

BUNIN YELETS STATE UNIVERSITY

"APPROVED"

Director of the Institute of Psychology
And Pedagogy T.D.Krasova/



THE WORK PROGRAMME OF THE DISCIPLINE **B1.E.01.06. Designing and analyzing lessons at primary school**

Direction of training: 44.03.01. Pedagogical education

Profile: Primary education

Qualification (degree): Bachelor

Mode of study: full-time

Institute of Psychology and Pedagogy

Department of Pedagogy and Educational Technologies

	full-timeform	full-time and part-time form	part-time form
Study course	3	-	-
Term	5,6	-	-

Lectures	28	-	-
Laboratory work	-	-	-
Seminars	68	-	-
Including practical training	-	-	-
Form of control	Exam-0,3	-	-
Control	9	-	-
Other forms of work	-	-	-
Independent work	146,7		

Total number of academic hours: 252

Labor intensity: 7 credits

Developer of the work programme:

PhD in Pedagogical Sciences, Associate Professor

I.B. Larina

I. ORGANIZATIONAL AND METHODOLOGICAL SECTION

The purpose of studying the discipline:

- study of issues of designing and analyzing a modern lesson;
- familiarization of students with modern technologies of teaching primary school students Russian language, literature and mathematics, the mastering of which will help to put the learning process on a communicative basis, implement an activity-based approach;
- study of methods and techniques of work at various stages of formation of knowledge in Russian language, literature and mathematics in primary school;
- formation of students' solid knowledge about the specifics of the process of teaching Russian language, literature and mathematics in primary grades and their preparation for methodologically competent organization of lessons in these disciplines in the context of widespread use of electronic products.

Objectives of studying the discipline:

- to form knowledge of the essence of designing and analyzing a modern lesson in future specialists of the education system;
- to show the possibilities of practical implementation of various technologies in the educational process aimed at the development of the student's personality;
- to promote the development of the creative potential of the future specialist, which is necessary for him for further self-education, self-development and self-realization in the context of the rapid development and improvement of various teaching technologies.

The place of the discipline in the structure of the BPEP: implemented within the framework of module 7 of the part formed by the participants of educational relations, block B1.

Planned learning outcomes for the discipline:

Competence code	Indicators of Competence Achievement	Planned learning outcomes for the discipline
PCS-1	To know: <ul style="list-style-type: none">- the basics of specific teaching methods in primary school disciplines;- characteristics of personal, meta-subject and subject results of students in the context of teaching primary school disciplines (according to the Federal State Educational Standard and the model curriculum);- modern educational technologies and	Knows: <ul style="list-style-type: none">- conceptual provisions and requirements for the organization of the educational process, determined by the Federal State Educational Standard of Primary General Education;- modern educational technologies and methodological patterns of their selection;- methods of teaching the use of computer technologies in

	<p>methodological patterns of their selection;</p> <ul style="list-style-type: none"> - methods of monitoring, evaluating and correcting the results of teaching primary school disciplines. 	<p>studying the Russian language and literature in primary school;</p> <ul style="list-style-type: none"> - methods of monitoring, assessing and correcting the results of learning the use of computer technologies in studying the Russian language; - means of developing communicative competence and an activity-based approach in Russian language and literature lessons in primary school.
	<p>To be able to:</p> <ul style="list-style-type: none"> - design a work program for primary school disciplines; - design and implement various forms of training and organization of extracurricular activities for students in primary school disciplines, ensuring the achievement of meta-subject, subject and personal results. 	<p>Is able to:</p> <ul style="list-style-type: none"> - design elements of the educational program, the teacher's work program for the disciplines "Russian Language" and "Literature"; - formulate didactic goals and objectives of teaching Russian language and literature with the help of information technologies and implement them in the educational process of primary school; - plan, model and implement various organizational forms in the process of teaching Russian language and literature with the help of information technologies; - justify the choice of teaching methods and educational technologies when teaching Russian language and literature in primary school, apply them in educational practice.
	<p>To possess:</p> <ul style="list-style-type: none"> - methods of teaching primary school subjects and methods of 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 meta-subject, 	<p>Possesses:</p> <ul style="list-style-type: none"> - skills in planning and designing the educational process; - methods of teaching Russian in primary school using information technologies that ensure the achievement of meta-subject, subject and personal results of students; - methods of monitoring,

	subject and personal results of students; - methods of monitoring, evaluating and correcting the results of learning in primary school subjects.	evaluating and correcting learning results using computer technologies in primary school.
PCS-2	To know: - patterns, principles and levels of formation and implementation of educational content in primary school disciplines; - structure, composition and didactic units of content of school subjects in primary school disciplines.	Knows: - patterns, principles and levels of formation and implementation of educational content in Russian language and mathematics in primary school; - structure, composition and didactic units of content of school subjects in Russian language and mathematics.
	To be able to: - select educational content for implementation in various forms of teaching primary school disciplines in accordance with didactic goals, age characteristics of students and the requirements of the Federal State Educational Standard of General Education.	Is able to: - select educational materials for implementation in the computer form of teaching Russian language and mathematics in primary school in accordance with the requirements of the Federal State Educational Standard of primary general education.
	To possess: - the subject content of primary school disciplines; - the ability to select variable content taking into account the relationship between the classroom and extracurricular forms of teaching primary school disciplines.	Possesses: - subject content of the disciplines "Russian Language" and "Literature" in primary school; - skills in selecting variable content taking into account the relationship between the class and extracurricular forms of teaching Russian language, literature and mathematics in primary school.

II. CONTENT AND SCOPE OF THE DISCIPLINE

indicating the number of hours allocated for contact work of students with the teacher (by type of class) and for independent work

Full-time education

No.	Name of sections and topics	Total	Classroom lessons			Indep.work
			LEC	PRACT	LAB	
1.	Section 1. Technology of designing a modern lesson in	25	5	6	-	14

	the context of the Federal State Educational Standard					
2.	Topic 1. Technological process of preparing a modern lesson and its stages.	5	2	1		2
3.	Topic 2. Technological map of the lesson as a method of graphic design of the lesson, allowing to structure the lesson according to the parameters chosen by the teacher. Development of the technological map.	8	1	2	-	5
4.	Topic 3. Algorithm for designing a lesson from the point of view of the requirements of the Federal State Educational Standard.	5	1	1	-	3
5.	Topic 4. Analysis of a modern lesson of Russian language and literature.	7	1	2	-	4
6.	Section 2. Lesson as a didactic system	28	4	10	-	14
7.	Topic 1. New approaches to planning and constructing a lesson. Structure of a modern lesson. Changes in the content and organization of lesson stages.	7	1	2	-	4
8.	Topic 2. Russian language lesson. Implementation of communicative-speech, system-functional and personality-oriented approaches in the process of forming universal learning activities (using the example of the teaching and methodological complex "Russian language" by V.P. Kanakina).	10	2	4	-	4
9.	Topic 3. Literary reading lesson. Spiritual and moral development of the child's personality and formation of reading competence (using the example of the "Literary Reading" teaching and methodological complex by L.F. Klimanova and others).	11	1	4	-	6
10.	Section 3. Designing Russian language and literature	41	5	14	-	22

	lessons based on a systemic and activity-based approach to teaching					
11.	Topic 1. System-activity approach as a means of implementing modern educational goals. Typology of lessons in the didactic system of the activity-based method.	7	1	2	-	4
12.	Topic 2. Designing literacy lessons in accordance with their specifics.	11	1	4	-	6
13.	Topic 3. Lessons on spelling and punctuation. Designing speech development lessons.	11	1	4	-	6
14.	Topic 4. Development of models of Russian language and literary reading lessons using computer technologies.	12	2	4		6
15.	Section 4. Health-saving technologies in designing lessons of Russian language and literature in primary school.	14	2	2		10
16.	Topic 1. Main directions and content of health-preserving activities in different age periods.	7	1	1		5
17.	Topic 2. Forecasting the development of health strategies in Russian language lessons in the context of education modernization.	7	1	1		5
	Control				-	
	Total (semester 5)	108				
18.	Section 5. Requirements of the Federal State Educational Standard for the organization, conditions and results of teaching mathematics.	22	3	8	1	16
19.	Topic 1. Modern mathematics lesson in primary school in light of the requirements of the Federal State Educational Standard.	7	1	2		4
20.	Topic 2. Formation of a system of initial mathematical knowledge and mathematical development of primary	6	1	3		6

	school students as the main goals of primary mathematics education.					
21.	Topic 3. Features of design, analysis and evaluation of a modern mathematics lesson in primary school.	9	1	3	1	6
22.	Section 6. New approaches to planning and constructing a lesson.	26	2	6	2	16
23.	Topic 1. The structure of a modern mathematics lesson. Changes in the content and organization of lesson stages.	12	1	3		8
24.	Topic 2. Technology of preparation and conducting a modern mathematics lesson in elementary grades.	14	1	3	2	8
25.	Section 7. Designing mathematics Lessons based on a systemic-activity approach to learning.	40	3	10	3	24
26.	Topic 1. Typology of mathematics lessons in the didactic system of the activity-based method.	12	1	3		8
27.	Topic 2. Designing mathematics lessons based on a systemic and activity-based approach to learning.	13	1	3	1	8
28.	Topic 3. Designing a set of interactive tasks in mathematics for primary school students in the context of implementing the requirements of the Federal State Educational Standard of Primary School.	15	1	4	2	8
29.	Section 8. Using innovative technologies to ensure mathematical development of primary school students.	49,7	4	12	3	30,7
30.	Topic 1. Modern approach to designing a mathematics lesson in the context of an information educational environment.	11	1	3		7
31.	Topic 2. Implementation of information and communication technologies as a means of achieving subject and meta-subject	14,7	1	4	2	7,7

	planned results.					
32.	Topic 3. Designing a modern mathematics lesson aimed at developing universal learning activities.	13	1	3	1	8
33.	Topic 4. Using technology to develop critical thinking using a mathematics lesson as an example.	11	1	2		8
	Exam	0,3				
	Control				9	
	Total (semester 6)	144				
	Total number of academic hours:	252	28	68	9	146,7

Full-time and part-time education (not implemented)

Part-time education (not implemented)

III. EVALUATION MATERIALS FOR CONDUCTING CURRENT AND INTERIM CERTIFICATION OF STUDENTS IN THE DISCIPLINE

Assessment of students' mastery of the discipline content includes current monitoring of academic performance and midterm assessment of students.

Current monitoring of academic performance ensures assessment of the course of mastering the discipline and is carried out using the following assessment tools: surveys during practical classes, tests, and testing.

Midterm assessment of students - assessment of midterm and final learning outcomes in the discipline is carried out in the form of an exam using a list of questions for it.

Semester 5.

Standard version of test paper

Option 1.

1. Forms of organization of the pedagogical process.
2. Competency-based approach in teaching primary school students.
3. Use of information and communication technologies in the implementation of teaching models.
4. Using the example of the material of one of the topics of the textbook "Russian Language" (Grade 3, "School of Russia"), develop tasks to create opportunities for self-knowledge ("Know yourself").

Option 2.

1. Activity-based approach in teaching primary school students.
2. Algorithm for designing a lesson in accordance with the requirements of the Federal State Educational Standard.

3. Structuring the project and students' actions in the project.
4. Using the example of one of the topics from the textbook “Russian Language” (4th grade, “School of Russia”), develop tasks aimed at the joint development of schoolchildren (“Create together”)

Option 3.

1. Functions of the holistic pedagogical process
2. Components of the technological process of preparing a lesson.
3. Designing a personality-oriented lesson in elementary school.
4. Using the example of the material from P. Bazhov’s work “Silver Hoof” (textbook “Literary Reading”, 4th grade, “School of Russia”), develop creative tasks.

Standard version in test form

A 1. Federal state educational standard is...

- a) a set of requirements mandatory for the implementation of the main educational program of basic general education by educational institutions that have state accreditation;
- b) transfer and development of pedagogical experience, formation of the ability to enrich it;
- c) a management system, the main function of which is to coordinate the efforts of all participants in the educational process and optimize pedagogical activity.

A 2. Pedagogical process is...

- a) developing interaction of educators and students, aimed at achieving a given goal and leading to a predetermined change in the state, transformation of the properties and qualities of students;
- b) a set, a special set of forms, methods, ways, techniques of teaching and educational means, systematically used in education;
- c) a set of opportunities, sources, means, reserves that can be used to solve the set tasks and set goals.

A 3. The main characteristics of the pedagogical process are:

- a) driving forces, interaction;
- b) integrity, community and unity;
- c) teacher activity, student activity.

A 4. The following components are distinguished in the content of language education:

- a) knowledge and activity;
- b) social and cultural;
- c) interdisciplinary and result-based.

A 5. The concept of "technology" is interpreted as ...

- a) a set of techniques used in any business, craft, art;
- b) a set of psychological and pedagogical attitudes that determine a special set and arrangement of forms, methods, ways, teaching techniques, educational tools;
- c) a method that involves organizing activities aimed at obtaining a result (product).

A 6. Pedagogical design of a lesson is understood as:

- a) setting the goal and objectives of the lesson, motivating the educational activities of students;
- b) reproduction and correction of knowledge, skills and abilities necessary for creative solution of set tasks;
- c) activity on preliminary development of the system of interaction between the teacher and students, aimed at mastering (mastering) the educational material in accordance with the set goal.

A 7. The activity component of the training system aims students at acquiring knowledge in the field of:

- a) reading and writing;
- b) speaking and listening;
- c) design.

A 8. In the system-activity approach to teaching, according to the requirements of the Federal State Educational Standard, the following methods should be used:

- a) creativity, activity, psychological comfort, consistency;
- b) observation, experiment, exercises;
- c) story, demonstration, work actions.

A 9. Name the stage that is not mandatory for inclusion in the lesson with the system-activity approach:

- a) determining the content and purpose of the lesson, selection of teaching methods;
- b) activation of cognitive activity, reflection;
- c) development of a project to solve the problem.

A 10. Education, in which the goals and content of education, formulated in the state educational standard and educational programs, acquire personal meaning for the student, develop motivation for learning, is called ...

- a) modular;
- b) problem-based;
- c) student-oriented.

B 1. Complete the definition.

A system of measures that includes the relationship and interaction of all factors of the educational environment aimed at maintaining the health of the child at all stages of his education and development is _____ .

B 2. Complete the list.

From the point of view of the competence-based approach, the student should be able to see and formulate a problem, set a goal, choose ways to obtain information and ...

- a) independently evaluate the results of work;
- b) imagine modern problems in society and the world;
- c) be able to express their point of view.

B 3. Select the provisions characterizing the types of projects in education:

- a) by the number of students and dominant activity;
- b) by content and duration;
- c) by mutual activity of the teacher and the learner.

B 4. Establish the correspondence between the stages of project activities and their characteristics.

1) The project planning stage includes	a) search and collection of information, study of literature, mass media, the Internet.
2) The analytical stage includes	b) processing data from experiments, sociological surveys, questionnaires.
3) The stage of systematization of the obtained data includes	c) putting forward primary ideas; identifying the inclinations, interests, and capabilities of students; forming possible project topics; formulating the provisions of the hypothesis, goal, and objectives; developing a plan.

B 5. Complete the definition: "A non-standard lesson is ..."

- a) a lesson that equips students with knowledge and is based on an explanatory and illustrative method;
- b) a lesson that has the following structure: organizational moment, updating of knowledge, explanation of new material, consolidation of new knowledge and homework;
- c) a lesson that is characterized by a non-standard approach to the selection of the content of educational material, to the combination of teaching methods, to the external design.

B 6. Provide a definition of health-saving technologies, choosing one of the proposed options:

- a) a person's lifestyle aimed at maintaining health and preventing diseases;

b) this is a system of activities carried out by medical workers together with teachers;

c) a system of measures including the relationship and interaction of all factors of the educational environment aimed at maintaining the health of the child at all stages of learning and development.

B 7. Relate the principles of health-saving technologies to their characteristic features.

1) Principles aimed at strengthening physiological health.	a) involves close interaction between teachers and medical workers.
2) Principles aimed at strengthening psychological health.	b) the principle of physical activity, health regimen, formation of correct posture and rational breathing
3) Principles of an integrated interdisciplinary approach to teaching schoolchildren.	c) the principle of psychological comfort, the principle of reliance on the individual abilities and characteristics of the child

B 8. Complete the definition by choosing the appropriate option.

“The organization of the learning process, which implies the inclusion of binary learning activities, as well as activities using interdisciplinary connections, is...

- a) project activity technology;
- b) integration technology;
- c) collaboration technology.

B 9. Determine what type of lesson the presented structure corresponds to:

1. Organizational and motivational stage	5. Updating the consolidated experience
2. Diagnostics of success	6. Evaluative-reflexive stage
3. Updating primary experience (introduction of new experience)	7. Activation of one's own experience (multi-level homework)
4. Actualization of enriched experience	

- a) a personally-oriented lesson;
- b) a lesson on “discovering new knowledge”;
- c) a lesson on systematizing and generalizing new knowledge and skills.

B 10. Match the concepts with the definitions:

1. Technological map	a) a method of prospectively developing training in a specific subject during the academic year to ensure its purposefulness and systematicity
2. Lesson plan	b) an innovative form of methodological products that allows, with the help of graphic design, to structure a lesson according to specified parameters
3. Thematic planning	c) a detailed and complete presentation of the content and progress of

	the lesson, reflecting the joint activities of the teacher and students
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C 1. Develop methodological recommendations for improving the health of primary school students in the process of educational activities.

C 2. Make a plan for working on a project on one of the presented topics:

- a) Adjective. Antonyms and synonyms.
- b) Phraseologisms in our speech.
- c) Oral and written speech.

C 3. Determine what the organizing activity of the teacher is in accordance with the technology of the activity method at the presented stages of the lesson.

Stages of the lesson	The organizing role of the teacher
a) Motivation for learning activities	
b) Updating knowledge and recording difficulties in a trial action	
c) Reflection of educational activities	

C 4. What term is mentioned in the formulation?

"... is a set of control and assessment techniques aimed at solving the problems of optimizing the educational process, differentiating students and improving educational programs and methods of pedagogical influence (diagnostics).

C 5. Develop a plan of action for a teacher to design a modern lesson in elementary school.

Semester 6.

Standard version of test paper

1. Describe the structure of a lesson on "discovering" new knowledge.
2. Classify the learning tasks used in mathematics lessons based on various criteria.
3. List the health-preserving tools for primary school students in mathematics lessons. Give specific examples.
4. Build a model of the preparatory stage for introducing a computational technique of the type: 36:2, indicating the purpose of each task.

Standard version in test form

1. The external structure of a lesson includes:

- a) the type of lesson;
- b) the stages of the lesson;
- c) the nature of the students' activities;

d) the content and sequence of learning tasks.

2. The internal structure of the lesson includes:

- a) the type of lesson;
- b) the stages of the lesson;
- c) the nature of the students' activities;
- d) the content and sequence of learning tasks.

3. A distinctive feature of a mathematics lesson is the focus of its content on examining those properties and qualities of objects and phenomena of reality that reflect...

4. Indicate the teaching method that does NOT belong to the group of methods built on the basis of the form of organization of joint activities of the teacher and students:

- a) presentation of knowledge by the teacher;
- b) conversation;
- c) practical;
- d) independent work of students.

5. The teacher's work with visual aids is a condition for students' understanding of the educational material:

- a) necessary;
- b) sufficient;
- c) necessary and sufficient;
- d) necessary, but not sufficient.

6. Using visual aids in mathematics lessons helps develop abstract thinking in primary school students if their nature changes over time according to the following scheme:

- a) natural – symbolic – figurative;
- b) figurative – natural – symbolic;
- c) natural – figurative – symbolic;
- d) symbolic – figurative – natural.

7. At the initial stages of learning to count in primary school, the teacher and students do not use:

- a) matches;
- b) counting sticks;
- c) a cash register with numbers;
- d) pencils.

8. When teaching mathematics, control by students is most typical:

- a) for frontal work;
- b) for individual work;

- c) for group work;
- d) for extracurricular work.

9. Including assignments on new material covered in the lesson in homework is advisable if:

- a) students have mastered the new material;
- b) long-term work is required to master the new material;
- c) it is necessary to develop independent work skills in students;
- d) it is necessary to check the children's assimilation of the studied material.

10. Specify the type of educational task that belongs to the group of tasks built according to the nature of cognitive activity:

- a) to actualize knowledge, abilities and skills;
- b) reproductive;
- c) control;
- d) solving an equation.

11. Specify the type of educational task that belongs to the group of tasks built on the basis of the stage of training:

- a) to update knowledge, skills and abilities;
- b) reproductive;
- c) controlling;
- d) solving an equation.

12. Select the task that is formulated more correctly:

- a) "Count to 10 and back";
- b) "Name the numbers in reverse order, starting from 10";
- c) "Count from 1 to 10 and back";
- d) "Count from 10 to 1".

13. The following exercise will NOT contribute to the conscious acquisition of quantitative relationships between numbers by children:

- a) compare the numbers;
- b) select the missing numbers to get the correct entry: $\dots > 1, 5 < \dots$;
- c) name the numbers following the number 7;
- d) show the number that indicates how many triangles are on the typesetting cloth.

14. Determine the role of exercises on the conversion of quantities expressed in units of some names into quantities expressed in units of other names for the assimilation of numbering by primary school students:

- a) consolidate knowledge of the principle of constructing the decimal number system;
- b) consolidate knowledge of the place value composition of numbers;
- c) develop measurement skills;

d) connect learning with life.

15. To develop knowledge of the specific meaning of any arithmetic operation, it is necessary to consider situations of varying difficulty. Arrange the consideration of situations in the correct sequence:

- a) situations where the execution of operations is not explicitly expressed;
- b) situations where operations are expressed indirectly;
- c) situations where the execution of a particular operation is indicated.

16. Select a computational technique whose system of operations cannot be illustrated by an object model:

- a) $28+4$;
- b) $280+4$;
- c) 28×1 ;
- d) $28:4$.

17. Establish a correspondence between the computational method and its theoretical basis:

Theoretical basis of the VP	Theoretical basis of the VP
1. $40 : 20$	A. numerical knowledge
2. $180 : 30$	B. the relationship between the components and the result of AD multiplication
3. $50 : 2$	B. dividing a number by a product
4. $1800 : 100$	G. dividing a sum by a number

18. Highlight the tasks that make sense to offer to children at the preparatory stage for the introduction of written multiplication by a two-digit number:

- a) find the value of the expression $135 \cdot (20+4)$;
- b) find the value of the expression $(100+30+4) \cdot 24$;
- c) perform the actions: $234 \cdot 3$, $234 \cdot 20$.

19. Establish a correspondence between typical mistakes made by primary school students in written work on mathematics and their types:

Type of error

1. Rough

2. Not rough

Typical mistakes

- A. Computational errors in examples and problems
- B. Irrational calculation methods
- C. Incorrect solution of the problem (omission of an action, incorrect choice of action, unnecessary action);
- D. Incorrect copying of data (numbers, signs)
- D. Incompletely completed transformation.
- E. Mistakes due to lack of knowledge of the order of performing arithmetic operations

- G. Uncorrected formulation of an explanation for the action of the problem;
- Z. Incorrectly formulated answer to the problem
- I. Not fully solved problem or example
- K. Uncompleted assignment.

Questions for the exam (semester 6)

1. Modern approaches to teaching Russian language and literature in accordance with the ideology of the Federal State Educational Standard.
2. Objectives, tasks and content of school education in the field of Russian language and literature in the Federal State Educational Standard.
3. System-activity approach as a means of implementing modern educational goals.
4. Pedagogical process as an integral pedagogical phenomenon.
5. Modern pedagogical process: essence and content.
6. Technological approach to designing an educational process that meets the requirements of the Federal State Educational Standard.
7. The role of the academic subjects "Russian language" and "Literature" in the formation of universal learning activities of students.
8. Typology of lessons in the didactic system of the activity-based method
9. The structure of lessons for introducing new knowledge within the framework of the activity-based approach
10. Modern lesson as a tool for organizing the cognitive activity of students.
11. Designing a personality-oriented lesson.
12. Analysis of a modern Russian language lesson.
13. Non-traditional types of lessons
14. The role of the subjects "Russian language" and "Literature" in the formation of universal learning activities of students.
15. The use of information and communication technologies in teaching Russian language and literature.
16. The project method as a means of forming key competencies in teaching Russian language and literature in basic and secondary schools.
17. Implementation of the competency-based approach in lessons in a modern school.
18. The main directions and content of health-preserving activities in different age periods.
19. Forecasting the development of a health strategy in Russian language lessons in the context of education modernization.
20. A lesson as the main form of organizing training.
21. Modern requirements for a lesson.
22. Features of a mathematics lesson in elementary grades.
23. Types of lessons and their structure.
24. Homework in mathematics: essence, requirements for organization, standards for maximum workloads.
25. Teacher's activities in planning and conducting a lesson.

26. Lesson outline and technological map.
27. Methods of using a computer in a mathematics lesson in elementary grades, hygiene requirements.
28. The essence and types of non-traditional mathematics lessons in elementary school, features of their structure.
29. Lesson - excursion: mathematical content, preparation and implementation, effectiveness.
30. Lesson - journey: structure, mathematical content and types of tasks.
31. Essence, tasks and main forms of extracurricular work in mathematics in elementary grades.
32. Develop a preparatory stage for the introduction of a computational technique (CT) of the type $5 + 4$, $5 - 4$, having performed a preliminary analysis of the CT.
33. Develop a preparatory stage for introducing the computational technique of tabular subtraction ($12 - 5$), having performed a preliminary analysis of the VP.
34. Develop a preparatory stage for introducing the computational technique of non-tabular division ($51 : 17$), having performed a preliminary analysis of the VP.
35. Develop a preparatory stage for introducing the computational technique of written addition ($244 + 532$), having performed a preliminary analysis of the VP.
36. Develop a stage for familiarizing with the commutative property of multiplication, having performed a preliminary analysis of the property.
37. Develop a stage for familiarizing with the property of multiplying a sum by a number, having performed a preliminary analysis of the property.
38. Develop a stage for familiarizing with the property of dividing a sum by a number, having performed a preliminary analysis of the property.
39. Develop tasks for the stage of consolidating the CP and forming the computational skill (CS) of non-tabular multiplication (32×3), taking into account the stages of collapsing the execution of operations.
40. Develop tasks for the stage of consolidating the CP and forming the CS of non-tabular division ($36 : 2$), taking into account the stages of collapsing the execution of operations.
41. Develop tasks for the stage of checking the formation of the CS of tabular addition and subtraction, indicating the objectives of the tasks.
42. Develop tasks for the stage of checking the formation of the CS of tabular multiplication and division, indicating the objectives of the tasks.
43. Develop tasks for the stage of checking the formation of the CS of non-tabular multiplication and division, indicating the objectives of the tasks.
44. Develop a lesson plan for mathematics on the proposed topic, defining the main objectives of the lesson, appropriate stages and their content, using the content of the school textbook.

IV. LIST OF REFERENCES REQUIRED FOR MASTERING THE DISCIPLINE

4.1. Main literature

1. Pedagogical technologies in 3 parts. Part 3. Design and programming: textbook and practical training for the academic bachelor's degree / L. V. Bayborodova [et al.]; edited by L. V. Bayborodova. - 2nd ed., revised and enlarged. - M.: Yurait Publishing House, 2018. -- 219 p. ; Ditto [Electronic resource]. - URL: <https://biblio-online.ru/book/pedagogicheskie-tehnologii-v-3-chast-3-proektirovanie-i-programmirovaniye-411534> (date accessed: 02.09.2024).

2. Shadrina, I. V. Methods of teaching the basic course of mathematics: textbook and practical training for universities / I. V. Shadrina. — Moscow: Yurait Publishing House, 2019. — 279 p. — (Higher education). — ISBN 978-5-534-08528-0. — Text: electronic // EBS Yurait [site]. — URL: <http://biblio-online.ru/bcode/433375> (accessed: 02.09.2024).

3. Methods of Teaching Russian in Primary School: Textbook and Workshop for the Academic Bachelor's Degree / edited by T. I. Zinovieva. — Moscow: Yurait Publishing House, 2019. — 255 p. — (Educational Process). — ISBN 978-5-534-08110-7. — Text: electronic // EBS Yurait [site]. — URL: <https://urait.ru/index.php/bcode/433604> (date of access: 02.09.2024).

4. Surtaeva, N. N. Pedagogical technologies: a teaching aid for universities / N. N. Surtaeva. - 2nd ed., corrected. and add. - Moscow: Yurait Publishing House, 2020. - 250 p. - (Higher education). - ISBN 978-5-534-10405-9. - Text: electronic // EBS Yurait [website]. - URL: <https://urait.ru/bcode/456296> (date of access: 02.09.2024)

5. Zemlyanskaya, E. N. Pedagogy of primary education: a textbook and workshop for universities / E. N. Zemlyanskaya. — Moscow: Yurait Publishing House, 2020. — 247 p. — (Higher education). — ISBN 978-5-534-13271-7. — Text: electronic // Yurait Electronic Library System [website]. — URL: <https://urait.ru/bcode/457366> (accessed: 02.09.2024).

4.2. Additional literature

1. Beloshistaya, A.V. Methods of Teaching Mathematics in Primary School: Lecture Course / A.V. Beloshistaya. - Moscow: Vldos, 2016. - 456 p. - (Higher education). - Bibliography in the book. - ISBN 5-691-01422-6; Ditto [Electronic resource]. — URL: <http://biblioclub.ru/index.php?page=book&id=116490> (date accessed: 02.09.2024).

2. Vorotnikova, A.I. Pedagogical dictionary-reference book: a teaching aid for students, master's students, graduate students and teachers / A.I. Vorotnikova, T.L. Kremneva. - Moscow; Berlin: Direct-Media, 2017. - Part 1. - 73 p. - ISBN 978-5-4475-6857-3; Ditto [Electronic resource]. — URL: <http://biblioclub.ru/index.php?page=book&id=483514> (date accessed 02/09/2024)

3. Glagoleva, Yu.I. New quality of a lesson in elementary school: a design algorithm: / Yu.I. Glagoleva, I.V. Kazantseva, M.V. Boykina; artist L.A. Ivanov. - St. Petersburg: KARO, 2015. - 120 p.: table, ill.; Ditto [Electronic resource]. - URL: <http://biblioclub.ru/index.php?page=book&id=461872> (accessed: 02.09.2024).

4. Fugelova, T. A. Educational programs of primary school: textbook and workshop for universities / T. A. Fugelova. - 2nd ed., reprinted - Moscow: Yurait

Publishing House, 2020. - 465 p. - (Higher education). - ISBN 978-5-534-11269-6.
 - Text: electronic // EBS Yurait [website]. — URL: <http://biblio-online.ru/bcode/456905> (date of access: 02.09.2024).

V. LIST OF RESOURCES OF THE INFORMATION AND TELECOMMUNICATION NETWORK "INTERNET" NECESSARY FOR MASTERING THE DISCIPLIN

No	Link to information resource	Name of the development in electronic form	Availability
1.	https://infourok.ru/	Infourok: educational internet project of Russia. Includes: lesson plans, presentations, tests, video lessons and other materials on school curriculum subjects.	Free access
2.	http://edu.ru/	Russian Education: Federal Portal. Includes links to portals and websites of educational institutions; state educational standards; regulatory documents; catalog of excursions and educational programs.	Free access
3.	http://window.edu.ru/	The information system "Single Window of Access to Educational Resources" provides free access to the catalog of educational Internet resources and a full-text electronic educational and methodological library for general and professional education	Free access
4.	https://www.gumer.info/	Gumer Library: Provides free access to 5,000 books and articles on the humanities	Free access
5.	http://fcior.edu.ru/	The Federal Center for Information and Educational Resources provides access to electronic educational resources and services for all levels and stages of education.	Free access

VI. MODERN PROFESSIONAL DATABASES AND INFORMATION REFERENCE SYSTEMS

1.	http://www.biblioclub.ru	Electronic library system (ELS) University library online	Registration via any university computer. Further, unlimited individual access is provided from any point where there is access to the Internet
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2.	www.garant.ru	Information and legal portal	Free access
3.	www.elibrary.ru	Russian information portal in the field of science, technology, medicine and education	Free access
4.	http://fgosvo.ru/	Portal of Federal State Educational Standards of Higher Education	Free access
5.	https://fgos.ru/	Federal state educational standards (for all levels of education)	Free access

VII. LICENSED AND FREELY DISTRIBUTED SOFTWARE.

The following licensed and freely distributed software is used in the implementation of the academic discipline:

- Microsoft Windows;
- Microsoft Office;
- LibreOffice, etc.

VIII. EQUIPMENT AND TECHNICAL TEACHING AIDS REQUIRED FOR THE IMPLEMENTATION OF THE EDUCATIONAL PROCESS IN THE DISCIPLINE

Classes are held in classrooms equipped with specialized furniture, including stationary or portable technical teaching aids (projector, screen, computer/laptop).

Independent work is conducted in rooms equipped with computer equipment with the ability to connect to the Internet and provide access to the electronic information and educational environment of the university.

IX. ADDITIONS AND CHANGES TO THE WORK PROGRAM

Additions and changes to the work program for the ____/____
academic year.

Additions and changes were considered at the department
meeting_____ protocol No. _____ from «__»_____20__.

Headofdepartment: _____ / _____ /