



MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION  
Federal state autonomous educational institution of higher education  
**«Far Eastern Federal University»**  
(FEFU)

**Школа педагогики**

WORKING PROGRAM OF PRACTICE  
Professional practice. Pre-graduation Practice  
44.04.01 Педагогическое образование  
Educational Management  
Form education: full time

Director of department

Date of the meeting 20.12.2023 № protocol 4

Compliers:

к. филол. н., доцент, Гич Ольга Николаевна; д. филол. н., зав.кафедрой,  
профессор, Ловцевич Галина Николаевна

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## I. GOALS OF THE PRACTICE

Goal:

- collection and processing of the material necessary to complete the final qualifying work in accordance with the chosen topic and the plan agreed with the thesis supervisor;
- deepening and consolidating theoretical knowledge, improving the skills of research work, registration of its results;
- formation of skills for performing educational and scientific essays of a qualifying nature.

## II. OBJECTIVES OF THE PRACTICE

Objectives:

- The objectives of the Pre-graduation Practice is to teach students
- the skills of independent scientific research in a selected field of philology;
  - skills in the application of innovative educational technologies, including computer and distance learning systems, during scientific research;
  - self-analysis skills of the obtained scientific results;
  - the ability to present research results at a modern professional level (preparation of a presentation, report, scientific article, final qualifying work, public defense of scientific results, etc.);
  - the ability to use current methods of philological analysis of the text.

## III. THE PLACE OF PRACTICE IN THE STRUCTURE OF THE EDUCATIONAL PROGRAM

Professional practice. Pre-graduation Practice It is a mandatory part of block 2 of the curriculum practice (index Б2.О.ДВ.02.02(II))

Professional practice. Pre-graduation Practice total labor intensity 540 hour. (15 credits) it takes place in the 4 semester and is mandatory.

#### IV. ТИПЫ, СПОСОБЫ, МЕСТО И ВРЕМЯ ПРОВЕДЕНИЯ ПРАКТИКИ

Kind of practice - Производственная

Type of practice - Преддипломная (Pre-graduation Practice)

The method of conducting the practice - стационарная

In accordance with the schedule of the educational process, the educational practice is implemented in 4 semester.

#### V. THE COMPETENCIES OF THE STUDENT FORMED AS A RESULT OF THE INTERNSHIP

General professional competencies of students, indicators of their achievements and learning outcomes in the discipline

The code and name of the competence (the result of mastering)	The code and name of the competence achievement indicator	The name of the assessment indicator (the result of training in the discipline)
<p>ОПК-1 Способен осуществлять и оптимизировать профессиональную деятельность в соответствии с нормативными правовыми актами в сфере образования и нормами профессиональной этики</p>	<p>ОПК-1.1 Demonstrates knowledge of priority areas for the development of the education system of the Russian Federation, laws and other regulatory legal acts regulating activities in the field of education in the Russian Federation</p>	<p>Knows: the main legal framework governing education in Russia Can: synthesize information from diverse sources (legal documents, research reports, educational publications) Owns: a comprehensive understanding of the structure, organization, and challenges of the Russian education system</p>
<p>ОПК-1 Способен осуществлять и оптимизировать профессиональную деятельность в соответствии с нормативными правовыми актами в сфере образования и нормами профессиональной этики</p>	<p>ОПК-1.2 Applies basic regulations in the field of education and professional activities, taking into account the norms of professional ethics, identifies current problems in the field of education in order to carry out scientific research</p>	<p>Knows: the principles and methodologies used in conducting educational research. This includes knowledge of research designs, data collection techniques, data analysis methods, and research ethics. Can: identify and define specific educational problems or areas requiring further investigation Owns: critical thinking skills and the ability to analyze complex educational issues</p>

<p>ОПК-1 Способен осуществлять и оптимизировать профессиональную деятельность в соответствии с нормативными правовыми актами в сфере образования и нормами профессиональной этики</p>	<p>ОПК-1.3 Carries out professional activities in accordance with the requirements of federal state educational standards at all levels of education. Uses actions to comply with legal, moral and ethical standards, requirements of professional ethics in real teaching situations</p>	<p>Knows: how to carry out professional activities in accordance with the requirements of federal state educational standards at all levels of education, how to comply with legal, moral and ethical standards, requirements of professional ethics in real teaching situations Can: carry out professional activities in accordance with the requirements of federal state educational standards at all levels of education, comply with legal, moral and ethical standards, requirements of professional ethics in real teaching situations Owns: a skill of carrying out professional activities in accordance with the requirements of federal state educational standards at all levels of education, complying with legal, moral and ethical standards, requirements of professional ethics in real teaching situations</p>
<p>ОПК-2 Способен проектировать основные и дополнительные образовательные программы и разрабатывать научно-методическое обеспечение их реализации</p>	<p>ОПК-2.3 Identifies the various contexts in which the processes of learning, education and socialization take place; uses methods in diagnosing the characteristics of students in practice and methods of project activities in education; experience in participating in OOP design</p>	<p>Knows: a range of methods to diagnose student characteristics, such as observation, interviews, assessments, and questionnaires Can: adapt their teaching methods and strategies to suit different learning styles and contexts Owns: creative and innovative approaches to teaching and learning, incorporating project-based learning and other engaging strategies</p>
<p>ОПК-3 Способен проектировать организацию совместной и индивидуальной учебной и воспитательной деятельности обучающихся, в том числе с особыми образовательными потребностями</p>	<p>ОПК-3.1 Applies educational technologies (including in the context of an inclusive educational process) necessary for targeted work with various categories of students, including those with special educational needs; basic techniques and typology of technologies for individualization of learning</p>	<p>Knows: how to select and use technologies that meet the needs of diverse learners, including students with special educational needs Can: effectively integrate technology into lesson plans, design interactive activities, and adapt learning materials for different learning levels and needs Owns:</p>

<p>ОПК-3 Способен проектировать организацию совместной и индивидуальной учебной и воспитательной деятельности обучающихся, в том числе с особыми образовательными потребностями</p>	<p>ОПК-3.2 Interacts with other specialists in the process of implementing the educational process; correlate types of targeted assistance with the individual educational needs of students at the appropriate level of education</p>	<p>Knows: common learning challenges like learning disabilities, developmental delays, behavioral difficulties, or social-emotional issues  Can: articulate their needs, observations, and concerns regarding a student's learning experience to specialists  Owns: empathy and understanding for the unique challenges faced by diverse learners. They develop a sensitivity to individual differences and learn to appreciate the value of inclusivity</p>
<p>ОПК-3 Способен проектировать организацию совместной и индивидуальной учебной и воспитательной деятельности обучающихся, в том числе с особыми образовательными потребностями</p>	<p>ОПК-3.3 Demonstrates methods for (primary) identification of students with special educational needs; actions (skills) to provide targeted assistance to students at the appropriate level of education</p>	<p>Knows: that everyone learns differently and has unique strengths and challenges. They recognize that some students may require additional support or different teaching approaches.  Can: work collaboratively with specialists to develop and implement individualized support plans  Owns: critical thinking skills by analyzing student needs, identifying potential challenges, and suggesting effective solutions. They learn to think creatively and find practical solutions to support diverse learners</p>
<p>ОПК-4 Способен создавать и реализовывать условия и принципы духовно-нравственного воспитания обучающихся на основе базовых национальных ценностей</p>	<p>ОПК-4.2 Creates educational situations that contribute to the formation of students' moral position, spirituality, and value-based attitude towards people</p>	<p>Knows: the concept of spirituality, its connection to personal values, and the diverse ways individuals express their spiritual beliefs  Can: design activities, discussions, and projects that encourage ethical reflection, critical thinking, and value exploration  Owns: skills to effectively facilitate discussions, listen actively, and respectfully engage with diverse viewpoints</p>

<p>ОПК-4 Способен создавать и реализовывать условия и принципы духовно-нравственного воспитания обучающихся на основе базовых национальных ценностей</p>	<p>ОПК-4.3 Applies methods and techniques for developing the moral attitude of students to the surrounding reality; ways of assimilation by the younger generation and translation into practical action and behavior of spiritual values (individual-personal, universal, national, family, etc.)</p>	<p>Knows: key individual, universal, national, family, and spiritual values within their own context and across cultures  Can: critically assess different perspectives on ethical issues, considering the strengths and weaknesses of various arguments  Owns: the skill to work effectively with others to resolve ethical dilemmas and promote shared values</p>
<p>ОПК-5 Способен разрабатывать программы мониторинга результатов образования обучающихся, разрабатывать и реализовывать программы преодоления трудностей в обучении</p>	<p>ОПК-5.2 Applies tools and methods for diagnosing and assessing indicators of the level and dynamics of student development; conduct pedagogical diagnostics of learning difficulties</p>	<p>Knows: various theories of cognitive, social, emotional, and physical development in children and adolescents  Can: use observation, interviews, and various assessments to collect data about students' individual development, strengths, weaknesses, and learning styles.  Owns: Analysis of complex data, identifying patterns, and developing solutions tailored to individual student needs</p>
<p>ОПК-5 Способен разрабатывать программы мониторинга результатов образования обучающихся, разрабатывать и реализовывать программы преодоления трудностей в обучении</p>	<p>ОПК-5.3 Performs actions (skills) in applying methods for monitoring and assessing the educational results of students, programs for monitoring the educational results of students, assessing the results of their application</p>	<p>Knows: the principles of educational assessment, different assessment methodologies (formative, summative, diagnostic), and the ethical considerations involved  Can: collect, analyze, and interpret data from various assessment sources  Owns: techniques to analyze assessment data and draw meaningful conclusions</p>
<p>ОПК-5 Способен разрабатывать программы мониторинга результатов образования обучающихся, разрабатывать и реализовывать программы преодоления трудностей в обучении</p>	<p>ОПК-5.1 Organizes control and evaluation of students' educational results, development of monitoring programs; applies special technologies and methods to develop and implement programs to overcome learning difficulties</p>	<p>Knows: common learning difficulties, their potential causes (biological, environmental, psychological), and different types of learning disabilities  Can: work effectively with other teachers, specialists, and professionals to support student development and address learning difficulties  Owns: analysis of qualitative and quantitative data from various sources to inform decisions about individual student development</p>

<p>ОПК-6 Способен проектировать и использовать эффективные психолого-педагогические, в том числе инклюзивные, технологии в профессиональной деятельности, необходимые для индивидуализации обучения, развития, воспитания обучающихся с особыми образовательными потребностями</p>	<p>ОПК-6.1 Demonstrates knowledge of the psychological and pedagogical foundations of educational activities; design principles and features of the use of psychological and pedagogical (including inclusive) technologies in professional activities, taking into account the personal and age characteristics of students, including those with special educational needs</p>	<p>Knows: a solid grasp of the principles of individualized learning, encompassing personalized learning goals, flexible learning pathways, differentiated instruction, and ongoing assessment for progress tracking  Can: develop and implement customized educational routes and programs that cater to diverse learning needs, taking into account individual strengths, weaknesses, and goals  Owns: the ability to adapt their teaching strategies and materials to meet evolving individual learning needs</p>
<p>ОПК-6 Способен проектировать и использовать эффективные психолого-педагогические, в том числе инклюзивные, технологии в профессиональной деятельности, необходимые для индивидуализации обучения, развития, воспитания обучающихся с особыми образовательными потребностями</p>	<p>ОПК-6.3 Takes into account the peculiarities of the development of students in the educational process; skills in the selection and use of psychological and pedagogical (including inclusive) technologies in professional activities for the individualization of training, development, education, including students with special educational needs; skills in developing and implementing individual educational routes, individually oriented educational programs (together with other subjects of educational relations)</p>	<p>Knows: various factors influencing learning, such as learning styles, developmental stages, cognitive abilities, cultural background, and special educational needs  Can: effectively assess individual student needs through observation, communication, and formal assessments. They use these insights to tailor learning experiences to specific strengths, weaknesses, and learning preferences  Owns: strong analytical skills to understand and interpret individual learning needs, strengths, and weaknesses</p>
<p>ОПК-7 Способен планировать и организовывать взаимодействия участников образовательных отношений</p>	<p>ОПК-7.1 Demonstrates knowledge of the pedagogical foundations of building interaction with subjects of the educational process; methods for identifying individual characteristics of students; features of building interaction with various participants in educational relations, taking into account the characteristics of the educational environment of the institution</p>	<p>Knows: various forms of interaction, such as classroom discussions, online forums, group projects, mentoring programs, and community engagement  Can: use organizational techniques like scheduling, assigning roles, and facilitating communication to ensure smooth and productive interaction  Owns: the confidence and skills to take initiative, lead projects, and motivate others</p>

<p>ОПК-7 Способен планировать и организовывать взаимодействия участников образовательных отношений</p>	<p>ОПК-7.2 Uses the features of the educational environment of the institution to implement the interaction of subjects; draws up (together with other specialists) plans for interaction between participants in educational relations; uses organizational techniques to organize interaction</p>	<p>Knows: the institution's policies, resources, and structures, including classrooms, technology, libraries, and extracurricular activities Can: combine physical spaces, technology, and activities to create engaging and effective learning experiences Owns: skills in planning, organizing, and managing their time and resources to achieve desired outcomes</p>
<p>ОПК-7 Способен планировать и организовывать взаимодействия участников образовательных отношений</p>	<p>ОПК-7.3 Applies technologies of interaction and cooperation in the educational process; ways to solve problems when interacting with diverse students; techniques of an individual approach to different participants in educational relations</p>	<p>Knows: various digital tools and platforms used in education, from learning management systems (LMS) to educational software, simulations, and interactive whiteboards Can: effectively collaborate with colleagues and students using technology, fostering communication and sharing resources Owns: strong digital literacy skills, enabling them to effectively navigate and use technology for learning and teaching purposes</p>
<p>ОПК-8 Способен проектировать педагогическую деятельность на основе специальных научных знаний и результатов исследований</p>	<p>ОПК-8.1 Demonstrates knowledge of the teaching activities characteristics; requirements for subjects of pedagogical activity; results of scientific research in the field of pedagogical activity</p>	<p>Knows: the different types of teaching activities (e.g., lectures, discussions, group work, project-based learning), their strengths and limitations, and how to select appropriate activities for different learning objectives and student needs Can: work effectively with colleagues, students, and other stakeholders in the educational environment Owns: the skill to foster a positive learning environment that is student-centered, inclusive, and respectful of diverse learners</p>
<p>ОПК-8 Способен проектировать педагогическую деятельность на основе специальных научных знаний и результатов исследований</p>	<p>ОПК-8.2 Uses modern specialized scientific knowledge and research results to select methods in teaching activities</p>	<p>Knows: different research methods (e.g., experimental, observational, qualitative) and can evaluate the strengths and weaknesses of each Can: create engaging and effective lessons that integrate scientific content and promote critical thinking and problem-solving skills Owns: teaching strategies that are most effective for specific learning objectives and student needs</p>



<p>ОПК-8 Способен проектировать педагогическую деятельность на основе специальных научных знаний и результатов исследований</p>	<p>ОПК-8.3 Applies modern specialized scientific knowledge and research results to select methods in teaching activities</p>	<p>Knows: various theories of learning, including cognitive, constructivist, sociocultural, and behavioral perspectives. They also have a strong understanding of the research base supporting these theories  Can: critically analyze research articles, synthesize findings, and apply them to specific teaching contexts  Owns: skills to solve problems related to teaching and learning</p>
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Students' professional competencies, indicators of their achievements and learning outcomes in the discipline

The code and name of the competence (the result of mastering)	The code and name of the competence achievement indicator	The name of the assessment indicator (the result of training in the discipline)
<p>ПК-1 Способен к проектированию и реализации образовательных программ по предметным областям, соответствующим профессиональной подготовке</p>	<p>ПК-1.1 Forecasting quantitative and qualitative parameters of development and managing the development of a development program for a general education organization, taking into account socio-economic, socio-cultural and ethno-cultural aspects of the environment</p>	<p>Knows: tools like root cause analysis, process mapping, and data-driven decision-making for continuous program improvement  Can: track key program indicators, collect data, and analyze performance against established goals  Owns: skills to use data to measure program impact, make informed decisions, and demonstrate program value</p>
<p>ПК-1 Способен к проектированию и реализации образовательных программ по предметным областям, соответствующим профессиональной подготовке</p>	<p>ПК-1.2 Management of implementation, control and evaluation of the effectiveness and efficiency of the development program of a general education organization</p>	<p>Knows: the phases of program development, including needs assessment, design, implementation, monitoring, and evaluation.  Can: communicate program findings to stakeholders through reports, presentations, and other means  Owns: skills in collecting, analyzing, and interpreting quantitative and qualitative data for program evaluation</p>

<p>ПК-2 Способен осуществлять научное исследование и руководить учебно-исследовательской работой обучающихся в рамках основных и дополнительных образовательных программ</p>	<p>ПК-2.1 Administration of activities of a comprehensive educational organization</p>	<p>Knows: the organizational structure of a comprehensive educational institution, understanding the roles and responsibilities of various departments (e.g., admissions, finance, curriculum, human resources, etc.). Can: efficiently handle daily tasks such as scheduling, communication, record-keeping, and reporting. Owns: the ability to inspire, motivate, and guide others towards shared goals.</p>
<p>ПК-2 Способен осуществлять научное исследование и руководить учебно-исследовательской работой обучающихся в рамках основных и дополнительных образовательных программ</p>	<p>ПК-2.2 Managing the interaction of a comprehensive educational organization with participants in relations in the field of education and social partners</p>	<p>Knows: principles and strategies for successful negotiation and conflict resolution in educational settings Can: build and maintain positive relationships with stakeholders, fostering trust and collaboration Owns: Effective written and verbal communication skills, including public speaking, presentation skills, and active listening</p>

## VI. THE STRUCTURE OF THE PRACTICE

Table - Structure of the practice

№	Name of the discipline section	Semester	Type of work	Number of hours	Forms of intermediate certification	Learning outcomes
1	Work on the first chapter of the thesis (review theoretical sources), compilation of the final list of references	4	Independent work	261		ОПК-3.2, ОПК-3.3, ОПК-2.3, ОПК-1.1, ОПК-1.2, ОПК-1.3

2	Work on the second chapter of the thesis (systematization and generalization of scientific results; description of the results)	4	Independent work	261		ОПК-4.2, ОПК-4.3, ОПК-5.1, ОПК-5.2, ОПК-5.3, ОПК-6.1, ОПК-6.3, ОПК-7.1, ОПК-7.2, ОПК-7.3, ОПК-8.1, ОПК-8.2, ОПК-8.3
3	Writing an introduction, conclusion, proofreading the text of the work	4	Independent work	10		ПК-1.1, ПК-1.2, ПК-2.1, ПК-2.2
4	Providing a draft of the thesis and presentation of the work done	4	Credit with an assessment	0	Credit with an assessment	ОПК-3.1, ОПК-3.2, ОПК-3.3, ОПК-4.2, ОПК-4.3, ОПК-5.1, ОПК-5.2, ОПК-5.3, ОПК-6.1, ОПК-6.3, ОПК-7.1, ОПК-7.2, ОПК-7.3, ОПК-2.3, ОПК-8.1, ОПК-8.2, ОПК-8.3, ПК-1.1, ПК-1.2, ПК-2.1, ПК-2.2, ОПК-1.1, ОПК-1.2, ОПК-1.3
-	Total	4	-	540	Credit with an assessment	-

## VII. EDUCATIONAL AND METHODOLOGICAL SUPPORT OF STUDENTS'

## INDEPENDENT WORK IN PRACTICE

### 1. Build Strong Foundational Skills:

#### Research Methodology:

**Quantitative Methods:** Statistics, data analysis, experimental design, survey design.

**Qualitative Methods:** Interviews, focus groups, observation, content analysis, qualitative data analysis.

**Mixed Methods:** Combining quantitative and qualitative approaches.

#### Writing and Communication:

**Academic Writing:** Structure, clarity, argumentation, referencing, citation styles.

**Research Proposal Writing:** Developing a compelling research question, justifying the need for your research, outlining methodology, expected outcomes.

**Oral Presentations:** Public speaking, presentation skills, using visual aids.

#### Subject Specific Knowledge:

**Deepen your understanding of your chosen field:** Read widely in your area of interest, including foundational texts, recent publications, and relevant theories.

**Identify key debates and controversies:** Understand the different perspectives and arguments surrounding your research topic.

### 2. Develop Research Skills:

#### Literature Review:

**Systematic Searching:** Learn to effectively search databases, identify relevant sources, and critically evaluate their quality.

**Synthesizing Information:** Organize and summarize key findings,

identify gaps in existing research, and formulate your research question.

#### Data Collection:

Choose appropriate methods: Depending on your research design, learn how to collect and analyze data using different methods.

Ensure ethical data collection: Understand ethical guidelines for research, including informed consent, privacy, and data security.

#### Data Analysis:

Master the relevant statistical software: Learn to use software packages like SPSS, R, Stata, or NVivo for quantitative and qualitative data analysis.

Apply appropriate analytical techniques: Choose and apply statistical tests or qualitative analysis techniques to interpret and draw conclusions from your data.

### 3. Practice and Seek Feedback:

Write regularly: Practice writing different sections of your thesis, including the literature review, methodology, results, and discussion.

Get feedback: Share your work with supervisors, colleagues, or writing groups to receive constructive criticism and suggestions for improvement.

Present your research: Practice presenting your research to peers and potential supervisors, getting feedback on your presentation style and clarity.

### 4. Cultivate Self-Discipline and Time Management:

Set realistic goals: Break down your thesis into smaller, manageable tasks.

Create a schedule: Allocate specific time slots for research, writing, and other activities.

Avoid procrastination: Be disciplined in adhering to your schedule and completing tasks on time.

## 5. Utilize Available Resources:

**University Libraries:** Access online databases, journals, and books relevant to your research.

**Writing Centers:** Get help with writing skills, organization, and referencing.

**Research Skills Workshops:** Attend workshops offered by your university or online to enhance your research skills.

**Online Resources:** Explore online resources like research guides, online courses, and free software tutorials.

**Remember:** Self-study is an ongoing process. Be patient with yourself, embrace challenges as learning opportunities, and seek guidance when needed. You can achieve your research goals by actively engaging in these recommendations.

## VIII. FORMS OF CERTIFICATION (BASED ON THE RESULTS OF PRACTICE)

The academic internship is considered completed if the student fulfills all the requirements of the internship program.

**Reporting form:** a package of accounting documents on the internship, which includes the following documents certified by the signature of the head and the seal of the organization:

- a report on the internship in the form of a complete draft of the thesis;
- a description compiled by the head of the practice (scientific supervisor);
- an individual task.

Methodological materials defining the assessment procedure

To receive a positive assessment based on the results of the internship, the student must fully complete the internship program, timely issue and submit to

the head of FEFU all necessary accounting documents reflecting the results of the internship.

The package of accounting documents on the internship includes the following documents certified by the signature of the head and the seal of the organization:

- individual task;
- internship report;
- a document confirming the fact of internship (confirmation certificate), in case of internship in a third-party organization (Appendix 1);
- a description compiled by the head of the practice from the organization, in case of internship in a third-party organization.

The report serves as the main document reflecting the implementation of the practice program. The content is determined by the individual task and the requirements of the program.

The practice report should consist of a title page, table of contents, main part, conclusion, list of sources and literature used, appendices (if available). As appendices, copies of documents (regulations, reports, etc.) studied and used by the student during the internship may be included in the practice report.

The main part of the report should include the following sections:

- brief description of the enterprise (organization, production unit, company), in case of internship in the organization;
- the main section is the disclosure of an individual task (description of the work performed using calculations, diagrams, graphs, drawings, programs);
- brief conclusions on the results of the practice, suggestions for improving its organization.

Practice reports are drawn up in accordance with the requirements of the ESCD for textual technical documents. The practice report is provided on A4 sheets (AZ format is allowed for applications), upper and lower margins - 20 mm, right - 15 mm, left - 30 mm, text alignment - width, paragraph indentation - 1.25 cm. The volume of the report (excluding the review of the head of the practice from the relevant organization and the individual assignment) should be at least

15 pages of printed text. The text is prepared using the Microsoft Word text editor (or its equivalent) and saved as a file in formats.doc or docx using 1.5 spacing and using 14 Times New Roman font size.

The production characteristics are given on the last page of the report, signed by the head of the organization and stamped.

The protection of the practice is carried out in due time to the head of the practice from the FEFU. The defense takes place in the form of an oral interview, where each student is allocated 5-10 minutes. for a public report on the results of the practice and the completion of an individual task. Students can express their comments and suggestions about the course of the internship and make suggestions for improving its organization.

According to the results of the defense, a credit with an assessment is issued for practice. At the same time, the content and quality of accounting documents, answers to questions from the head, and production characteristics are taken into account. The assessment for practice is equivalent to the examination grades for theoretical courses.

Evaluation scale and criteria for evaluating the results of the protection of the practice report

When grading excellent in the defense of the practice report, the student must demonstrate an increased level, grades good - the basic level, and grades satisfactory - the threshold.

The main objects of evaluation of the results of the internship:

- student's business activity during the internship;
- the student's production discipline;
- the quality of the individual task;
- the quality of execution and design of the practice report;
- the level of responses when passing the test (protecting the report);
- characterization and evaluation of the student's work by the head of the internship from the place of internship.



## Criteria for grading a student on a practice test

Evaluation	Requirements for the formed competencies
«great»	The report is made in accordance with the requirements imposed on it using computer technology, the answers to the questions posed by the head of the practice are covered in full, with a sufficient degree of professionalism and competence, the content of the answers indicates the confident knowledge of the student and his ability to solve professional problems
«good»	The report is made in accordance with the requirements imposed on it, but there are minor inaccuracies, inaccuracy in execution, an incomplete answer to one question asked by the supervisor, but the content of the answers indicates sufficient knowledge of the student and the ability to solve professional problems
«satisfactory»	The report was executed in violation of the requirements for registration, sections in the report were skipped, carelessness in execution, poor orientation of the student according to the report, incomplete answers to two questions, the content of the answers indicates the knowledge of the student and his limited ability to solve professional problems
«unsatisfactory»	The internship report is not presented, the student does not understand the questions asked by the head of the internship, cannot answer questions related to the place of internship and the performance of his duties

A student who fails to complete the internship program without a valid reason or receives an unsatisfactory grade is considered to have academic debt. The liquidation of this debt is carried out in accordance with the FEFU regulatory documents.

### IX. EDUCATIONAL, METHODOLOGICAL AND INFORMATIONAL SUPPORT OF THE PRACTICE

#### Main literature resources

1. Кузнецов, И. Н. Основы научных исследований : учебное пособие для бакалавров / И. Н. Кузнецов. - 5-е изд., пересмотр. - Москва : Издательско-торговая корпорация «Дашков и К°», 2020. - 282 с. - ISBN 978-5

-394-03684-2. - Текст : электронный. - URL: <https://znanium.com/read?id=358470>(дата обращения: 24.05.2024). [Kuznecov, I. N. 2020. *Osnovy nauchnyh issledovanij : uchebnoe posobie dlya bakalavrov (Fundamentals of scientific research : a textbook for bachelors)* / I. N. Kuznecov. Moskva : Izdatel'sko-torgovaya korporaciya «Dashkov i K°»]

2. Дрещинский, В. А. Основы научных исследований : учебник для среднего профессионального образования / В. А. Дрещинский. — 2-е изд., перераб. и доп. — Москва : Издательство Юрайт, 2020. — 274 с. — (Профессиональное образование). — ISBN 978-5-534-10329-8. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/456576> (дата обращения: 24.05.2024). [Dreshchinskij, V. A. 2020. *Osnovy nauchnyh issledovanij : uchebnik dlya srednego professional'nogo obrazovaniya (Fundamentals of scientific research : textbook for secondary vocational education)* / V. A. Dreshchinskij. Moskva : Izdatel'stvo YUrajt.]

3. Боуш, Г. Д. Методология научных исследований (в курсовых и выпускных квалификационных работах) : учебник / Г. Д. Боуш, В. И. Разумов. — Москва : ИНФРА-М, 2020. — 210 с. — (Высшее образование: Бакалавриат). - ISBN 978-5-16-014583-9. - Текст : электронный. - URL: <https://znanium.com/read?id=346037> (дата обращения: 24.05.2024). [Boush, G. D. 2020. *Metodologiya nauchnyh issledovanij (v kursovyh i vypusknih kvalifikacionnyh rabotah) : uchebnik (Methodology of scientific research (in term papers and final qualifying papers) : textbook)* / G. D. Boush, V. I. Razumov. Moskva : INFRA-M]

#### Additional literature resources

1. Bauer L. *Linguistics Student's Handbook*. – Edinburgh University Press, 2007.

2. Cooper H., Hedges L. V., Valentine J. C. (ed.). *The handbook of research synthesis and meta-analysis*. – Russell Sage Foundation, 2019.

3. Leavy P. (ed.). *The Oxford handbook of qualitative research*. – Oxford University Press, USA, 2014.

Online resources

<https://library.uhd.edu/c.php?g=857187&p=6140649>

<https://www.scribbr.com/methodology/>

## VIII. MATERIAL AND TECHNICAL SUPPORT OF THE PRACTICE

To carry out research and calculations related to the performance of a practical assignment, as well as to organize independent work, students have access to the following laboratory equipment and specialized classrooms that comply with current sanitary and fire safety standards, as well as safety requirements during educational and research and production work:

The name of special rooms and rooms for independent work	Equipment of special rooms and rooms for independent work
Rooms for independent work. The reading room. Auditorium number A1007(A1042) (room number according to the BTI plan 477, 10th floor, area 1016.2 sq.m.	The premises are equipped with computer equipment with the ability to connect to the Internet with an access speed of 500 Mbit/sec. and providing access to the FEFU electronic information and educational environment. Sets of educational furniture (tables and chairs). Lenovo C360G-i34164G500UDK Monoblock – 115 pcs. Integrated Polymedia FlipBox touchscreen display. Copier printer is a color scanner in e-mail with 4 trays of Xerox WorkCenter 5330 (WC5330C). Full-color copier printer scanner Xerox WorkCenter 7530 (WC7530CPS).
Classroom for lectures and seminars	The room is equipped with specialized educational furniture (seats – 48) Equipment: projector, screen; exclusive document camera; classroom blackboard
Classroom for lectures and seminars	The room is equipped with specialized educational furniture (seats – 32) Equipment: projector, screen; exclusive document camera; classroom blackboard
Classroom for lectures and seminars	The room is equipped with specialized educational furniture (seats – 23) Equipment: projector, screen; exclusive document camera; classroom blackboard

<p>A classroom for conducting classes using computer equipment</p>	<p>The room is equipped with specialized educational furniture (seats – 25) Equipment: projector, screen, classroom board, computers - 25 pcs.</p>
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