



МИНОБРНАУКИ РОССИИ

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

Международный институт экономики и лингвистики
Кафедра европейских языков

УТВЕРЖДАЮ:

Директор МИЭЛ  О. В. Архипкин

« 22 » апреля 2026 г.

ПРОГРАММА ПРАКТИКИ

Вид практики	Производственная
Наименование (тип) практики	Б2.О.01(П) Производственная практика Педагогическая практика / Pedagogical Internship in Educational Establishments
Способ проведения практики	Стационарный
Форма проведения практики	Непрерывная
Направление подготовки	45.04.02 Лингвистика
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 pedagogical internship in educational establishments

The goals of pedagogical internship include deepening and reinforcing theoretical knowledge acquired from previously studied disciplines through their practical application, as well as ensuring a connection between the scientific-theoretical and practical training of master's students.

This internship also promotes the comprehensive formation of students' professional competencies, provides experience in professional activities and organizational work within a team, and helps determine the future specialist's level of professional readiness for independent work, self-control, and self-assessment.

2. Objectives of pedagogical internship in educational establishments

Internship objectives:

- Improving the quality of professional training for future teachers.
- Qualified audit of existing digital linguistic resources and their application in foreign language classes.
- Reinforcing practical skills in creating digital linguistic educational content.
- Acquiring new skills and abilities in professional pedagogical activities when solving specific tasks assigned to the master's student during the practice period.
- Formation and development of teachers' professional qualities.
- Participation in various aspects of the professional team's production activities where the practice takes place.
- Stimulating master's students to acquire and improve professional skills, master modern digital technologies, and develop their creative abilities.
- Familiarization with the multifaceted activities of a university teacher as both a scholar and educator.
- Developing pedagogical consciousness and professionally significant personal qualities in future teachers.
- Forming creative thinking in master's students, an individual style of professional activity, and a research-oriented approach to it.
- Mastering methods, techniques, and means of conducting classes in the specialty, as well as skills in guiding students' cognitive, academic, and creative activities in accordance with their age and individual characteristics.
- Learning creative application in practice of knowledge gained from studying psychopedagogical disciplines and specific teaching methods.

3. Place of pedagogical internship in educational establishments in the structure of the master's main educational programme

The pedagogical internship in educational establishments is included in Б2 «Internships», in the main part 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, Methods and Techniques for Language Teaching, and others.

The pedagogical internship in educational establishments serves as a logical continuation of the master's student's practical work conducted in the first year of the master's program, preceding the completion of production (pre-diploma) practice and the writing of the master's thesis (4th semester) in accordance with the Federal State Educational Standard of Higher Education (ФГОС ВО) for master's programmes 45.04.02 «Linguistics», track « Digital Linguistic Content Design».

The pedagogical internship in educational establishments is carried out in the second year

(third semester) and is completed with a graded pass/fail assessment.

4. Methods and forms of pedagogical internship in educational establishments

The pedagogical internship in educational establishments is a stationary internship. The form of this internship is continuous internship.

During the teaching practicum the following types of work are provided: preparing summaries of attended lectures and practical classes, a micro-outline of one class using digital educational technologies with elements of analysis; developing and delivering one's own educational content in the form of a public lecture or practical session in a classroom setting; discussing the delivered lecture or practical session at the master's students' reporting conference.

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 2nd year (3rd 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 pedagogical internship in educational establishments, aligned with planned outcomes of the master's programme:

Competence	Indicators of achievement	Discipline outcomes
<p>ОПК-3 Is able to apply in professional activities the common teaching and education principles, use modern methods and technologies for organizing the educational process</p>	<p>ИДК ОПК3.1 Applies in professional activity the common educational principles of teaching and education, uses modern methods and technologies for organizing the educational process</p>	<p>Know: general didactic principles of teaching and upbringing (scientific validity, accessibility, systematicity and consistency, visualization, consciousness and activity, strength, connection of theory with practice, individual approach, educational teaching); classifications and characteristics of modern pedagogical technologies (developmental, problem-based, modular, contextual, project-based learning, gaming, information-communication, health-saving technologies, critical thinking technology, case-study, collaborative learning, etc.); methodologies for organizing the educational process depending on goals, students' preparation level, and forms of learning (in-person, distance, blended); psycho-pedagogical foundations for implementing didactic principles in various activities (academic,</p>

		<p>upbringing, developmental); ways to integrate modern methods and technologies into a unified educational process.</p> <p>Be able to: Skilled in analyzing pedagogical situations and selecting appropriate didactic principles for resolution. Designs fragments of classes (lessons, extracurricular activities) accounting for multiple didactic principles simultaneously. Selects and adapts modern methods and technologies to specific educational tasks, students' age and individual features; combines traditional and innovative approaches in teaching and upbringing; evaluates effectiveness of applied principles, methods, and technologies based on learning, upbringing, and personal development outcomes; modifies known pedagogical technologies for real professional conditions (e.g., inclusive or distance education).</p> <p>Master: able to implement general didactic principles in various forms of educational process organization (lecture, seminar, workshop, lab work, excursion, game, project activity). Uses techniques for applying modern pedagogical technologies (problem-based exposition, heuristic conversation, mini-projects, business games, case work, digital educational resources). Masters methodologies for constructing classes based on principles of scientific validity, systematicity, theory-practice connection, and educational teaching; techniques for reflection and correction of one's activities using various technologies; experience in developing didactic materials, tasks, and assessment tools aligned with selected principles</p>
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<p>ПК-1 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>ИДК_{ПК1.1} Develops and implements educational programs with the help of modern digital technologies, using e-learning and remote technologies</p>	<p>and methods.</p> <p>Know: the regulatory framework for applying electronic learning (EL) and distance educational technologies (DET) in the educational process (FSES, procedures for EL and DET application, requirements for electronic information-educational environment). Knows types and capabilities of modern digital technologies for developing educational programs (course builders, LMS systems, cloud services, collaborative platforms). Knows the structure and components of an educational program implemented via EL and DET (content, technological, assessment, communicative modules). Knows principles of designing digital educational content (multimedia, interactivity, adaptability, accessibility, usability); technologies for distance interaction (synchronous/asynchronous: webinars, video conferences, forums, chats, email, messengers for education); methods for evaluating effectiveness of digital programs (embedded testing, LMS analytics, e-portfolios).</p> <p>Be able to: skilled in designing working educational programs (disciplines, modules, courses) using digital pedagogy tools (online course builders, LMS). Selects and adapts digital technologies for specific goals, students' preparation level, and implementation conditions (fully distance, blended, EL). Creates digital materials: video lectures, interactive presentations, tests, virtual labs, cases, gamified elements. Sets up communication and feedback in digital environments (forums, chats, auto-notifications, e-journals). Organizes ongoing and final assessments using digital tools</p>
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		<p>(online testing, video verification, automated grading). Analyzes student digital footprints (activity data, task results) for program adjustments and individual support.</p> <p>Master: able to develop programs in LMS like Moodle, Google Classroom, Canvas, Microsoft Teams for Education, Stepik, iSpring Learn, etc. Uses techniques to convert traditional materials into interactive digital formats while preserving didactic value. Masters technologies for synchronous/asynchronous learning: webinars, video lectures, forum management. Applies blended learning, flipped classroom, individual trajectories via digital resources. Has experience implementing automated knowledge control and e-portfolios. Ensures content accessibility for diverse learners (including those with disabilities) per inclusion and web-accessibility standards.</p>
<p>ПК-2 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>ИДК_{ПК2.1} Proficient in forms and methods of teaching, including those that go beyond training sessions: project activities, out-of-class events</p>	<p>Know: classifications of extracurricular forms of learning (excursions, contests, Olympiads, clubs, circles, social projects, volunteering, research projects); stages of project activities organization (problematization, planning, research, product creation, presentation, reflection). Knows methods for engaging students in extracurricular work considering age and interests.</p> <p>Be able to: skilled in developing scenarios for extracurricular activities (cognitive, creative, sports, socially significant). Organizes group and individual project activities, including interdisciplinary and social projects. Integrates results of extracurricular work with academic subject content.</p> <p>Master: able to use techniques for motivating students to</p>

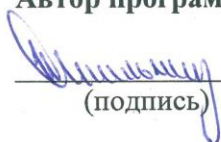
		<p>participate in projects and extracurricular events. Masters technologies for supporting project activities (tutoring, mentoring, expertise). Uses methods for assessing educational outcomes of extracurricular activities (portfolios, public defense, criterion-based evaluation).</p>
	<p>ИДК ПК2.2 Develops and applies modern psychological-pedagogical technologies based on knowledge of the laws of personality development and behavior in real and virtual environments</p>	<p>Know: laws of personal development (age periodization, socialization, developmental crises); features of behavior in virtual environments (digital identity, risks, motives); modern psycho-pedagogical technologies (personality-oriented, training-based, digital platforms). Be able to: skilled in selecting technologies based on age and environment (real/virtual). Designs classes accounting for laws of personal development. Corrects students' behavior in digital spaces. Master: usage of methods for diagnosing personal traits and behavior; usage of techniques for preventing internet risks (bullying, addictions); usage of approaches to developing psycho-pedagogical programs for hybrid environments.</p>

<p>ПК-3. Demonstrates a strong command of ICT competencies</p>	<p>ИДК_{ПК3.1} Uses ICT to organize the educational process, communication and documentation</p>	<p>Know: types and purposes of software and hardware ICT tools in education; rules for maintaining electronic documentation (journals, reports, plans); basics of safe communication in digital environments (ethics, data protection). Be able to: skilled in applying online services for conducting classes (video conferencing, chats, boards). Creates and processes text, tabular, and graphic documents. Manages electronic document flow and student databases. Master: able to work with LMS, office suites, and cloud storage. Uses techniques for organizing feedback and mailings through digital channels. Applies methods for automating routine processes (assignment checking, reporting).</p>
	<p>ИДК_{ПК3.2} Possesses specialized software and digital resources according to the subject being taught</p>	<p>Know: types and purposes of subject-specific software and digital resources (simulators, course builders, trainers, virtual labs, databases); functional capabilities and didactic potential of each tool; requirements for selecting content based on age and educational objectives. Be able to: skilled in installing, configuring, and applying subject-specific software in classes. Integrates digital resources into lessons (demonstrations, workshops, assessments). Adapts existing resources or creates simple custom ones (tests, interactive tasks). Master: use techniques for working in subject-oriented environments (GeoGebra, Scratch, graphic editors, CAD systems, linguistic corpora, etc.). Masters methods for using digital resources across different learning</p>

		stages. Skilled in critically evaluating the quality and reliability of subject-specific online resources.
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Автор программы:

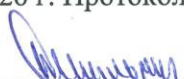


 (подпись)

зав. кафедрой европейских языков
 (занимаемая должность)

И. С. Шильникова
 (Ф.И.О.)

Программа рассмотрена на заседании кафедры европейских языков « 10 » марта 2026 г. Протокол № 7.

Зав. кафедрой  _____ И. С. Шильникова

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