



**МИНОБРНАУКИ РОССИИ**  
федеральное государственное бюджетное образовательное учреждение  
высшего образования  
**«ИРКУТСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ»**  
ФГБОУ ВО «ИГУ»

**Международный институт экономики и лингвистики**  
**Кафедра европейских языков**



Директор МИЭЛ **О. В. Архипкин**

« 22 » апреля 2026 г.

**ПРОГРАММА ПРАКТИКИ**

Вид практики	Учебная
Наименование (тип) практики	<b>Б2.В.01(У) Учебная практика Педагогическая практика / Internship in Teaching</b>
Способ проведения практики	Стационарный
Форма проведения практики	Непрерывная
Направление подготовки	<b>45.04.02 Лингвистика</b>
Направленность подготовки	Проектирование цифрового лингвистического образовательного контента / Digital Linguistic Educational Content Design»
Квалификация выпускника – магистр	
Форма обучения	очная с применением электронного обучения, дистанционных образовательных технологий

Согласовано с УМК МИЭЛ ИГУ:

Протокол № 3 от « 23 » марта 2026 г.

Председатель \_\_\_\_\_

Е. В. Крайнова

Иркутск 2026 г.

## **1. Goal of internship in teaching**

The goal of internship is to apply the theoretical knowledge acquired in previously studied disciplines in practical work; to establish a close link between scientific-theoretical and practical training of master's students; to support the comprehensive development of students' professional competencies; to gain experience in professional and organizational activities within a team; to determine the level of professional readiness of the future specialist for independent work, self-monitoring, and self-assessment.

## **2. Objectives of internship in teaching**

Internship objectives:

- to understand how a university teacher works as a scholar and an educator, as well as a general-education-school teacher and a teacher in secondary vocational education;
- to develop future teachers' pedagogical consciousness and professionally significant personal qualities;
- to master methods, techniques, and tools for teaching subject-specific courses using digital technologies, as well as skills in guiding students' cognitive, academic, and creative activities according to their age-related and individual characteristics;
- to conduct an audit of existing digital linguistic resources (online courses, apps, podcasts);
- to carry out a comparative analysis of the effectiveness of different formats for presenting linguistic material at various educational stages;
- to acquire new skills and competencies in professional teaching activity while solving concrete tasks set for the master's student during the practice period;
- to form and develop the professional qualities of the teacher;
- to participate in one or more aspects of the professional collective's work where the practice is carried out;
- to encourage the master's student to acquire and improve professional skills related to modern digital technologies and to develop their creative abilities.

## **3. Place of the internship in teaching in the structure of the master's main educational programme**

The internship in teaching is included in Б2 «Internships», in the part formed by the participants of educational relations, within the master's programme 45.04.02 «Linguistics», track «Digital Linguistic Content Design».

The internship is based on the disciplines directly oriented toward the master's professional work, in particular Digital Linguistics and Educational Technologies, Material Design in Digital Environment, On-line Marketing for Educational Products, Methods and Techniques for Language Teaching, and others.

The internship in teaching provides the basis for the master's practical work in the first year of the programme (second semester), precedes the pre-graduation internship and the writing of the Master's qualifying work (4th semester), in line with the Federal State Educational Standard (ФГОС ВО) for master's programmes 45.04.02 «Linguistics», track «Digital Linguistic Content Design».

The internship in teaching is carried out in the first year (second semester) and is completed with an examination (pass/fail with grade) as the form of final assessment.

## **4. Methods and forms of internship in teaching**

The internship in teaching is a stationary internship. The form of this internship is continuous internship.

During the teaching practicum the following types of work are provided:

- auditing existing linguistic resources;
- identifying the target-audience profile for the designed content;

- developing the didactic structure of a micro-learning module on a linguistic topic, with a workload of no more than 15 minutes.

### 5. Place and duration of the internship

The place of the internship in teaching is the International Institute of Economics and Linguistics of «Irkutsk State University», partner schools, and the Irkutsk State University College.

The internship in teaching is organized by the Department of European Languages.

The volume and duration are defined by the curriculum of master's programmes 45.04.02 «Linguistics» and amount to 2 weeks. The internship is carried out in the 1st year (2nd semester). Dates are set in accordance with the Federal State Educational Standard for Higher Education and are reflected in the institutional academic calendar.

### 6. Expected learning outcomes of the internship in teaching, aligned with planned outcomes of the master's programme:

Competence	Indicators of achievement	Discipline outcomes
<p><b>ПК-1</b> able to organize student activities aimed at the development of a general education program, including the use of e-learning, remote technologies and digital tools</p>	<p><b>ИДК<sub>нк1.1</sub></b> Develops and implements educational programs with the help of modern digital technologies, using e-learning and remote technologies</p>	<p><b>Know:</b> the normative-legal foundations of applying e-learning (EL) and distance educational technologies (DET) in the Russian Federation (orders of the Ministry of Education and Science, requirements for the implementation of programs using DET); didactic capabilities of modern digital platforms for structuring linguistic content; blended learning models (rotational, flexible, flipped classroom) and their adaptation for language training; principles of designing online courses tailored to linguistic disciplines (phonetics, grammar, intercultural communication); requirements for digital educational resources and formats for packaging linguistic content for cross-platform implementation.</p> <p><b>Be able to:</b> able to analyze existing linguistics curricula and justify the need for their conversion to digital format (or the creation of a new one using EL and DET); design a working program for a discipline (WPD) specifying the share of e-learning, distance technologies, and forms of control in a virtual environment; select and adapt digital tools (H5P, interactive videos, virtual whiteboards, speech recognition systems) to develop specific language competencies (vocabulary, grammar, listening, speaking).</p> <p><b>Master:</b> the development and implementation of a linguistics curriculum (module, discipline) using EL and DET from the design stage to analysis of results; techniques for populating a course in an</p>

		LMS (Moodle or equivalent). Have experience in creating structure, uploading multimedia materials, configuring course elements (lectures, assignments, tests, glossaries, forums); applying synchronous learning technologies (conducting webinars, online lectures, group sessions for practicing pronunciation or discussions in a foreign language).
<p><b>ПК-2</b> able to develop educational and methodological support of the learning process, including programs for the development of the educational organization in order to create a safe and comfortable educational environment</p>	<p><b>ИДК<sub>ПК2.1</sub></b> Proficient in forms and methods of teaching, including those that go beyond training sessions: project activities, out-of-class events</p>	<p><b>Know:</b> the classification of forms of organizing learning (class-based, extracurricular, out-of-school) and their specifics in the digital educational environment; the methodology of project-based learning in linguistics education (types of projects: research, creative, practice-oriented, telecommunication projects); psychological and pedagogical principles of organizing out-of-class activities (motivation, voluntariness, consideration of age and language characteristics); digital tools to support project-based and extracurricular work.</p> <p><b>Be able to:</b> Able to design and implement a linguistics learning project with a full cycle—from idea to public defense; integrate project-based learning into the main educational program (define the project’s place in the working program, the grading system, and forms of interim assessment); organize out-of-class activities in synchronous and asynchronous formats (webinar-conference, “Foreign Language Week” in an LMS, an online multi-station quest); involve external partners (native speakers, students from other universities, representatives of language schools) in extracurricular activities through digital communication; develop methodological materials for project and event participants (roadmaps, checklists, presentation templates, assessment criteria); use gamification, time-management, and facilitation techniques when managing project teams and non-curricular events.</p> <p><b>Master:</b> the skills to develop and conduct at least</p>

		<p>one linguistics project (group or individual) using digital tools (presentation of outcomes, video defense, portfolio); experience in organizing an extracurricular event with documented participant achievements;</p> <p>experience moderating group project work in distributed teams;</p> <p>the ability to create and maintain a digital portfolio of projects and events (website, social-media group) to showcase results and attract participants.</p>
	<p><b>ИДК ПК2.1</b> Proficient in forms and methods of teaching, including those that go beyond training sessions: project activities, out-of-class events</p> <p><b>ИДК ПК2.2</b> Develops and applies modern psychological-pedagogical technologies based on knowledge of the laws of personality development and behavior in real and virtual environments</p>	<p><b>Know:</b> the main regularities of personality development in ontogenesis (cognitive, emotional, and social development) as applied to foreign-language learning; psychological theories of behavior in digital environments; age-related and individual characteristics of perception, attention, memory, and motivation when working with digital linguistic content (children, adolescents, adults, persons with disabilities); contemporary psychopedagogical technologies.</p> <p><b>Be able to:</b> able to analyze a learning situation and select an appropriate psychopedagogical technology to achieve specific linguistic goals in a blended environment; adapt language-teaching methods taking into account patterns of behavior in virtual settings (reduced concentration, procrastination, multitasking, and the need for immediate feedback).</p> <p><b>Master:</b> designing and piloting fragments of lessons using a specific psychopedagogical technology; applying tools of educational psychology in digital environments: setting up a “virtual classroom” with attention distribution in mind, and using timers and checklists to combat procrastination.</p>
<p>ПК-3 Demonstrates a strong command of ICT competencies</p>	<p><b>ИДК ПК3.1</b> Uses ICT to organize the educational process, communication and documentation</p>	<p><b>Know:</b> information and communication technologies for accessing, searching, and evaluating information, as well as for its production and dissemination.</p> <p><b>Be able to:</b> Able to use digital tools to modernize the teaching/learning process; apply specialized software, electronic educational resources, and interactive equipment.</p>

		<p><b>Master:</b> basic PC skills, office software (text editors, spreadsheets), and safe information searching on the Internet; methods for selecting and combining digital tools to achieve specific tasks (e.g., creating a training course, analyzing data, digital communication, etc.).</p>
	<p><b>ИДК<sub>МК3.2</sub></b> Possesses specialized software and digital resources according to the subject being taught</p>	<p><b>Know:</b> main types of specialized software used in teaching the subject (e.g., interactive boards, learning management systems (LMS), test-construction tools, multimedia editors); digital educational resources for the subject: electronic libraries, text corpora, professional online dictionaries, content-creation platforms (Quizlet, Kahoot, Mentimeter, Padlet, etc.); principles of working with automated knowledge-assessment systems (Google Forms, Moodle, Online Test Pad); rules for safe work in digital environments and requirements for protecting students' personal data.</p> <p><b>Be able to:</b> Able to select and justify the use of specialized software and digital resources depending on the aims and content of the lesson; create didactic materials (presentations, interactive exercises, tests, checklists, gamified tasks) with professional tools; use an LMS to organize blended and distance learning (creating a course, assigning tasks, tracking progress, providing feedback); conduct online lessons and webinars using collaborative-work tools.</p> <p><b>Master:</b> skills in working with at least 5–7 subject-specific digital resources (for example, for English: grammar-drill trainers, corpora such as COCA/BNC, tools for phonetic analysis, graded-reading platforms); experience in creating and running an electronic course (in Moodle, Google Classroom, Edvibe, or similar) lasting at least one module; methods for designing interactive tasks with automated feedback (on platforms such as LearningApps, Wordwall, Genially); ways of adapting ready-made digital resources to a specific student group (adjusting difficulty, adding culturally specific content).</p>

## 7. Structure and content of the internship in teaching

**This internship consists** of 3 credit unit, or 108 hours.

Of these, 80 hours are consultations with an internship supervisor from the university.

Of these, 28 hours are independent work (self-directed preparation) + 8 hours of consultations with an internship supervisor from the special organization.

### **Calendar schedule of internship in teaching**

<b>№</b>	<b>Stage of internship</b>	<b>Number of hours</b>	<b>Number of days</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1	Organizational stage	10	2
2	Preparatory stage	38	3
3	Analytical stage	30	3
4	Production stage	20	3
5	Reporting stage	10	3

### Structure and content of the internship in teaching

<b>№</b>	<b>Stage of internship</b>	<b>Type of academic work during internship, including independent work and workload (in hours)</b>	<b>Forms of current assessment</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1	Organizational stage	Safety instructions. Acquainting with the goals, tasks, and requirements for the internship in teaching and the reporting format. Defining an individual internship plan reflecting the main types of intern's activities. Holding an introductory conference for master's students.	Safety instructions sign-off; Individual internship work plan.
2	Preparatory stage	Analyzing a lesson using ICT. Drafting lecture or practical-class notes. Preparing a micro-outline of one lecture or practical class with ICT elements.	Lesson-analysis reports; Outlines and micro-plans of lessons.
3	Analytical stage	Creating digital content for lectures or practical classes from general-education, secondary, or bachelor's-level programmes in line with the master's programme focus. Reading specialized literature. Consultations with the internship supervisor.	Drafts of digital content; Notes and summaries of consultations.
4	Production stage	Developing digital linguistic content for a public lecture or practical class on a given topic, including content formatting. Selecting linguistic material within intercultural communication. Producing a digital representation of the	Digital presentation of the lecture / practical class; Practicum diary; task-based checklists.

		linguistic or practical material (e-presentation with visual support). Keeping a diary of the internship.	
5	Reporting stage	Finalizing the stated goals and tasks of the internship. Compiling and formatting reporting documentation. Presenting the report and one's public-lecture plan at the master's students' reporting conference.	Internship report; Conference presentation of the lecture plan.

### 8. Educational, scientific-research, and scientific-production technologies used in the internship in teaching

In accordance with the requirements of the Federal State Educational Standard for Higher Education for the master's programme and the implementation of the competency-based approach, in the educational process active and interactive forms of teaching are widely used in combination with out-of-class work in order to form and develop master's students' professional skills.

Active teaching methods presuppose collaboration between the master's student and the supervisor of the internship in teaching in planning and implementing the stages of practice (introductory interview, consultations).

Interactive learning involves organizing and developing dialogic communication that leads to the joint solution of common but personally meaningful tasks for each participant. For this purpose, the following forms of work are used: discussion and teaching conference.

Innovative teaching methods are applied in supervising the internship, based on the use of modern information technologies in education, including computer-based learning technology and distance work.

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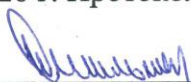
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Зав. кафедрой  \_\_\_\_\_ И. С. Шильникова

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