

# BUNIN YELETS STATE UNIVERSITY

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



## **THE PROGRAMME OF THE B2.C.02(WI) Pedagogical (summer) internship**

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

**Programme:** *Fine Arts*

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

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

**Institute of Culture, History and Law**

**Department:** *Design, Art Education and Technology*

<b>Forms of training</b>	<b>full-time form</b>	<b>full-time and part-time form</b>	<b>part-time form</b>
<b>Study course</b>	<b>3</b>		
<b>Term</b>	<b>6</b>		
<b>Other forms of work</b>	<b>2</b>		
<b>Independent work</b>	<b>106</b>		

**Total number of academic hours:** **108**

**Labour intensity:** **3 credits**

*Developer of the work programme:*

*Candidate of Pedagogical Sciences, Professor Maltseva V.A.*

## I. ORGANIZATIONAL AND METHODOLOGICAL SECTION

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

Work internship

### 1.2. Type of internship: Pedagogical (summer) internship

### 1.3. Purpose of the internship:

- assistance in developing future bachelors' general professional competencies that ensure effective solutions to professional problems in their future professional activities in the field of organizing summer recreation and additional education for children in educational institutions (school health camp, day camp, etc.), public organization based on a school or other educational organization; experience of professional activity in accordance with the types (pedagogical, methodological);
- preparing students for successful entry into the profession in the field of pedagogical education as subjects of professional activity.

### 1.4. Objectives of the internship:

- consolidation and deepening of theoretical knowledge, acquisition of necessary practical skills and abilities of professional activity;
- formation and development of professionally significant personal qualities in students, sustainable interest in professional activity, including counselor activity, the need for self-education;
- improvement of professional and communication culture of future professionals in the field of pedagogical education capable of: managing their time, building and implementing a trajectory of self-development based on the principles of lifelong education; carrying out professional activities in accordance with regulatory legal acts in the field of education and the norms of professional ethics; carrying out spiritual and moral education of students based on basic national values; interacting with participants in educational relations within the framework of the implementation of educational programs.

### 1.5. Methods of conducting internship: stationary / visiting.

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

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

Competence code	Expected results	Indicators of competence achievement
GPC-1	To know: <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>	Knows: <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> <li>– regional regulations in the field of education and upbringing of children</li> </ul>
	To be able to: <ul style="list-style-type: none"> <li>– apply the main regulatory legal acts in the field of education and the norms of</li> </ul>	Is able to: <ul style="list-style-type: none"> <li>– apply the main regulatory legal acts in the field of education and the norms of</li> </ul>

	<p>professional ethics.</p>	<p>professional ethics in working with children in the context of summer teaching internship.</p>
	<p>To possess:</p> <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>	<p>Possesses:</p> <ul style="list-style-type: none"> <li>– actions to comply with legal, moral and ethical standards, requirements of professional ethics - in real pedagogical situations summer teaching internship;</li> <li>– actions to carry out professional activities in accordance with the requirements of federal state educational standards of basic general, secondary general education in the context of summer teaching internship.</li> </ul>
GPC-4	<p>To know:</p> <ul style="list-style-type: none"> <li>– the basics of the theory and methods of education: principles and approaches to the implementation of the educational process, forms, methods and technologies of education, the content of education and the components of the basic culture of the individual;</li> <li>– methods and techniques for forming value orientations of students, developing moral feelings (conscience, duty, empathy, responsibility, etc.), forming a moral character (patience, mercy, etc.), a moral position (the ability to distinguish between good and evil, to show selflessness, readiness to overcome life's trials), moral behavior (readiness to serve people and the Fatherland).</li> </ul>	<p>Knows:</p> <ul style="list-style-type: none"> <li>– the basics of the theory and methods of education: principles and approaches to the implementation of the educational process, forms, methods and technologies of education, the content of education and the components of the basic culture of the individual in the context of summer teaching internship;</li> <li>– methods and techniques for forming value orientations of students, developing moral feelings (conscience, duty, empathy, responsibility, etc.), forming a moral character (patience, mercy, etc.), a moral position (the ability to distinguish between good and evil, to show selflessness, readiness to overcome life's trials), moral behavior (readiness to serve people and the Fatherland) in the context of summer teaching internship.</li> </ul>
	<p>To be able to:</p> <ul style="list-style-type: none"> <li>– create educational situations that contribute to the development of a moral position, spirituality, and a value-based attitude towards a person in students.</li> </ul>	<p>Is able to:</p> <ul style="list-style-type: none"> <li>– create educational situations that contribute to the development of a moral position, spirituality, and a value-based attitude towards a person in students in the context of summer teaching internship.</li> </ul>
	<p>To possess:</p> <ul style="list-style-type: none"> <li>– methods and techniques for forming a moral attitude of students to the surrounding reality;</li> <li>– methods of assimilation by the younger generation and implementation into practical actions and behavior of spir-</li> </ul>	<ul style="list-style-type: none"> <li>– methods and techniques for forming a moral attitude of students to the surrounding reality in the context of summer teaching internship;</li> <li>– methods of assimilation by the younger generation and implementation into practical actions and behavior of spir-</li> </ul>

	itual values (individually personal, universal; national, family, etc.).	itual values (individually personal, universal; national, family, etc.) in the context of summer teaching internship.
GPC-7	<p>To know:</p> <ul style="list-style-type: none"> <li>– laws and features of building interactions between participants in educational relations;</li> <li>– basic patterns of family relations that allow for effective work with the parent community;</li> <li>– patterns of formation of children-adult communities, their socio-psychological characteristics and patterns of development of children's and adolescent communities.</li> </ul>	<p>Knows:</p> <ul style="list-style-type: none"> <li>– laws and features of building interactions between participants in educational relations in the context of summer teaching internship;</li> <li>– basic patterns of family relations that allow for effective work with the parent community in the context of summer teaching internship;</li> <li>– patterns of formation of children-adult communities, their socio-psychological characteristics and patterns of development of children's and adolescent communities in the context of summer teaching internship.</li> </ul>
	<p>To be able to:</p> <ul style="list-style-type: none"> <li>– select forms, methods, techniques of interaction with different participants in the educational process (students, parents, teachers, administration) in accordance with the context of the situation;</li> <li>– cooperate with other teaching staff and specialists in solving educational problems.</li> </ul>	<p>Is able to:</p> <ul style="list-style-type: none"> <li>– select forms, methods, techniques of interaction with different participants in the educational process (students, parents, teachers, administration) in accordance with the context of the situation in the context of summer teaching internship;</li> <li>– cooperate with other teaching staff and specialists in solving educational problems in the context of summer teaching internship.</li> </ul>
	<p>To possess:</p> <ul style="list-style-type: none"> <li>– actions to identify behavioral and personal problems of students related to the peculiarities of their development;</li> <li>– actions to interact with other specialists within the framework of a psychological, medical and pedagogical council;</li> <li>– skills of building (or constructing) interactions with different participants in educational relations (students, parents, teachers, administration) within the framework of the implementation of educational programs.</li> </ul>	<p>Possesses:</p> <ul style="list-style-type: none"> <li>– actions to identify behavioral and personal problems of students related to the peculiarities of their development in the context of summer teaching internship;</li> <li>– actions to interact with other specialists within the framework of a psychological, medical and pedagogical council in the context of summer teaching internship;</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 in the context of summer teaching internship.</li> </ul>

**1.8. Place of internship in the structure of the basic educational program of higher education:**

it is implemented within the framework of the basic (compulsory) part of block B2. Block 2. Internship.

### **1.9. Volume of internship in credits and its duration in weeks or academic or astronomical hours:**

Volume of internship - 3 credit units.

Duration of internship - 2 weeks.

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

Volume of contact work – 2 hours.

Duration of contact work – 2 weeks.

Contact work during practical training includes group consultations.

## **II. CONTENT OF INTERNSHIP**

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

During pedagogical (summer) internship (hereinafter PP(L)P), students complete the following tasks for current and midterm assessment:

1. Developing a summary and conducting an educational event (collective creative work); its subsequent methodological analysis, reflection.

2. Developing a summary and conducting an educational event (celebration); its subsequent methodological analysis, reflection.

3. Designing a detachment corner.

Requirements for the design of the Abstract of the educational event (leisure activity / collective creative activity / holiday)

1. The form of the educational event (competition, tournament, travel game, holiday, etc.).

2. Theme of the educational event, its interesting meaningful figurative name ("Masters of their craft", "Experts of their native land", "Express press survey", "Hello, summer!", "Across the seas - across the waves", "Smile, planet, in the lens - SUMMER!" etc.)

3. Goals and objectives: educational, developmental, formative (formulated briefly, laconically, should reflect the content of the educational event).

When developing a summary of an educational event, you should write down its structure in accordance with your individual vision of its construction.

4. Contents of the educational event (in the form of a script: with a speech by the counselor; responses from the students; description of timing, etc.; taking into account the script plan for the leisure activity, the technology of collective creative activity, the structure of the holiday script).

Scenario plan for the leisure activity.

a) organizational (organization of preparation, material and technical base, musical design, interior, etc., audiences before the start of the activity);

b) main (list of competitions, their content, etc.);

c) final (summing up the results by each participant, the team).

Technology of creative creative work.

a) emotional mood;

- b) division into microgroups;
- c) creative tasks (their full list, sequence, content);
- d) possible options for their preparation, the role of a counselor, animator, educator at a given stage of creative work;
- d) analysis of what has been done (collective and creative);
- e) options for rewards and incentives;
- g) reflection and construction of prospects.

The structure of the holiday script.

1. Definition of the ideological and thematic concept of the holiday - a clear formulation of the theme and idea that are closely related, but different from each other. The theme of the holiday is set in the script, as a rule, from the very beginning. The idea, as a general main conclusion, is led to in the process of theatrical action.

2. The holiday script must necessarily have a plot, i.e. the development of events, the identification of characters in action, the main conflict. The search for bright, interesting material for organizing the plot is an integral part of the work on the script.

3. Construction of the composition - the implementation of the plot and conflict in the developing specific stage action.

4. The holiday script is a consistently developed pedagogical program for organizing festive activities.

5. The holiday program must provide for everything: duration, tempo of performances, alternation of numbers, the ratio of children's and adults' participation, so that the composition is holistic, harmonious, does not overtire the children.

6. The holiday outline should reflect:

- The purpose and objectives of the holiday;
- Distribution of roles and assignments;
- Equipment, decoration of the premises;
- Literature used in developing the outline of the VM;
- Plan of the event, reflecting the logic of the holiday;
- Summing up the VM.

7. Description of the results of the educational event.

The main stages of the educational event and its content are presented in Table 1.

Table 1.

Stages of educational activities and their content

Stages of educational activities	Stage content (filled in by the trainee)
1. Preparatory and introductory stage: <ul style="list-style-type: none"> <li>– setting goals and objectives, which the military training is aimed at achieving;</li> <li>– description of work methods, emotional mood of the students during the military training (taking into account the real characteristics of the detachment/group)</li> </ul>	

<p>2. Main stage:</p> <ul style="list-style-type: none"> <li>– development of a scenario plan;</li> <li>– implementation of a scenario plan;</li> <li>– Scenario plan of the EA:</li> <li>– presentation of the main stages of the EA;</li> <li>– description of the main forms and methods of organizing individual and group</li> <li>– activities of pupils, taking into account</li> <li>– the characteristics of the detachment/group;</li> <li>– description of the criteria for the quality of the EA: <ul style="list-style-type: none"> <li>– methodological style of the EA outline,</li> <li>– originality and relevance of the EA form, ideas for its implementation,</li> <li>– independence of the development and implementation of the EA,</li> <li>– aesthetics of the design of reporting materials,</li> <li>– adequacy to the conditions of implementation (type of preschool educational institution, age characteristics of pupils, etc.),</li> <li>– timeliness of providing reporting documentation on the EA;</li> </ul> </li> <li>– description of methods of motivating (stimulating) the activity of pupils</li> </ul>	
<p>3. Result-analytical stage:</p> <ul style="list-style-type: none"> <li>– Methodological analysis of EA;</li> <li>– Reflection of EA: determining the significance of EA for students and trainees</li> </ul>	

### Scheme of Methodical Analysis and Reflection EA

1. Relevance and timeliness of the EA.
2. Correspondence between the goal, objectives and content of the EA.
3. Correspondence between the content of the EA and the form of its implementation.
4. Collective creative form of its analysis (for example: "A few phrases about the case and about us"; exercise "Dixi", etc.).

5. Satisfaction of the students with the EA (mood, behavior, attitude towards each other, attitude towards the case, etc.).
6. Self-assessment of the quality and results of the EA by the trainee.
7. Objectivity of the self-assessment.

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

#### **3.1. List of competencies with an indication of the stages of their formation in the process of mastering the educational program:**

№	Competence code and its formulation	Name of the stages of formation
1.	GPC-1 Able to carry out professional activities in accordance with regulatory legal acts in the field of education and standards of professional ethics	preparatory, introductory, main, result-analytical
2.	GPC-4 Able to carry out spiritual and moral education of students based on basic national values	preparatory, introductory, main, result-analytical
3.	GPC-7 Able to interact with participants of educational relations as part of the implementation of educational programmes	preparatory, introductory, main, result-analytical

#### **3.2. Standard control tasks or other materials necessary for assessing knowledge, skills, abilities and (or) experience of activities characterizing the stages of formation of competencies in the process of mastering the educational program**

##### **Questions to test students' knowledge:**

Standard control tasks for conducting the midterm assessment correspond to the content of tasks of pedagogical (summer) internship:

1. Development of the Summary of the VM with its methodological analysis and reflection, in accordance with the requirements and the scheme of the methodological analysis (section 3.1 of this Program). In the Summary of the VM, all the requirements for its design and analysis must be observed.

2. The essence and content of the detachment corner.

#### **3.3. Criteria for assessing the results of internship:**

The assessment criteria for the results of completing the internship are determined by the relevant local regulatory act (see the Regulation on assessment and methodological materials for the basic professional educational programs of higher education - bachelor's degree programs, specialist programs, master's degree programs of the Federal State Budgetary Educational Institution of Higher Education "Bunin Yelets State University".).

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

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

Midterm certification for internship is carried out in the form of a test with a grade. For certification, the student submits a package of documents (see: clause 3.4. Reporting forms based on the results of internship) based on the results of completing the internship and taking into account (analysis) of the work performed.

The results of the midterm certification for internship are recorded in the credit and examination reports. Receiving a failing grade for certification by a student is an academic failure.

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

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

- in printed form: assignment for the internship; internship diary; report on the internship (up to 5-6 sheets of A4 format) in accordance with the assignment provided for by the internship program; a description from the internship supervisor of the specialized organization; certification sheet;

- in electronic form (electronic version (text in pdf format; file name: Last name\_group\_year (for example, Ivanova\_L-31\_17.pdf)) other documents in accordance with the requirements of the internship program: photographic materials, copies of museum samples, graphic and painting works from life.

## **IV. ORGANIZATION OF INTERNSHIP**

**4.1. Stages of internship:** preparatory, introductory, main, result-analytical.

4.1.1. Introductory conference, held to explain the goals, objectives, deadlines and rules for preparing reports on the results of educational creative internship. Distribution among the bases for passing internships and consolidation of methodologists.

4.1.2. Research internship: conducting independent research, completing an individual creative task;

4.1.3. Final conference: summarizing the results of the internship, hearing the opinions of methodologists, exchanging impressions of students.

**4.2. Internship bases:** Internship takes place at organizations whose activities correspond to the profile of training of students: general education organizations of the city of Yelets, other populated areas (if there is an individual agreement on the internship), as well as other educational organizations (if there is an agreement) that operate a day camp for children.

**4.3. Features of the organization of internship for disabled people and people with disabilities.**

When choosing an internship base for people with disabilities and people with disabilities, not only the ability of the student (s) to solve the problems of the internship, but also his (their) limited health capabilities are taken into account. The procedure for organizing internship is regulated by the relevant local act.

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

### 5.1. Main literature

1. Muzyka, O. A. ABC of training a camp counselor: a tutorial: [12+] / O. A. Muzyka, O. I. Efremova, A. V. Makarov. - Moscow; Berlin: Direct-Media, 2021. - 216 p.: tables, diagrams. - Access mode: by subscription. - URL: <https://biblioclub.ru/index.php?page=book&id=619128> (date of access: 04 April 2025). - Bibliography: pp. 208-211. - ISBN 978-5-4499-2664-7. - DOI 10.23681/619128. - Text: electronic.
2. Training of counselors based on higher education institutions in Russia: monograph: [16+] / edited by T.N. Vladimirova, N.Yu. Leskonog, L.F. Shalamova; Ministry of Science and Higher Education of the Russian Federation, etc. – Moscow: Moscow State Pedagogical University (MPGU), 2023. – 160 p.: table. – Access mode: by subscription. – URL: <http://biblioclub.ru/index.php?page=book&id=563632>. (date of access 04 April 2025).

### 5.2. Specialized periodicals

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

№	Link to information resource	Name of the development in electronic form	Availability
1.	<a href="http://edu.ru/">http://edu.ru/</a>	<b>Russian Education: Federal Portal.</b> Includes links to portals and websites of educational institutions; state educational standards; regulatory documents; catalog of excursions and educational programs.	Free access

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

### 6.1. List of information technologies

- Conducting slide shows, video materials (films, clips) and multimedia presentations at the preparatory and result-analytical stages;
- Use of electronic information and reference systems: electronic library system (ELS) "University Library Online", "Lan", etc.;
- Independent search by students for additional educational and scientific material using the resources of the information and telecommunications network "Internet";

- Use of e-mail for correspondence and discussion of issues that arise between the teacher and students.

## 6.2. Licensed and freely distributable software

During the internship, computer equipment with licensed and freely distributed software is used:

- Microsoft Windows;
- Microsoft Office;
- LibreOffice and others.

## 6.3. Modern professional databases and information reference systems

1.	<a href="http://www.biblioclub.ru">http://www.biblioclub.ru</a>	Electronic library system (ELS) University library online	Registration via the university computer. In the future, unlimited individual access is provided from any point where there is access to the Internet.
2.	<a href="https://e.lanbook.com/">https://e.lanbook.com/</a>	Electronic library system (ELS) Lan	Registration via the university computer. In the future, unlimited individual access is provided from any point where there is access to the Internet.
3.	<a href="http://www.garant.ru">www.garant.ru</a>	Information and legal portal	Free access
4.	<a href="http://www.elibrary.ru">www.elibrary.ru</a>	Information portal in the field of science, technology, medicine and education	Free access
5.	<a href="http://www.consultant.ru">www.consultant.ru</a>	Computer reference and legal system	Free access
6.	<a href="https://fgos.ru/">https://fgos.ru/</a>	Federal state educational standards (for all levels of education)	Free access

## VII. MATERIAL AND TECHNICAL BASE REQUIRED FOR CONDUCTING INTERNSHIP

The material and technical base of the organization in which the work undergraduate internship is conducted, the premises used comply with current sanitary and fire safety standards, as well as technical safety requirements for the performance of work.