



### **1. Goals of pre-graduation internship**

The objectives of a pre-graduation (pre-diploma) internship are:

- improvement of students' professional knowledge;
- improvement of professional competence of students and skills of self-design of digital linguistic educational content;
- formation of skills, abilities, personal qualities necessary for future professional activity;
- collection of materials for the preparation and writing of a final qualification paper on the selected topic (project).

### **2. Objectives of pre-graduation internship:**

The objectives of pre-graduation internship are:

- collection, synthesis and analysis of the necessary factual linguistic and methodological material for writing a final master's thesis, its structuring in selected aspects;
- consolidation and deepening of theoretical knowledge acquired in the course of the study of theoretical disciplines;
- processing of scientific literature on the topics considered in the final master's thesis project, systematization and synthesis of the theoretical information obtained;
- improvement of the skills and abilities acquired in 1, 2 courses on intercultural communication, methods of teaching foreign languages, pedagogical design in digital educational environment and other theoretical courses;
- development of acquired skills of research work and mastery of the methods of investigation of specific issues developed in the final master's thesis.

### **3. The place of pre-graduation internship in the structure of the main educational program of the master's degree program**

Pre-graduation internship is a part of the B2 cycle "Internships" and is an obligatory part of the main educational program for undergraduates in the field of 45.04.02 "Linguistics", with a focus on "Digital Linguistic Educational Content Design". It is an individual self-employment directly oriented towards the vocational and practical training of trainees. The completion of a work placement (pre-diploma) is required as a prior form of academic work to complete the final master's thesis.

Pre-graduation practice is based on the mastery of both theoretical study subjects of basic and variable parts of the professional cycle, as well as disciplines directly aimed at the development of the professional activity of a graduate student, in particular "Methods of techniques for language teaching", "Material design in digital environment", "Online marketing for educational products", "Digital linguistics and educational technologies", "Gamification and game-based learning" and others.

The pre-graduation internship takes place in the 4<sup>th</sup> semesters. The form of final control is a credit with the grade.

### **4. Methods and forms of pre-graduation internship**

Method of conducting a pre-graduation internship : stationary practice.

The form of production (pre-diploma) practice: continuous.

The pre-graduation internship is provided for the second-year students as a test of the professional readiness of the future graduate student for independent professional work and is carried out in the form of individual master's project work (development of digital linguistic educational content on one of the topics).

### **5. Location and time of pre-graduation internship**

The **pre-graduation** internship is carried out on the basis of the Department of European Languages of the International Institute of Economics and Linguistics, "ISU", which has the necessary personnel and scientific-technical capacity. The intersnship is carried out in a continuous cycle.

The terms of practice are approved in the program at the beginning of the academic term and are enshrined in the curriculum. The pre-graduation practice in accordance with the schedule is conducted in the 4<sup>th</sup> semesters within four weeks.

**6. Planned learning outcomes from pre-graduation internship (pre-diploma) compared to the planned program implementation outcomes:**

Code and name of competence	Code and indicator name(s) of achievement	result of training
<p><b>ОПК-3</b> 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><b>ИДК ОПК3.1</b> 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: the general didactic principles of teaching and education (science, accessibility, systematicity and consistency, visibility, awareness and activity, robustness, relationship between theory and practice, individual approach, educating learning). Classification and characteristics of modern pedagogical technologies (developing, problem-oriented, modular, contextual, project learning, game, information and communication, health saving technologies, critical thinking technology, case studies, collaborative learning, etc.). Methods of organizing the educational process depending on the objectives, level of training of students, forms of education (full-time, distance, mixed). Psychological and pedagogical foundations for the implementation of didactic principles in various types of activities (educational, educative, developmental). Ways of integrating modern methods and technologies into a common educational process.</p> <p>Be able to: analyze the pedagogical situation and choose adequate didactic principles for its solution. To design lesson fragments (lessons, extracurricular activities) with several didactic principles in mind. To select and adapt modern methods and technologies for specific educational purposes, age and individual characteristics of the students. Combine traditional and innovative approaches in learning and education. Evaluate the effectiveness of applied principles, methods and technologies based on learning outcomes, education and personal development. Modify known pedagogical technologies to real professional conditions (e.g. for inclusive or distance education).</p>

		<p>Master: ways of implementing common educational principles in various forms of organization of the educational process (lecture, seminar, workshop, laboratory work, excursion, game, project activity). The methods of application of modern pedagogical technologies (problem statement, heuristic discussion, organization of mini-projects, business games, work with cases, use of digital educational resources). Methods of designing educational sessions based on the principles of science, systematics, theory-practice relationship and educative learning. The techniques of reflection and correction of one's own activity when using various educational technologies. Experience in the development of didactic materials, assignments and assessment tools in accordance with selected principles and methods.</p>
<p><b>ПК-1</b> is 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>И/ДК<sub>ПК1.1</sub></b> Develops and implements educational programs with the help of modern digital technologies, using e-learning and remote technologies</p>	<p>Know: the regulatory and legal framework for the application of electronic learning (EE) and distance education technologies (DOT) in the educational process (GEF, order of application of EO and DOT, requirements for electronic information and education environment). The nature and possibilities of modern digital technologies for developing training programs (course designers, LMS systems, cloud services, platforms for collaboration). Structure and components of the training program implemented using EE and DOT (content, technology, evaluation, communication module). Principles of digital educational content design (multimedia, interactivity, adaptability, accessibility, usability). Remote communication technologies: synchronous and asynchronous forms (webinars, video conferences, forums, chats, email, messengers for educational purposes). Methods for evaluating the effectiveness of training programs implemented by digital means (embedded testing, LMS analytics, electronic portfolio)</p>

		<p>Be able to: design a working curriculum (disciplines, modules, courses) using digital pedagogical tools (online course designers, learning management systems). Select and adapt digital technologies to specific educational goals, student training level and implementation conditions (fully remote, blended, with the use of e-learning). Create educational materials in digital format: video lectures, interactive presentations, tests, virtual lab work, case files, gamified elements. Set up communication and feedback in a digital environment (forums, chats, automatic notifications, electronic history). Organize ongoing and final monitoring using digital tools (online testing, knowledge verification via video conference, automated task validation). Analyze digital learner footprints (activity data, task completion results) for curriculum adjustment and individual support.</p> <p>Master: skills of curriculum development in one or more LMSs (Moodle, Google Classroom, Canvas, Microsoft Teams for education, Stepik, iSpring Learn, etc.) The means of converting traditional learning material to digital interactive format while maintaining didactic value. Synchronized and asynchronous learning technologies: conducting webinars, video lectures, managing discussion forums. Methods of blended learning, a class turned upside down, individual educational trajectories with support from digital resources. Experience in the implementation of an automated knowledge control system and the formation of an electronic student portfolio. Ways to make digital educational content available to different categories of learners (including those with disabilities) in accordance with the requirements of inclusion and web accessibility.</p>
<p><b>ПК-2</b> Is able to develop educational and methodological support of the learning process,</p>	<p><b>ИДК<sub>ПК2.1</sub></b> Proficient in forms and methods of teaching, including those that go beyond training sessions:</p>	<p>Know: classification of extracurricular forms of education (excursions, competitions, olympiads, clubs, social projects, volunteering, educational research). Stages of</p>

<p>including programs for the development of the educational organization in order to create a safe and comfortable educational environment</p>	<p>project activities, out-of-class events</p>	<p>project activity organization (problematization, planning, search, product, presentation, reflection). Methods of engaging students in non-academic work, taking into account age and interests.</p> <p>Be able to: develop scenarios of extracurricular events (cognitive, creative, sports, socially significant). Organize group and individual project activities, including cross-curricular and social projects. Integrate extracurricular work results with the content of academic subjects.</p> <p>Master: the incentives for students to participate in projects and activities outside of class. Technologies to support project activities (tutoring, mentoring, expertise). Methods for assessing educational outcomes of extracurricular activities (portfolio, public protection, criteria assessment).</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>Know: laws of personality development (age-based periodization, socialization, crises of development). Behavioral characteristics in a virtual environment (digital identity, risks, motives). Modern psychological and pedagogical technologies (person-oriented, training, digital platforms).</p> <p>Be able to: Select the technology for age and environment (real/virtual). Design activities taking into account the laws of personality development. Adjust learners' behavior in the digital space.</p> <p>Master: methods of diagnosing personal characteristics and behavior. Techniques of prevention of internet risks (bullying, addiction). The methods of developing psychological and pedagogical programs for a hybrid environment.</p>

<p><b>ПК-3</b> Demonstrates a strong command of ICT competencies</p>	<p><b>ИДК<sub>ПК3.1</sub></b> Uses ICT to organize the educational process, communication and documentation</p>	<p>Know: the type and purpose of ICT software and hardware in education. Rules for maintaining electronic documentation (logs, reports, plans). The basics of secure communication in a digital environment (ethics, data protection).</p> <p>Be able to: use online services for conducting sessions (video conferences, chats, whiteboards). Create and process text, tabular, and graphic documents. Maintain electronic document flow and student databases.</p> <p>Master: skills in LMS, office packages and cloud storage. Techniques for organizing feedback and distribution through digital channels. The steps for automating routine processes (task review, reporting).</p>
	<p><b>ИДК<sub>ПК3.2</sub></b> Possesses specialized software and digital resources according to the subject being taught</p>	<p>Know: list of specialized software and digital resources by subject (simulators, designers, trainers, virtual labs, databases). The functionality and didactic potential of each tool. Age requirements for content selection and educational objectives.</p> <p>Be able to: install, configure and use the software in class. Integrate digital resources into lessons (demonstration, workshop, monitoring). Adapt prebuilt resources or create your own simple ones (tests, online tasks).</p> <p>Master: methods of work in object-oriented environments (GeoGebra, Scratch, graphic editors, CAD systems, linguistic frameworks, etc.). How to use digital resources at different stages of learning. Skills for critical assessment of the quality and validity of online content.</p>

**7. Structure and content of pre-graduation practice:**

The scope of the pre-graduation internship and its duration are determined by the curriculum, schedule and is 4 weeks.

The total labor intensity of a pre-graduation internship is 6 units, 216 hours of which are:

1. for full-time students:

- contact work (consultation with the head of the internship) - 62 hours, including time allotted for the submission of the score check;

- Independent work of 162 hours (under the guidance of a supervisor).

The content of a production (pre-diploma) practice is determined, first and foremost, by the subject of the final master's thesis. The feature of a pre-graduation internship is that it is carried out according to an individual plan and its content is determined mainly by the objectives of the final master's thesis. Pre-graduation internship is not only carried out to consolidate and expand students' theoretical knowledge, obtain professional experience, acquire deeper practical skills in the specialty and profile of future work.

### Calendar schedule of pre-graduation internship

<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	Preparatory stage	22	1
2	Individual work	150	7
3	Reporting stage	44	2

### 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	Preparatory stage	Discussion of organizational issues with the head of the practice, handing in of the assignments	Analysis of the composition and content of the practical work carried out by the student with the indication of structure, quantities, deadlines and its evaluation by the internship manager
2	Individual work	Completion of individual assignments for the head of practice; processing of collected materials, drafting of a final master's thesis	Discussion of the student's plan for the internship program, including completion ratings and level of execution
3	Reporting stage	Preparation of the report and presentation of the draft version of the final master's thesis	Analysis of the report documentation of the trainee and discussion of the draft version presented by the final master's thesis

During the period of completion of pre-graduation internship, the undergraduate must complete the following tasks:

- to compile a list of literature on the subject of the World Heritage with an annotation for each source;
- structuring the final master's thesis;
- to formalize the final qualification work according to the rules of registration;
- to present the draft version of the final master's thesis;
- prepare a report on the practice according to the attached form.

Following the completion of a professional (pre-diploma) internship, the undergraduate student prepares a written report in the established form, approved by the supervisor, and presents a draft version of the final master's thesis.

The protection of a pre-diploma practice (report on pre-diploma practice) is organized and accepted by the supervisor of the pre-diploma practice with the direct participation of the scientific supervisor of the graduate student.

During the defense of a work-related internship, the student summarizes the main stages of the internship and the results he has achieved. Substantively and chronologically, the stages of pre-diploma practice correspond to the sequence of tasks solved by the undergraduate.

### **8. Form of interim assessment for pre-graduation internship**

The pre-graduation internship is evaluated by the supervisor on the basis of a written report in the attached form, prepared by the undergraduate student, and a draft version of the final master's thesis.

The assessment of the pre-graduation internship is carried out on the basis of the defense of the completed report and a draft version of the final master's thesis.

The defense of the pre-graduation internship is organized and accepted by the practice leader.

During the defense of a pre-graduation internship, the student summarizes the main stages of the internship and the results he has achieved. Substantively and chronologically, the stages of internship correspond to the sequence of tasks solved by the undergraduate.

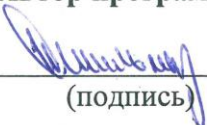
The differentiated assessment (excellent, good, satisfactory) for the positive protection of a productive pre-graduation internship is announced immediately, entered in the student's statement and entered in the student's certificate book signed by the supervisor.

Undergraduates who have not met the requirements of a pre-diploma internship program without good reason or have received an unsatisfactory evaluation are expelled from the university as having academic arrears.

The form of intermediate certification of a production (pre-diploma) practice is a credit with evaluation.

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**Автор программы:**

  
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(подпись)

зав. кафедрой европейских языков  
(занимаемая должность)

И. С. Шильникова  
(Ф.И.О.)

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Зав. кафедрой  И. С. Шильникова

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