

BUNIN YELETS STATE UNIVERSITY

"APPROVED"

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



THE WORK PROGRAMME OF THE PRACTICE **B2.C.02.01(WI) Pedagogical (summer) 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*

	full-time form	full-time and part-time form	part-time form
Study course	3		
Term	6		
Independent work	108		

Total number of academic hours: **108**

Labor intensity: **3 credits**

Developer of the work programme:

Candidate of Pedagogical Sciences, Associate Professor Almazova I.G.

I. ORGANIZATIONAL AND METHODOLOGICAL SECTION

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

1.2. Type of practice: Teaching (summer) practice.

1.3. Purpose of practice:

- assistance in developing universal, general professional competencies in future bachelors, ensuring effective solution of professional tasks in future professional activity in the sphere of organization of summer recreation and additional education of children in educational institutions (school health camp, day camp, etc.), public organization based on school or other educational organization; experience of professional activity in accordance with types (pedagogical, methodological); - preparation of 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 who are capable of: managing their time, building and implementing a trajectory of self-development based on the principles of lifelong education; carrying out professional activity 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/mobile.

1.6. Forms of conducting internship: continuous.

1.7. Planned results of completing the internship.

Code of competence	Indicators of competence achievement	Planned learning outcomes for the discipline
GPC-1	To know: <ul style="list-style-type: none"> – laws and other regulatory legal acts governing activities in the field of education in the Russian Federation; – federal state educational standards of basic general, secondary general education; – legislative documents on the rights of the child. 	Knows: <ul style="list-style-type: none"> – laws and other normative legal acts regulating activities in the field of education in the Russian Federation; – federal state educational standards of basic general, secondary general education; – legislative documents on the rights of the child.
	To be able to:	Is able to:

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

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

1.8. Place of practice in the structure of the main educational program of higher education (MEEP VO):

Implemented within the framework of the compulsory part of block 2. Practice.

1.9. Volume and duration of practice:

Volume of practice - 3 credits.

Duration of practice:

full-time education - 2 weeks (dispersed);

1.10. Volume of contact work:

Full-time education

Volume of contact work – 2 (in hours);

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

II. CONTENT OF PRACTICE

2.1. Content of assignments that reveal the main types of activities of students during their internship:

During industrial pedagogical (summer) practice (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 an 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 in their native land", "Express-press-poll", "Hello, summer!", "Across the seas - across the waves", "Smile, planet, in the lens - SUMMER!" etc.)

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

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

4. Content 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).

Script 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 KTD.

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

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, which 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 brought to 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 program of the holiday 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, and does not overtire the children.

6. The synopsis of the holiday must reflect:

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

5. Description of the results of the educational event.

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

Stages of educational events and their content

Stages of educational events	Contents of the stage (filled in by the trainee)
<p>1. Organizational stage:</p> <ul style="list-style-type: none"> • setting the goal and objectives that the educational event is aimed at achieving; • description of the working methods, emotional mood of the students during educational events (taking into account the real characteristics of the squad/group) 	
<p>2. Main stage:</p> <ul style="list-style-type: none"> • development of a scenario plan; • implementation of the scenario plan; <p>Scenario plan of educational events:</p> <ul style="list-style-type: none"> • presentation of the main stages of educational events; • description of the main forms and methods of organization of individual and group activities of students, taking into account the characteristics of the squad/group; • description of the quality criteria of the VM: <ul style="list-style-type: none"> <input type="checkbox"/> methodological style of the VM Abstract, <input type="checkbox"/> originality and relevance of the VM form, ideas for its implementation, <input type="checkbox"/> independence of the VM development and implementation, <input type="checkbox"/> aesthetics of the design of the reporting materials, <input type="checkbox"/> adequacy to the conditions of implementation (type of preschool educational institution, age characteristics of pupils, etc.), <input type="checkbox"/> timeliness of providing reporting documentation on VM; • description of methods of 	

motivating (stimulating) the activity of pupils	
3. Final stage: • Methodological analysis of VM; • Reflection on VM: determining the significance of VM for pupils and trainees	

Scheme of Methodological Analysis and Reflection of VM

1. Relevance and timeliness of the VM.
2. Correspondence of the goal, objectives and content of VM.
3. Correspondence of the content of VM 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 conducted VM (mood, behavior, attitude towards each other, attitude towards the case, etc.).
6. Self-assessment by the trainee of the quality and results of VM.
7. Objectivity of self-assessment.

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

3.1. List of competencies with 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 Basic Result-evaluative
2.	GPC-4 Able to carry out spiritual and moral education of students based on basic national values.	Preparatory Basic Result-evaluative
3.	GPC-7 Able to interact with participants of educational relations as part of the implementation of educational programmes.	Preparatory Basic Result-evaluative

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

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

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. The criteria for assessing the results of the internship are determined by the relevant local regulatory act (see the Regulation on assessment and methodological materials ...).

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

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

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

The results of the midterm assessment for practice are recorded in the credit and examination reports. Receiving an unsatisfactory 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 completing 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 reference 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: completing assignments (notes, analysis, corner).

IV. ORGANIZING PRACTICE

4.1. Stages of practice: preparatory, main, result-analytical.

4.2. Practice bases:

Industrial practice 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 internship), as well as other educational organizations (if there is an agreement) that operate a day camp for children.

4.3. Features of organizing practice for disabled people and people with disabilities.

When choosing a practice base for people with disabilities and disabled people, not only the student(s)' ability to solve practice tasks is taken into account, but also his (their) limited health capabilities. The procedure for organizing practice is regulated by the relevant local act.

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

5.1. Literature.

1. 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 02.09.2024).
2. Regulations on practical training [Electronic resource] // Official website of Yelets State University named after I.A. Bunin. – URL: <http://www.elsu.ru/> (date of access 02.09.2024).
3. Federal State Educational Standards of Basic General Education // Federal State Educational Standards. – URL: <http://standart.edu.ru> (date of access 02.09.2024).

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.	http://www.biblioclub.ru	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.	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

3.	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 (FCIER) provides access to electronic educational resources and services for all levels and stages of education.	Free access
6.	https://fgos.ru/	Federal state educational standards (for all levels of education)	Free access

VI. LIST OF INFORMATION TECHNOLOGIES USED IN THE PRACTICE

6.1. List of information technologies

1. Windows 10 operating system

6.2. Licensed and freely distributed software

The following licensed and freely distributed software is used in the implementation of the internship program: Microsoft Windows XP Professional; Microsoft Windows 7 Professional; Microsoft Windows 8 Professional; Microsoft Windows Server 2008 Std/Ent; Microsoft Windows Server 2012R2 Standard (PC operating systems; server operating systems). Academic OLP licenses (Open License). License validity period: unlimited.

– Microsoft Office Professional Plus 2010, Microsoft Office Professional Plus 2013 (office application package). Academic OLP licenses (Open License). License validity period: unlimited.

– Kaspersky Endpoint Security 10 antivirus software. Commercial license for 300 computers.

6.3. Modern professional databases and information reference systems (if necessary)

1.	http://www.biblioclub.ru	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.	www.school.edu.ru	Russian general education portal	Free access

VII. MATERIAL AND TECHNICAL BASE NECESSARY FOR CONDUCTING PRACTICE

The material and technical base of the organization where the educational practice is conducted, the premises comply with the current sanitary and fire safety standards, as well as technical safety requirements for the conduct of educational work.