

BUNIN YELETS STATE UNIVERSITY

"APPROVED"

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



THE WORK PROGRAMME OF THE B2.E.01.01(EI) Substantive 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	3		
Term	5		
Other forms of work	1,5		
Independent work	106,5		

Total number of academic hours: **108**

Labor intensity: **3 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 the Federal State Educational Standard of Higher Education): Educational.

1.2.Type of practice: substantive internship.

1.3. Purpose of practice: formation in students of universal and professional competencies necessary for organizing and implementing the educational process in primary grades at the stage of adaptation of the child to school.

1.4. Objectives of the internship:

- familiarization with the basics and specifics of the work of a primary school teacher at the stage of a child’s adaptation to school;

- consolidation of theoretical knowledge acquired by students in the process of theoretical training;

- formation of skills in the complex organization of the educational process in primary school: organizing educational work with 1st grade students at the adaptation stage, carrying out observation, analytical, research activities, organizing interaction between teachers and parents of students.

1.5. Methods of conducting internship: full-time/visiting.

1.6. Forms of conducting internship: full-time education - discrete, part-time education - continuous.

1.7. Planned results of completing the internship.

Code of competence	Indicators of competence achievement	Planned learning outcomes for the discipline
UC-1	To know: <ul style="list-style-type: none"> – methods of searching for information and working with it; – the essence of a systems approach. 	Knows: <ul style="list-style-type: none"> – methods of searching for information and working with it; – the essence of a systems approach.
	To be able to: <ul style="list-style-type: none"> – analyze a problem, identify stages of its solution, carry out actions to solve it; – find various options for solving a problem, evaluate their advantages and risks. 	Is able to: <ul style="list-style-type: none"> – analyze a problem, identify stages of its solution, carry out actions to solve it; – find various options for solving a problem, evaluate their advantages and risks.
	To possess: <ul style="list-style-type: none"> – skills of assessing the practical consequences of possible options for solving a 	Possesses: <ul style="list-style-type: none"> – skills of assessing the practical consequences of possible options for solving a

	<p>problem;</p> <ul style="list-style-type: none"> – skills of competent, logical, reasoned formulation of one's own judgments and assessments. 	<p>problem;</p> <ul style="list-style-type: none"> – skills of competent, logical, reasoned formulation of one's own judgments and assessments.
PCS-1	<p>To know:</p> <ul style="list-style-type: none"> - fundamentals of specific teaching methods(techniques) in the subject area; - characteristics of students' personal, meta-subject and subject results in the context of teaching in the subject area (according to the Federal State Educational Standard and the model curriculum); - modern educational technologies and methodological patterns of their selection; - methods of monitoring, assessing and correcting learning results in the subject area 	<p>Knows:</p> <ul style="list-style-type: none"> - fundamentals of specific teaching methods(techniques) in the subject area; - characteristics of students' personal, meta-subject and subject results in the context of teaching in the subject area (according to the Federal State Educational Standard and the model curriculum); - modern educational technologies and methodological patterns of their selection; - methods of monitoring, assessing and correcting learning results in the subject area
	<p>To be able to:</p> <ul style="list-style-type: none"> - design a work program in the subject area; - design and implement various forms of training and organization of extracurricular activities of students in the subject area (profiles ensuring the achievement of meta-subject, subject and personal results 	<p>Isableto:</p> <ul style="list-style-type: none"> - design a work program in the subject area; - design and implement various forms of training and organization of extracurricular activities of students in the subject area (profiles ensuring the achievement of meta-subject, subject and personal results
	<p>To possess:</p> <ul style="list-style-type: none"> - teaching methods in the subject area and the methodology for their selection taking into account the specifics of the content of the educational material, age and educational needs of students; - modern educational technologies ensuring the achievement of students' meta-subject, subject and personal 	<p>Possesses:</p> <ul style="list-style-type: none"> - teaching methods in the subject area and the methodology for their selection taking into account the specifics of the content of the educational material, age and educational needs of students; - modern educational technologies ensuring the achievement of students' meta-subject, subject and personal

	results; - methods of monitoring, assessing and correcting learning results in the subject area	results; - methods of monitoring, assessing and correcting learning results in the subject area
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1.8. Place of practice within the framework of the main educational program of higher education (OPOP HE): implemented within the framework of a partial, publicly accessible form of educational relations, block B2.

1.9. Volume and duration of practice:

scope of practice – 3 credits;

duration of practice – 2 weeks.

1.10. Volume of contact work:

II. CONTENT OF PRACTICE

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

The educational material of educational (subject-content) practice is presented in the module “The first weeks of a child at school”, the content of which is realized through students completing the following tasks:

Task 1. Features of conducting lessons in the first weeks of a child’s stay at school.

Contents of activity:

daily recording of lessons attended in an assigned class, their brief analysis.

Contents of the assignment report: lesson reports with a brief analysis (see Appendix 1).

Appendix 1

Sample lesson protocol diagram

1. Write down general information: date, school, class, place of the lesson in the school day schedule, last name, first name and patronymic of the teacher, number of students present at the lesson.
2. Write down the topic of the lesson and find out its place in the overall system of lessons.
3. Write down the objectives of the lesson (check with the teacher before the lesson).
4. Record the degree of readiness of the teacher and students for the lesson.
5. Sanitary and hygienic condition of the premises. Укажите оборудование, наглядные пособия, ТСО;
6. Identify the nature of the activities of the teacher and students;
7. Note the psychological readiness of students for the lesson.

Keep a record of the lesson, which can be presented in the form of a table:

Lesson	Interaction	Brief lesson analysis
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stages, title	Teacher activities	Activity students	(assessment of stages and
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Task 2. Assessing the readiness of a first-grader to study at school.

Contents of activity:

- compile a list of methods for assessing the personal readiness of a child entering first grade to study at school, apply one of them with 2-3 first graders (see Appendix 2);
- compose or select tasks to identify the readiness of children entering first grade to study school subjects (1-2 subjects of the student’s choice);
- conduct diagnostics of the readiness of first-graders (2-3 people) to study school subjects (see Appendix 3).

Contents of the task report: Written report on the conduct and results of the diagnostics.

Appendix 2

An example of a method for identifying a child’s personal readiness, entered the first grade, to study at school

Methodology ‘Conversation about school’ (modified version of T. A. Nezhnova, D. B. Elkonin, A. L. Wenger)

Purpose: to identify the formation of a schoolchild's inner position and his motivation for learning.

Age: 6.5-7.5 years.

Method of assessment: individual conversation with the child.

Task description: the pupil must answer the questions:

1. Do you like it at school?
2. What do you like most of all at school, what is the most interesting for you?
3. Imagine that you have met a kid from kindergarten who doesn't know anything about school yet. He asks you: ‘Who is a good student?’ What would you answer him?
4. Imagine that you have been offered not to go to school every day, but to study at home with your mum and only go to school sometimes. Would you agree?
5. Imagine that there is school A and school B. School A has such a schedule of lessons in the 1st grade: every day reading, maths, writing and only sometimes drawing, music, physical education. School B has a different timetable - every day physical education, music, drawing, labour and only sometimes reading, maths, Russian language. Which school would you like to study in?
6. Imagine that an acquaintance of your parents came to your house. You say hello to him and he asks you: ‘...?’ Think about what he might ask you.
7. Imagine that you have worked very well in class and the teacher says to you: ‘Sasha (child's name), you have worked very hard today and I want to reward

you for your good studies. Choose for yourself what you want - a chocolate bar, a toy or an A in the magazine’.

Evaluation criteria:

1. Positive attitude towards school, a sense of the necessity of learning, i.e. in the situation of non-mandatory school attendance one continues to strive for lessons with specific school content.

2. Manifestation of special interest to the new, proper school content of lessons, which is expressed in preference of lessons of ‘school’ type to lessons of ‘preschool’ type.

3. Preference of classroom collective lessons to individual lessons at home, social way of assessing one's knowledge (marks) to preschool ways of encouragement (sweets, gifts) (D.B. Elkonin, A.L. Wenger, 1988).

Levels of assessment:

0. Negative attitudes towards school and school enrolment.

1. Positive attitude towards school in the absence of orientation to the content of school and learning reality (preservation of preschool orientation). The child wants to go to school, but with preservation of the preschool lifestyle.

2. Emergence of orientation to the content aspects of school reality and the model of a ‘good student’, but with preservation of the priority of social aspects of the school lifestyle over academic aspects.

3. Combination of orientation to social and educational aspects of school life.

Appendix 3

Example of tasks to determine the readiness of children entering first grade to study mathematics

1) To identify the ability to count objects:

a) Up to what number can you count?

b) Count as many pictures and sticks as you can.

2) To identify the ability to distinguish and name numbers:

What numbers do you know?

Name and show (numbers 1-9 are arranged randomly).

3) To identify the development of calculation skills:

a) How much do you get if $5 + 1$, from $8 - 1$?

b) How much do you get if $2 + 3$; subtract 4 from 5?

4) To identify the ability to compare sets of objects:

a) Which figures are more? fewer?

b) Put the same number of sticks as triangles (6-8 triangles arranged in a row).

5) По сформированности пространственных представлений:

Place a large circle, place a triangle to the right of it, place a large square to the left, place a small circle above the circle, etc.

The survey results are presented in the form of a table with the following columns:

1. Last name, first name of the student.
2. Did the student attend kindergarten (yes, no).
3. Knowledge of the names of numbers in natural sequence (up to 10, up to 20, etc.).
4. Ability to count objects (without errors, with errors - indicate which ones).
5. Knowledge of numbers (knows all, knows some - indicate which ones, does not know any).
6. Ability to calculate (correctly, incorrectly, by counting objects, by counting or counting, without using calculation techniques - knows by heart).
7. Knowledge of geometric figures (which ones he shows correctly, which ones he shows incorrectly).
8. Development of spatial concepts (which commands are executed correctly, which incorrectly).

Next, a conclusion is made about the level of development of mathematical concepts in a child entering school.

Task 3. Organizing a game program (or KTD) to get to know each other.

Contents of the activity:

- prepare and conduct an extracurricular educational event with the students of the assigned class (one from a subgroup of trainees): a game program or a KTD for getting to know each other (see Appendix 4);
- perform a self-analysis (see Appendix 5).

Contents of the report on the completion of the task: summary of the extracurricular educational event, self-analysis of the event.

Appendix 4

Sample outline of an extracurricular educational event

1. Format (competition, quiz, travel game, etc.).
2. Theme ("Young Talents", "Across the Sea of Professions", "To the Land of Art Connoisseurs", etc.).
3. Objectives (must be specific, reflecting the content of the event).
4. Role of the teacher (the role of the teacher at the preparatory stage is indicated).
5. Roles and assignments for children (roles and assignments for children at the preparatory stage and at the stage of implementation are described).
6. Equipment (the visual aids, technical and technical aids, etc. used are listed).
7. Room decoration (the arrangement of tables, chairs, placement of visual aids, decorations, etc. is indicated).
8. Literature (the list of used literature is indicated in alphabetical order).
9. Event progress (the full content of the event is described).

Appendix 5

Approximate scheme of psychological and pedagogical analysis of educational event

1. School, class, form, topic of the event, time of holding.

2. Relevance of the topic (why this event was held; compliance of its content with the age characteristics, interests, needs of the students in the class; ensuring further positive communication in the children's group; focus on solving the set tasks).

3. Objectives of the educational event.

4. Organization of students' preparation for this lesson (brevity of the preparatory stage, degree of children's participation, visual design, use of TSO).

Content and methods of holding the event:

- compliance of the content with the set tasks and form of holding;
- richness of the event with information and emotional experiences, ensuring active perception of what is happening;
- techniques and methods used, their compliance with the age characteristics of children, their level of development;
- children's interest in the event, their activity, mood, behavior, satisfaction.

5. Culture of holding the event, clarity and sequence of planned events, its organic stages, freedom of expression of feelings and experiences of students.

6. The pedagogical value of the event, its importance for the subsequent development of the team and individual students, for improving relationships in the classroom.

7. Self-assessment by the teacher of the quality and results of the extracurricular educational event.

Mastering the content of the module "The Child's First Weeks at School", student interns daily assist the teacher in receiving children and preparing the class for classes, conducting dynamic breaks and physical education minutes in lessons.

III. EVALUATION MATERIALS FOR INTERIM 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:

№ п/п	Competence code and its formulation	Name of the stages of formation
1.	UC-1 Able to search, critically analyze and synthesize information, apply a systematic approach to solve assigned problems	Preparatory stage Main stage Performance-analytical

2..	<p style="text-align: center;">PCS-1</p> <p>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</p>	<p>Preparatory stage Main stage</p>
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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

Typical control tasks or other materials include:

- observation and analysis of educational work with first-graders at the adaptation stage to form a class team, work with their parents;
- observation, recording and brief analysis of the peculiarities of organizing a lesson in the first weeks of a child's stay at school;
- development of tasks to assess the readiness of first-graders for school;
- development and organization of an educational event with students of the assigned class;
- analysis of the educational event conducted;
- organization and implementation of assistance to the teacher;
- comprehension and independent processing of information obtained during practice.

3.3. The criteria for assessing the results of the internship are defined 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 of knowledge, skills, and developed competencies of students during an interview based on the results of completing assignments.

Midterm assessment of practice is carried out in the form of a test with a grade. For assessment, 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 midterm assessment of practice are recorded in the credit and examination reports. Receiving an unsatisfactory grade for assessment by a student is an academic failure.

3.4. Reporting forms based on the results of internship:

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

- in printed form: internship diary; internship report (up to 5-6 A4 sheets) in accordance with the assignment provided for by the internship program; a reference from the internship supervisor of the specialized organization; an assessment

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: an assignment for the internship, signed by the student and the internship supervisors from the specialized organization and the university.

IV. ORGANIZING PRACTICE

4.1. Stages of practice: preparatory, introductory, basic, result-analytical.

At the preparatory stage:

- selection of practice bases;
- distribution of students among practice bases;
- preparation of documents, compilation and coordination with the management of the specialized organization of the work schedule for conducting educational practice;
- holding an orientation conference (familiarization of students with the tasks and content of practice).

At the main stage it is envisaged:

- daily attendance by students of all lessons in the assigned class and their protocoling;
- attendance of a parent-teacher meeting (if it is planned by the teacher);
- holding a game program (or KTD) for acquaintance;
- diagnostics of readiness of first-graders (2 people) for studying at school;
- observation of first-graders,
- organization of games during breaks,
- assistance to the teacher.

At the result-analytical stage:

- comprehension and independent processing of information obtained during practice takes place;
- documentation is prepared for submission;
- oral reports on the results of practice are prepared;
- a final conference is held.

4.2. Practice bases:

Educational/industrial practice takes place on the basis of organizations whose focus of activity corresponds to the profile of training of students:

MBOU "Secondary School No. 1 named after M.M. Prishvin" of Yelets, "Lyceum No. 5 of Yelets", MBOU "Secondary School No. 8 of Yelets", MBOU "Secondary School No. 10 with in-depth study of individual subjects", MBOU "Gymnasium No. 11 of Yelets", MAOU "Secondary School No. 12 of Yelets", MBOU "Secondary School No. 15 of Yelets", MBOU "Secondary School No. 17 named after T.N. Khrennikov of the city of Yelets", MOU "Secondary School No. 23 of the city of Yelets", MOU "Secondary School No. 24 of the city of Yelets", MOU "Gymnasium No. 97 of the city of Yelets", MOU "School No. 19 of the city of Yelets" and other practice bases.

4.3. Features of organizing practice for disabled people and people with limited health capabilities.

When choosing a practice base for individuals with disabilities, not only the student(s)' ability to solve practice problems is taken into account, but also their limited health capabilities.

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

5.1. 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-obuchayuschihya.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).

Further reading

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).

5.2. Specialized periodicals

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

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

5.	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.
6.	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.

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