - use traditional and modern forms and methods of educational work, including in the subject area
	To possess: - skills in organizing various types and forms of classes taking into account the specifics of the subject area; - actions in organizing various types of extracurricular activities: play, educational and research, artistic and productive, cultural and leisure
GPC-9 Able to understand the operating principles of modern information technologies and use them to solve professional problems.	To know: – principles of operation of modern information technologies and methods of their use to solve problems of professional activity
	To be able to: – reasonably choose modern information technologies and use them to solve problems of professional activity
	To possess: – skills of working with modern information technologies, methods of their use to solve problems of professional activity

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

Professional competencies established by the bachelor's degree program have been developed taking into account the professional standard "**Teacher (teaching activity in the field of preschool, primary general, basic general, secondary general education) (educator, teacher)**".

Code and name of professional competence	Indicators of competence achievement
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PCS-1 Able to teach an academic subject based on the use of subject-specific methods and use modern educational technologies that ensure the achievement of meta-subject, subject and personal results.	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
	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)
	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; - methods of monitoring, assessing and correcting learning results in the subject area
PCS-2 Able to apply subject knowledge in the implementation of the educational process.	To know: - patterns, principles and levels of formation and implementation of educational content in the subject area; - structure, composition and didactic units of the content of a school subject in the subject area; - subject content in the subject area; - skills in selecting variable content taking into account the relationship between class and extracurricular forms of training in the subject area
	To be able to: - 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
	To possess: - 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

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

General system needs, requirements for material and technical and educational and methodological support, requirements for personnel and conditions for the implementation of programmes correspond to the requirements of the Federal State Educational Standard for the training direction 44.03.01 Pedagogical education.

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

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

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

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