

# BUNIN YELETS STATE UNIVERSITY

"APPROVED"

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



## **THE WORK PROGRAMME OF THE B2.C.02.02(WI) Pedagogical internship**

**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:** pedagogy and educational technologies

Forms of training	full-time form	full-time and part-time form	part-time form
Study course	4,5		
Term	8,9		
Other forms of work	6		
Independent work	1506		

**Total number of academic hours:** 1512

**Labor intensity:** 42 credits

*Developer of the work programme:*

*Candidate of Pedagogical Sciences, Associate Professor*

*Voishcheva E.L.*

## I. ORGANIZATIONAL AND METHODOLOGICAL SECTION

### 1.1. Type of practice (in accordance with FSES HE):

production

### 1.2. Type of practice:

pedagogical

### 1.3. Purpose of the practice:

- ensuring the accumulation of experience and acquisition of practical skills and skills of teacher's activity, necessary for the completion of the formation of universal, general professional and professional competences in the field of pedagogical activity.
- Formation of skills of complex organisation of educational process in primary school.

### 1.4. Practice objectives:

- establishing a connection between theoretical knowledge obtained in the study of psychopedagogical and special disciplines and practice;
- formation of general professional competences in students;
- formation of initial skills of realisation of pro-professional pedagogical activity in students;
- formation of the ability to manage their time, to build and realise the trajectory of self-development on the basis of the principles of lifelong learning.

### 1.5. Methods of conducting internship: стационарная/выездная.

### 1.6. Forms of practice: continuous.

### 1.7. List of planned learning outcomes of the internship, correlated with the planned learning outcomes of the educational programme.

As a result of the internship the following competences are formed in the students:

#### a) General professional competencies (GPC):

Able to carry out professional activities in accordance with regulatory legal acts in the field of education and standards of professional ethics (GPC-1);

Able to participate in the development of basic and additional educational programmes, develop their individual components (including using information and communication (GPC-2);

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 (GPC-3);

Able to carry out spiritual and moral education of students based on basic national values (GPC-4);

Able to monitor and evaluate the formation of students' educational outcomes, identify and correct learning difficulties (GPC-5);

Able to use psychological and pedagogical technologies in professional activities necessary for the individualization of training, development, upbringing, including students with special educational needs (GPC-6);

Able to interact with participants of educational relations as part of the implementation of educational programmes (GPC-7);

#### 6) Professional competencies of graduates, established by the university (PCS):

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 (PCS-1);

Able to apply subject knowledge in the implementation of the educational process (PCS-2).

### Planned results of the practice

Code formed Competence	To know	To be able to:	To possess
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according to Bachelor's degree programme			
<b>GPC-1</b>	<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>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>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 requirements of federal state educational standards of basic general, secondary general education</li> </ul>
<b>GPC-2</b>	<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>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>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>GPC-3</b>	<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,</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 individual educational</li> </ul>	<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>

	including in the context of an inclusive educational process; - the basics of psychodiagnostics and the main signs of deviations in the development of children	routes, individual development programs and individually oriented educational programs taking into account the personal and age characteristics of students	
<b>GPC-4</b>	<b>To know:</b> - 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)	<b>To be able to:</b> - create educational situations that contribute to the development of a moral position, spirituality, and a value-based attitude towards a person in students	<b>To possess:</b> - 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.)
<b>GPC-5</b>	<b>To know:</b> - principles of organizing monitoring and evaluation of students' educational results; - technologies and methods of monitoring and evaluation of educational results; - special technologies	<b>To be able to:</b> - 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	<b>To possess:</b> - methods of monitoring and evaluation of students' educational results (personal, subject, meta-subject); - special methods that allow identifying and correcting learning difficulties

	and methods that allow identifying and correcting learning difficulties		
<b>GPC-6</b>	<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; 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>To be able to:</b> <ul style="list-style-type: none"> <li>- use knowledge about the developmental characteristics of students in planning and organizing educational and upbringing work; 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>	<b>To possess:</b> <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>
<b>GPC-7</b>	<b>To know:</b> <ul style="list-style-type: none"> <li>- laws and features of building interactions between participants in educational rela-</li> </ul>	<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</li> </ul>	<b>To possess:</b> <ul style="list-style-type: none"> <li>- actions to identify behavioral and personal problems of students related to</li> </ul>

	<p>tions;</p> <ul style="list-style-type: none"> <li>- basic patterns of family relations that allow for effective work with the parent community;</li> <li>- patterns of formation of children-adult communities, their socio-psychological characteristics and patterns of development of children's and adolescent communities</li> </ul>	<p>process (students, parents, teachers, administration) in accordance with the context of the situation;</p> <ul style="list-style-type: none"> <li>- cooperate with other teaching staff and specialists in solving educational problems</li> </ul>	<p>the peculiarities of their development;</p> <ul style="list-style-type: none"> <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>PCS-1</b>	<p><b>To know:</b></p> <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>	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>- design a work program in the subject area;</li> <li>- design and implement various forms of training and organization of extracurricular activities of students in the subject area (profiles ensuring the achievement of meta-subject, subject and personal results)</li> </ul>	<p><b>To possess:</b></p> <ul style="list-style-type: none"> <li>- teaching methods in the subject area and the methodology for their selection taking into account the specifics of the content of the educational material, age and educational needs of students;</li> <li>- modern educational technologies ensuring the achievement of students' meta-subject, subject and personal results;</li> <li>- methods of monitoring, assessing and correcting learning results in the subject area</li> </ul>
<b>PCS-2</b>	<p><b>To know:</b></p> <ul style="list-style-type: none"> <li>- patterns, principles and levels of formation and implementation of educational content in the</li> </ul>	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>- select educational content for implementation in various forms of training in the subject area in accordance with the di-</li> </ul>	<p><b>To possess:</b></p> <ul style="list-style-type: none"> <li>- skills in applying a systematic approach to the development and implementation of di-</li> </ul>

	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	didactic goals, age characteristics of students and the requirements of the Federal State Educational Standard of General Education	rector'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
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#### **1.8. Place of practice in the structure of the basic educational programme of higher education:**

Pedagogical practice refers to Block 2. Internship Compulsory Part B2.C.02.

#### **1.9. The scope of practice in credit units and its duration in weeks or academic or astronomical hours:**

Volume of practice – 42 credits.

Duration of practice 6th semester - 10 weeks; 7th semester - 18 weeks.

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

Объем контактной работы в часах - 6 часов.

The duration of contact work is 28 weeks.

Contact work is carried out in the form of installation conferences, consultations of methodologists of practice.

#### **Installation conference**

It is held on the first day of the internship in the first week.

Organiser of the conference: Head of Practice.

Participate in the conference: the head of the internship, the head of the department, methodologists of the internship.

A sample outline of the conference:

<i>Question content</i>	<i>Executors</i>
1. Pedagogical practice in the structure of Bachelor's educational programme in the direction of training 'Pedagogical education'.	Practice supervisor
2. Tasks, content and organisation of practice. Familiarisation with the Regulations on the order of pedagogical practice. The schedule of students going out to practice, execution of reporting documentation	Practice supervisor
3. The content of specific tasks, general requirements for their fulfilment.	Methodologists

4. Distribution of students on the bases of practice	Practice supervisor
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## 2. Final conference

It is held on the last Friday of the last week of the internship.

Organiser of the conference: Head of Internship.

The conference is organised by: deputy director, methodologists of the university, representatives of basic institutions.

Примерный план проведения конференции:

<i>Question content</i>	<i>Executors</i>
1. Introductory speech.	Practice supervisor
2. Characteristic of the quality of tasks fulfilment during the internship period.	Practice supervisor, practice base representative
3. General results of the internship: - assessment of the quality of students' work, - analysis of typical mistakes, difficulties, ways of their elimination, - evaluation.	Practice supervisor, Methodologists

## 3. Test with grade

It is held on the last Friday of the last week of the internship.

According to the results of industrial (pedagogical) practice, the student is awarded a credit with a grade.

The grading takes into account:

- the quality of individual activities of students, provided by the programme of practice;
- the student's discipline during the internship;
- the ability to apply theoretical knowledge in solving specific educational tasks;
- the level of analysis and self-analysis of pedagogical activity;
- quality of reporting documentation.

## II. PRACTICE CONTENT

### Semester 6:

Completion of assignments.

Examples of assignments:

1. study theoretical material on the topic 'Family as the most important institution of upbringing'. Give a characteristic of the functions of the family in the process of upbringing of a personality.

2. Develop a script for a parental meeting/conversation with parents on socialisation issues (e.g. 'Punishment of children in the family: pros and cons', 'Domestic duties of a child', etc.).

3. Develop a lesson outline for the formation of a computational skill (a computational skill of the student's choice) and self-analyse it after the lesson.

4. describe the organisation of students' activities at the lesson when solving an arithmetic problem.

5. Compose tasks (at least two), when performing which students productively repeat previously learnt mathematical concepts (e.g. such concepts as 'sum', 'difference', etc.).

6. Make a characterisation of the Russian language textbook according to the following indicators: content, volume, ways of presenting theoretical material.



7. Analyse 2 Russian language lessons conducted by a mentor teacher based on the following criteria:

- type of lesson;
- use of various forms, methods and techniques of teaching, increasing the degree of activity of students;

- combination of reproductive and problem-based forms of teaching;
- lesson equipment (visual aids, didactic material, digital technologies);
- presence (absence) of interdisciplinary links.

8. Analyse the textbook 'Literary Reading' and identify the tasks aimed at:

- Improving the level of speech development and logical thinking.
- Improvement of reading techniques;
- developing creative abilities.

9. On the example of works from the textbook 'Literary Reading' prepare 3 types of tasks for independent work of students.

10. To develop an outline of the lesson 'Literary Reading', contributing to the spiritual and moral formation of the child's personality, presentation to it.

11. Develop an outline of a lesson in the subject 'Environment', including practice-oriented tasks, presentation to it.

12. Develop an outline of an extracurricular lesson of ecological content, with a presentation, conduct this lesson and present a self-analysis.

### Semester 7:

Completion of Assignments.

Examples of assignments:

1. Determine the level of social well-being of the students in the class. Visualise the results (diagram). Develop a programme of individual work for students at high risk.

#### Matrix for determining the social well-being of a learner

№ п/п	Social characteristics	Point
<b>1</b>	<b>Composition of the child's family</b>	
	Mother, father, grandfather, grandmother	5
	Mother and father only	4
	Mother and stepfather, father and stepmother	3
	One mother, one father	2
	No parents: grandmother, grandfather, other relatives	1
<b>2</b>	<b>School performance</b>	
	Good	5
	Satisfactory	4
	Unsatisfactory	3
	Left school, working	2
	Left school, not working	1
<b>3.</b>	<b>Child health</b>	
	Practically healthy	5
	Frequently ill within normal developmental limits	4
	Has chronic diseases	3
	Retardation in mental development	2
	Has birth abnormalities, neuropsychiatric diseases	1
<b>4</b>	<b>Sanitary and living conditions of the family's life</b>	
	Favourable separate flat	5
	Separate flat with parents of spouses	4
	More than one room in a communal flat with amenities	3

	Room in a communal flat with amenities	2
	Room in a dormitory, in a barrack without facilities	1
<b>5</b>	<b>Family income</b>	
	Can practically deny themselves nothing	5
	Generally have enough money, but take credit or borrow money to buy durable goods	4
	There is enough money for everyday expenses, but it is difficult to buy clothes	3
	Living from salary to salary	2
	There is not enough money to pay a salary	1
<b>6</b>	<b>Level of social well-being in the family</b>	
	Atmosphere of mutual support, goodwill, love	5
	Healthy lifestyle without special emotional colouring: without quarrels and without great affection, living 'out of habit'.	4
	Quarrels, scandals in the family, one of the parents is prone to alcoholism	3
	Parents' criminal record, drunkenness, abuse, pronounced mental retardation of one or both parents.	2
	Registered with a diagnosis of alcoholism, drug addiction, antisocial behaviour	1
<b>7</b>	<b>Child's behaviour at school</b>	
	Good	5
	Satisfactory	4
	Unsatisfactory	3
	Repeatedly observed antisocial behaviour	2
	Registered with the Juvenile Affairs Department	1
<b>8</b>	<b>Out-of-school communication of the child</b>	
	Permanent communication in the process of classes in circles, sections, on the basis of common positive interests.	5
	Episodic leisure communication on interests, irregular meetings to spend free time together	4
	Communication on the basis of empty pastime, lack of positive goals	3
	Asocial groups with an orientation towards petty hooliganism, fights, use of alcohol, toxic substances.	2
	Criminal groups registered with the IDN with interests in petty theft, vehicle theft, drugs	1
<b>9</b>	<b>The child's life goals</b>	
	Clearly defined constructive life plans, aspiration to achieve the set goals	5
	Positive orientation in the formation of life goals, but the idea of ways and means of achievement is not defined, vague.	4
	Lack of definite goals and plans for the future or unrealistic plans, social immaturity, infantilism, hope for chance.	3
	Target orientations are most likely negative, primitive, spiritless, reference group - peers with antisocial interests.	2
	Clearly negative, antisocial target orientations (lack of interest in socially useful work, limited interests, delinquency, registered in the Juvenile Affairs Department).	1
<b>10</b>	<b>Emotional relations between parents and children</b>	
	Constant support, reasonable demanding of children, democratism of relations, atmosphere of trust	5
	Blind love, hyper-parenting	4
	For parents, their own lives are primary, but their attitude to children is benevolent and interested.	3

	Indifference, lack of care for children, neglect, children as an additional burden, additional problems	2
	Tense-conflict relations between parents and children, various forms of violence applied to children	1

### **Guidelines for determining a generalised indicator of social well-being of the learner**

The total sum of points is 150.

The number of scored points:

- below 30 - high-risk group;
- 31 to 40 - the child's social well-being is defined within the average norm;
- more than 40 - high level of social well-being of the child.

1. Conduct an educational event in the classroom. Provide an outline of the event.
2. Conduct a study of children's interests in various spheres (leisure, social life, etc.) or interpersonal relations in the group. Select the methods independently. In the report present the methodology and results of the research.
3. Develop a lesson outline on the formation of the ability to solve arithmetic problems (the type of arithmetic problem of the student's choice), after conducting it perform its self-analysis.
- 4 Describe the organisation of group activity of students at the mathematics lesson when studying computational examples. (computational examples of the student's choice).
5. To make a characteristic of the Russian language programme for the class in which the practice takes place.
6. List the exercises from the textbook 'Russian Language' that contribute to the patriotic education of junior schoolchildren.
7. To make a technological map for 2 lessons of Russian language on the topics of 'Morphology' and 'Syntax and Punctuation' sections.
8. Analyse the programme for the subject 'Literary Reading' using the scheme:
  - reading topics
  - number of topics:
  - constant topics:
  - new topics.
10. Characterise the methodological apparatus of one 'Literary Reading' book (to choose from), to do this:
  - give a methodological assessment of questions and tasks for texts of different literary genres:
  - to give examples of tasks and questions aimed at the education of students, to determine the direction of educational activities.
11. To present their own variants of educational work in the study of dramatic works.
12. Develop an outline of a lesson in the subject 'Environment', including creative tasks for students, presentation to it.

### **III. PRACTICE REPORTING FORMS**

#### **3.1. Forms of reporting on the results of the practice:**

Reporting documentation is submitted on the last day of the internship. The student must prepare and hand in the following reporting documentation:

- attestation sheet with the recommended assessment of the head of practice from the profile organisation, certified by his/her signature;
- characteristic on the trainee, signed by the head of practice from the profile organisation;
- task for pedagogical internship with the signature of the intern;
- diary with the results of the pedagogical internship;
- report on the pedagogical internship;
- completed tasks on practice (in electronic form).

**IV. ASSESSMENT FUND**  
**FOR INTERIM CERTIFICATION OF STUDENTS ON PRACTICE**

**4.1. List of competences with indication of stages of their formation in the process of mastering the educational programme**

<b>№ №</b>	<b>Code of the controlled competence (or its part) and its formulation</b>	<b>Controlled sections (stages) of practice</b>	<b>Name of assessment tool means</b>
1	<b>To know (GPC-1)</b> - federal state educational standards for basic general and secondary general education; - legislative documents on the rights of the child;	Preparatory phase Main stage Final stage	Practice report Practice diary
	<b>To be able to (GPC-1)</b> - apply the basic normative legal acts in the sphere of education and norms of professional ethics;	Preparatory phase Main stage Final stage	Practice report Practice diary Characterisation of the trainee
	<b>To possess (GPC-1)</b> - actions on observance of legal, moral and ethical norms, requirements of professional ethics in conditions of real pedagogical situations;	Preparatory phase Main stage Final stage	Practice report Practice diary Characterisation of the trainee
	<b>To know (GPC-2)</b> - basics of didactics; - modern educational technologies, including ICTs;	Preparatory phase Main stage Final stage	Practice report
	<b>To be able to (GPC-2)</b> - use ICT to develop educational programmes; - plan learning activities;	Main stage	Practice report
	<b>To possess (GPC-2)</b> - skills in the application of modern educational technologies in real and virtual educational environments; - ICT: at the user level; at the general-pedagogical level; at the subject-pedagogical level;	Main stage	Practice report Characterisation of the trainee
	<b>To know (GPC-3)</b> - the essence, forms and methods of organising educational and upbringing activities; - modern technologies of organisation of joint and individual educational and upbringing activities, including in the conditions of inclusive educational process; - the basics of psychodiagnostics and the main signs of deviations in children's development;	Main stage	Practice report Practice diary Characterisation of the trainee
	<b>To be able to (GPC-3)</b> - organise joint educational and upbringing activities; - to develop and implement individual educational routes, individual development pro-	Main stage	Practice report Practice diary Characterisation of the trainee

	grammes and individual-oriented educational programmes taking into account personal and age-specific characteristics of students;		
	<b>To possess (GPC-3)</b> - methods of organising joint and individual learning and educational activities; - methods of identifying children with special educational needs;	Main stage	Practice report Practice diary Characterisation of the trainee
	<b>To know (GPC-4)</b> - basics of the theory and methodology of education: principles and approaches to the implementation of the education process, forms, methods and technologies of education, the content of education and components of basic personal culture; - methods and techniques of forming students' value orientations, development of moral feelings (conscience, duty, empathy, responsibility, etc.), formation of moral character (patience, mercy, etc.), moral position (ability to distinguish between good and evil, selflessness, readiness to overcome life's trials), moral behaviour (readiness to serve people and the Fatherland);	Main stage	Practice report Practice diary Characterisation of the trainee
	<b>To be able to (GPC-4)</b> - to create educational situations that promote the formation of students' moral position, spirituality, value attitude towards human beings;	Main stage	Practice report Practice diary Characterisation of the trainee
	<b>To possess (GPC-4)</b> - methods and techniques of developing a moral attitude of students to the surrounding reality; - ways of assimilation of spiritual values (individual personal, universal, national, family, etc.) by the younger generation and their implementation into practical action and behaviour;	Main stage	Practice report Practice diary Characterisation of the trainee
	<b>To know (OIK-5)</b> - technologies and methods of control and evaluation of educational results;	Main stage	Practice report Practice diary Characterisation of the trainee
	<b>To be able to (GPC-5)</b> - to apply tools, methods of diagnostics and evaluation of indicators of the level and dynamics of students' development; - carry out pedagogical diagnostics and correction of learning difficulties;	Main stage Final stage	Practice report Practice diary Characterisation of the trainee
	<b>To possess (GPC-5)</b> - methods of control and evaluation of educational results (personal, pre-metric, meta-metric) of students;	Main stage Final stage	Practice report Practice diary Characterisation of the trainee

	<b>To know (GPC-6)</b> - laws of personality development and the manifestation of personal properties, psychological laws of periodisation and developmental crises; - basic laws of age development, socialisation of personality;	Main stage	Practice report Practice diary Characterisation of the trainee
	<b>To be able to (GPC-6)</b> - use knowledge about the peculiarities of students' development in planning and organisation of educational work; - to make (together with a psychologist and other specialists) a psychological and pedagogical characteristic (portrait) of a student's personality; - build educational activities taking into account cultural differences of children, age and individual characteristics;	Main stage	Practice report Practice diary Characterisation of the trainee
	<b>To possess (GPC-6)</b> - actions of taking into account the peculiarities of students' development in carrying out individualised educational activities; - actions of using educational technologies in professional activity for individualisation of training, development, education, including students with special educational needs; - methods of understanding the content of documentation of specialists (psychologists, defectologists, speech therapists, etc.) and its use in work;	Main stage	Practice report Practice diary Characterisation of the trainee
	<b>To know (GPC-7)</b> - laws and peculiarities of building co-operation between participants of educational relations; - basic regularities of family relations, allowing to work effectively with parental community; - laws of formation of child-adult communities, their socio-psychological features and laws of development of children's and adolescents' communities;	Main stage Final stage	Practice report Practice diary Characterisation of the trainee
	<b>To be able to (GPC-7)</b> - choose forms, methods and techniques of interaction with different participants of the educational process (students, parents, teachers, administration) in accordance with the context of the situation; - co-operate with other teachers and specialists in solving educational tasks;	Main stage Final stage	Practice report Practice diary Characterisation of the trainee
	<b>To possess (GPC-7)</b> - interaction with other specialists within the framework of psychological, medical and	Main stage Final stage	Practice report Practice diary Characterisation of

	<p>pedagogical counselling;</p> <ul style="list-style-type: none"> <li>- skills of building (or building) interaction with different participants of educational relations (students, parents, teachers, administration) within the framework of implementation of educational programmes;</li> </ul>		the trainee
	<p><b>To know (PCS-1)</b></p> <ul style="list-style-type: none"> <li>- basics of private methods of teaching in the disciplines of primary school;</li> <li>- 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 exemplary curriculum);</li> <li>- modern educational technologies and methodological regularities of their choice;</li> <li>- methods of control, evaluation and correction of learning outcomes of primary school disciplines;</li> </ul>	<p>Main stage</p> <p>Final stage</p>	<p>Practice report</p> <p>Practice diary</p> <p>Characterisation of the trainee</p>
	<p><b>To be able to (PCS-1)</b></p> <ul style="list-style-type: none"> <li>- to design a work programme for primary school disciplines;</li> <li>- design and implement various forms of training and organisation of extracurricular activities of students in the disciplines of primary school, ensuring the achievement of meta-subject, subject and personal results;</li> </ul>	<p>Main stage</p> <p>Final stage</p>	<p>Practice report</p> <p>Practice diary</p> <p>Characterisation of the trainee</p>
	<p><b>To possess (PCS-1)</b></p> <ul style="list-style-type: none"> <li>- methods of teaching in primary school disciplines and methods of their selection, taking into account the specifics of the content of 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 control, evaluation and correction of learning outcomes in primary school disciplines;</li> </ul>	<p>Main stage</p> <p>Final stage</p>	<p>Practice report</p> <p>Practice diary</p> <p>Characterisation of the trainee</p>
	<p><b>To know (PCS-2)</b></p> <ul style="list-style-type: none"> <li>- regularities, principles and levels of formation and implementation of educational content in primary school disciplines;</li> <li>- structure, composition and didactic units of school subject content in primary school disciplines;</li> </ul>	<p>Main stage</p>	<p>Practice report</p> <p>Practice diary</p> <p>Characterisation of the trainee</p>
	<p><b>To be able to (PCS-2)</b></p> <ul style="list-style-type: none"> <li>- to select educational content for implementation in various forms of teaching disciplines of primary school in accordance with didactic objectives, age characteristics</li> </ul>	<p>Main stage</p>	<p>Practice report</p> <p>Practice diary</p> <p>Characterisation of the trainee</p>

	of students and requirements of FSES of general education;		
	<b>To possess (PCS-2)</b> - subject content of primary school disciplines; - the skills of selecting variable content, taking into account the interrelation of in-class and out-of-class forms of teaching in primary school disciplines.	Main stage	Practice report Practice diary Characterisation of the trainee

#### 4.2. Description of indicators and criteria for assessing competences at different stages of their formation, description of assessment scales

‘Pass (with a grade of ‘excellent’)' - the student timely completed the full scope of work required by the programme of practice, showed a deep theoretical, methodological, professional and applied training, skillfully applied the knowledge gained during the practice, showed mastery of traditional and alternative methods, modern techniques in the framework of their professional activities, accurately used professional terminology, responsible and with interest in his work, competently, in accordance with the requirements made an analysis of the work done; report on the practice, the report on the work done, the report on the work done, the report on the work done, the report on the work done, the report on the work done, the report on the work done, the report on the work done, the report on the work done, the report on the work done, the report on the work done, the report on the work done.

‘Passed (with a grade of ‘good’)' - the student demonstrates sufficiently complete knowledge of all professional-applied and methodological issues in the scope of the programme of practice; fully implemented the programme, but made minor errors in the performance of the task, owns the tools of methodology within the framework of his professional training, the ability to use it; competently uses professional terminology in the design of reporting documentation on practice.

‘Passed (with a grade of ‘satisfactory’)' - the student has fulfilled the programme of practice, but in the process of work did not show sufficient independence, initiative and interest, made significant errors in the performance of tasks of practice, demonstrates insufficient knowledge and low level of their application in practice, unconscious possession of tools, low level of mastery of methodological terminology, low level of professional style of speech, low level of registration of documentation on practice.

‘Not scored’ (with a grade of “unsatisfactory”) - the student has not fulfilled the programme of practice and (or) did not provide the necessary reporting documentation in the required form.

#### 4.3. Model control tasks or other materials necessary for assessment of knowledge, skills, abilities, skills and (or) experience of activity, characterising the stages of competence formation in the process of mastering the educational programme

Model assignments on pedagogy, methods of teaching mathematics, Russian language, literary reading, the world around us (see section II).

#### 4.4. Methodological materials defining the procedures of assessment of knowledge, skills, abilities, skills and (or) experience of activity characterising the stages of competence formation

Assessment of knowledge, skills, and abilities, characterising the stages of formation of competences on pedagogical practice, is carried out in the form of current and interim certification.



The control of current performance includes the check of knowledge, skills and formed competencies of students during an interview on the results of the tasks of the report of students in the course of individual consultation with a methodologist from the educational organisation.

Intermediate certification of practice is carried out in the form of a credit with a grade. For attestation the student presents a report, which is made on the results of the practice with the account (analysis) of the results of the work performed and the feedback of the head of the practice (see: Section III 'Regulations on the order of practice').

A credit with a grade is carried out after the completion of the internship in the scope of the internship programme. The results of attestation of the practice are recorded in the credit and examination sheets. Receipt by the student unsatisfactory assessment for attestation is an academic debt.

## **V. PRACTICE ORGANISATION**

### **1. Preparatory.**

Selection of internship bases, distribution of students to internship bases, drawing up documents, holding the installation conference, drawing up the schedule of internship;

### **2. Content (Main).**

Fulfilment of tasks for practice.

### **3. Final.**

Preparation of documentation for delivery; holding the final conference.

### **5.2. Bases of practice:**

Industrial practice takes place on the basis of organisations of Elets, the orientation of which corresponds to the profile of training of students: Municipal budgetary general educational institution 'School No. 1 named after M.M. Prishvin', Municipal budgetary general educational institution 'Lyceum No. 5', Municipal budgetary general educational institution 'Lyceum No. 5', Municipal budgetary general educational institution 'School No. 1 named after M.M. Prishvin'. Prishvin', Municipal budgetary general educational institution "Lyceum No. 5", Municipal budgetary general educational institution "Secondary School No. 8 of Elets", Municipal budgetary general educational institution "Secondary School No. 10 with advanced study of individual subjects", Municipal budgetary general educational institution "Gymnasium No. 11 of Elets", Municipal budgetary general education institution 'Secondary School No. 12 of Yeltsa', Municipal budgetary general education institution 'General Education School No. 15 of Yeltsa', MBOU 'Secondary School No. 23 of Yeltsa', Municipal budgetary general education institution 'Secondary School No. 24 of Yeltsa', Municipal budgetary general education institution 'Gymnasium No. 97 of Yeltsa', Municipal budgetary general education institution 'Gymnasium No. 97 of Yeltsa', Municipal budgetary general education institution 'Gymnasium No. 97 of Yeltsa', Municipal budgetary general education institution 'Gymnasium No. 97 of Yeltsa'. Municipal budget-funded general education institution 'School No. 19 of the city of Elets', etc.

As well as practice bases of the Lipetsk region and other regions of the Russian Federation in accordance with individual agreements on internship.

### **5.3. Peculiarities of organising practice for disabled persons and persons with disabilities**

When selecting a practice base for persons with disabilities and disabled people, not only the possibility of solving practice tasks by the student, but also his/her disability is taken into account. The procedure for organising practical training is regulated by the relevant local act.

## **VI. EDUCATIONAL, METHODOLOGICAL AND INFORMATION SUPPORT FOR PRACTICE**

### **6.1. List of educational literature and Internet resources required for the practice programme**

#### **Main literature**

1. Regulations on the procedure of practical training of students of the federal state budgetary educational institution of higher education 'Elets State University named after I.A. Bunin'. I.A. Bunin'. Approved and put into effect: by the order of the Rector of I.A. Bunin YSU from 13.05.2020 № 113. - URL: [http://www.elsu.ru/uploads/files/2020-05/1589464980\\_51-poryadok-provedeniya-praktiki-obuchayuschih-sya.pdf](http://www.elsu.ru/uploads/files/2020-05/1589464980_51-poryadok-provedeniya-praktiki-obuchayuschih-sya.pdf) (date of reference: 02.09.2024).

2. Federal State Educational Standard of Basic General Education [Electronic resource]// Federal State Educational Standards. - URL: <http://standart.edu.ru> (date of reference: 02.09.2024).

#### Additional literature

1. Popov, E.B. Fundamentals of pedagogy: textbook / E.B. Popov. Popov. - 3rd ed., ster. - Moscow; Berlin: Direct-Media, 2018. - 133 c. : ill, tabl. - ISBN 978-5-4475-2798-3; Same [Electronic resource]. - URL: <http://biblioclub.ru/index.php?page=book&id=494796> (date of reference: 02.09.2024).

2. Serdyuk, V.S., Bakiko E.V., Kanunnikova O.A.. Guide to the preparation of reporting materials on industrial and educational practices: Manual; Ministry of Education and Science of Russia, Omsk State Technical University. - Omsk : OmSTU Publishing House, 2017. - 163 p.: tab., schematic, ill. - Bibliogr.: p. 136-139. - ISBN 978-5-8149-2540-4; Same [Electronic resource]. - URL: <http://biblioclub.ru/index.php?page=book&id=493436> (date of reference: 02.09.2024).

#### Internet resources

1.	<a href="http://www.biblioclub.ru">http://www.biblioclub.ru</a>	Electronic library system (ELS) University library online	Registration via a university computer. Further individual unlimited access from any point where there is access to the Internet
2.	<a href="http://www.garant.ru">www.garant.ru</a>	Information and legal portal	Free access
3.	<a href="http://www.classic-music.ru/">http://www.classic-music.ru/</a>	Classical music.ru	Free access
4.	<a href="http://www.elibrary.ru">www.elibrary.ru</a>	Russian information portal in the field of science, technology, medicine and education	Free access

#### 6.2. List of information technologies used in the practice, including a list of software and information reference systems (if necessary)

- collection, storage, systematisation and output of educational and scientific information;
- processing of textual, graphic and empirical information;
- preparation, design and presentation of the results of research and analytical activity;
- independent search for additional educational and scientific material, using search engines and Internet sites, electronic encyclopaedias and databases;
- use of e-mail of teachers, teachers, parents of students and learners for mailing, correspondence and discussion of educational problems.

#### List of software and information reference systems reference systems

When conducting lessons and educational activities with the students of the assigned class, trainees use computer equipment to demonstrate materials using MicrosoftPowerPoint software. During the lessons with students, students present presentations prepared with the help of MicrosoftPowerPoint software application.

Information reference systems are presented above in the Internet resources.

#### VII. MATERIAL AND TECHNICAL BASE,

### **NECESSARY FOR THE PRACTICE**

The material and technical base of the organisation where the internship is conducted, the premises comply with the current sanitary and fire safety standards, as well as the requirements of technical safety when carrying out training work.