

Ministry of Education of Azerbaijan Republic
Azerbaijan State University of Economics

At the master's level of higher education
Rules for organization of scientific-pedagogical practice

1. General provisions

1.1. The purpose of the rules is to determine the goals and tasks of the "scientific-pedagogical practice" for the master's level of higher education, organization procedures, as well as the rules for evaluating the knowledge and skills of the master's students in this practice.

1.2. The practice is carried out according to the approved plan graph.

2. The goals and tasks of the scientific-pedagogical practice

2.1. The purpose of scientific-pedagogical practice is to provide the students with knowledge about the modern teaching process and teaching methods for the higher education level and to develop their abilities as trainers.

2.2. To achieve this goal, in front of the scientific-pedagogical practice, the task of imparting the following knowledge to the graduate students is set:

- ❖ preparation of educational materials (texts, cases, practical issues, tests, questions, etc.) for holding workshops and seminars;
- ❖ use of modern teaching methods in the teaching process;
- ❖ use of modern teaching tools (presentation materials, smart board, etc.) in the education process;
- ❖ using knowledge and skills assessment methods, etc.

2.3. After completing the scientific-pedagogical practice, graduate students should know the following:

- ❖ modern principles of the educational process for the higher education level;
- ❖ methods of planning the educational process;
- ❖ methods of preparation of educational materials (lecture and training materials, presentation, case, problem, test, question, etc.);
- ❖ theoretical and practical bases of modern training methods;
- ❖ methods of assessing the student's knowledge and skills.

2.4. After completing the scientific-pedagogical practice, graduate students should be able to:

- ❖ plan training and seminar classes;
- ❖ prepare teaching materials;
- ❖ use modern interactive learning methods in the teaching process;
- ❖ knowledge and skills assessment tools; to prepare (questions, tests, cases, problems, etc.);
- ❖ conducting classes and seminars at the undergraduate level of higher education.

2.5. After completing the scientific-pedagogical practice, graduate students should acquire the following:

- ❖ trainer abilities;
- ❖ habits of using modern teaching methods in the teaching process;

- ❖ the ability to arouse students' interest in knowledge and skills;
- ❖ the habits of organizing the teaching process.

3. Organizational procedures of scientific-pedagogical practice

3.1. The scientific-pedagogical practice is carried out during the 3rd semester of the master's education for 4 weeks.

3.1.1. In the first week, training on the theoretical and methodological foundations of the teaching process at the higher education level is organized for the graduate students.

3.1.2 In the second week - teaching materials (text, presentation, case, issue, tests, questions, etc.) are prepared for a master's training class (seminar held in groups studying the subject of specialization);

3.1.3. In the third week, the graduate student prepares the teaching materials, prepares a report on the practice, and presents it to the internship supervisor.

3.1.4. In the fourth week, reports are defended, and graduate students are assessed.

3.2. A coordinator for scientific-pedagogical practice is appointed by the decision of the Faculty's Scientific Council. The duties of the internship coordinator of the faculty are as follows:

- ❖ prepares a draft of the order for graduate students to go to practice;
- ❖ scientific-pedagogical practice prepares the general teaching schedule, including the schedule of training to be organized for graduate students in the first week;
- ❖ carries out general control over the implementation of the teaching schedule due to scientific and pedagogical practice;
- ❖ advises graduate students on organizational-methodical issues of practice;
- ❖ prepares a general report on the progress and results of the scientific-pedagogical practice;
- ❖ participates in the implementation of other necessary work related to the planning and organization of the experience.

3.3. The scientific-pedagogical staff of the department and highly qualified specialists with experience in this field from external organizations can lead the scientific-pedagogical practice. The duties of the practice manager are as follows:

3.3.1. Prepares an individual assignment for each graduate student, which includes the work to be done during the internship and a calendar plan for their implementation, monitors and approves the inclusion of the individual assignment in the internship agenda.

3.3.2. In the first week of the internship, graduate students are trained on the basics of pedagogical activity in higher education institutions.

3.3.3. Based on the syllabi of the subjects of the specialty, determine the topics that coincide with the 3rd week of the experience and present them to the graduate students for selection;

3.3.4. Monitors the status of completion of the work scheduled for the second week in the individual assignments of the graduate students.

3.3.5. In the third week of the internship, he contacts the officials of the institution where the training class is taught and the teacher, specifies the place and time of the lesson to be taught by the graduate student and informs the graduate student about this at least 1 week in advance.

3.3.6. Assists the graduate student in the selection of training methods for conducting the training class;

3.3.7. Checks the teaching materials prepared by the master's student, and assigns the necessary tasks to ensure their quality according to the criteria of "covering the topic" and "adherence to the selected teaching method";

3.3.8. The graduate student makes recommendations regarding the composition, level, and interest of the audience and the organization of the teaching process;

3.3.9. Receives and checks the internship diary and internship reports from graduate students;

3.3.10. The internship organizes the defense of the reports and evaluates the knowledge and skills of the graduate students on this basis;

3.3.11. Prepares a report on the final results of the practice and presents it to the department.

3.4. The duties of a master's student include the following:

3.4.1. should familiarize with the teaching schedule of the internship before the practice;

3.4.2. should receive the necessary documents on the practice from the department (individual assignment, diary of the practice, report form on the practice, etc.);

3.4.3. During the period of scientific-pedagogical practice, he should perform the tasks mentioned in the individual task on time and with quality and inform the head of the practice about any difficulties encountered in connection with the course of the practice.

3.4.4. actively participate in training on the basics of training;

3.4.5. choose a topic for teaching and agree with the supervisor of the internship;

3.4.6. choose the teaching method for teaching the subject and agree with the supervisor of the practice;

3.4.7. prepare a lesson plan according to the topic and selected teaching method;

3.4.8. should prepare teaching materials on the subject in accordance with the training method and training plan;

3.4.9. should prepare a report on the practice (the plan of training lessons, training materials, results of the training, etc.) in accordance with the requirements specified in the program of the scientific-pedagogical practice;

3.4.10. must submit the diary of the internship filled in the appropriate form and the report on the internship to the supervisor of the internship by the date specified in the teaching schedule;

3.4.11. must defend the report on the practice within the period specified in the study schedule;

4. In the first week of the internship, training on the teaching process is organized on the following topics:

- The essence, principles, and planning of the training lesson
- Requirements for the teacher in the teaching process
- Preparation of teaching materials
- Training methods, and tools
- Knowledge and skills assessment methods

4.1. As a result of the teaching of the topic "Essence, principles and planning of the lesson", the master will learn the essence and principles of teaching, planning, and preparation of the lesson, drawing up a structured plan of the lesson, learning goals, the structure, and sequence of those goals, the content of teaching, teaching methods and resources, audience preparation and teaching. they will get acquainted with knowledge about evaluation.

4.2. The main goal in teaching the topic "Requirements to the teacher in the teaching process" is for students establish communication, effective communication rules, characteristics of training groups consisting of adults, requirements related to speech culture, ability to listen, the advantage of listening over speaking, professional listening methods, active and passive listening, ability to ask questions, types and possibilities of questions, speaking culture, knowledge of the expressiveness of the speech, requirements for the speech, methods of attracting and keeping the attention of the listeners will be given.

4.3. The main goal of teaching the topic "Preparation of educational materials" is to familiarize the undergraduates with the requirements for written educational texts, presentation materials,

materials for practical exercises, materials related to the application of business games, and they will learn the technique of preparing the mentioned educational materials.

4.4. Group work (collective learning), question-and-answer method, interactive discussion, case study, role-playing, "open space", "international cafe" Information will be given on the content of teaching methods such as (world cafe), the selection of training methods will be studied, preparation and use of training tasks.

5. Methodical recommendations on the performance of tasks given to undergraduates during the scientific-pedagogical practice

5.1. Tasks on scientific-pedagogical practice are divided into general and individual tasks. Performances of general assignments are mandatory for all graduate students. Individual assignments are determined individually for each graduate student on the basis of general assignments and are reflected in the graduate student's internship diary.

5.2. The personal work plan of the master's student and the information on the implementation of the work according to this plan are reflected in the diary. During the period of internship, the supervisor periodically records the performance of individual tasks in the student's diary. After the end of the practice, the head of the practice makes a note in the diary about the date of the end of the practice and signs it. The diary of the practice should be filled out in a clear and clear line, following the relevant rules.

5.3. At the end of the internship, the graduate student prepares a report on the internship. The length of the report is recommended to be 15-20 pages. The text of the report is drawn up on an A4 sheet (right 3 cm, left 1.5 cm, top 2 cm, bottom 2 cm), 14 size Times New Roman font, with 1.5 line spacing. The report includes the following points:

- Title sheet;
- Content;
- The name of the topic of the taught exercise lesson;
- Information about the selected teaching methods and their content for conducting the training class;
- The plan for the selected exercise lesson;
- Educational materials (texts, presentations, cases, examples and problems, tests, questions, etc.) prepared in accordance with the topic and teaching method;
- List of basic and auxiliary literature for the training lesson;
- The results of observations in the training classes where the graduate student participated as a listener;
- The results of the training sessions
 - Difficulties in the pedagogical process;
 - Moments that arouse students' interest in the teaching process;
 - The usefulness of the practice gained, etc.

6. Evaluation of knowledge and skills in scientific-pedagogical practice

6.1. After the end of the internship, the graduate students, who have completed all the tasks specified in the individual assignment on time, hand over the internship diary and the internship report to the internship supervisor by the date specified in the individual assignment.

6.2. The master's student defends the report on scientific-pedagogical practice in the department. Based on the results of the defense, the master's skills and abilities are evaluated by the supervisor of the internship.

6.3. Master's students who do not attend more than 25% of the classes held in the first week of practice are not admitted to the assessment and they have an academic debt for scientific-pedagogical practice.

6.4. The defense of the report is conducted by the head of practice in the form of an interview. Other scientific and pedagogical employees of the department may participate in the interview at the decision of the department.

6.5. Violation of the internship and defense periods is considered a failure to fulfill the educational program. Graduate students who violate the internship program for no good reason or receive an insufficient grade for the defense of the report will incur academic debt for this internship.

6.6. The final results of the assessment are determined on the following scale:

91-100 points - excellent

81-90 points - very good

71-80 points are good

61-70 points are enough

51-60 points are satisfactory

Less than 51 points are insufficient

6.7. The final grade for the scientific-pedagogical experience consists of the following components.

Type of Activity	Type of control	Special weight in the assessment
Discipline (X1)	Information about the state of execution of individual tasks in the practice diary	0.3
Knowledge and skills (X2)	Demonstrated knowledge in experience reporting and advocacy	0.7

Each type of activity is assessed on a 100-point scale. The final score for the experience is calculated as follows:

$$Y = 0.3 \cdot X1 + 0.7 \cdot X2$$

An example of a calendar plan of scientific-pedagogical practice

	Job title	Date	Place
1.	Participation in the lecture "Essence, principles and planning of the educational process".		
2.	Participation in the lecture "Requirements to the teacher in the teaching process".		
3.	Participation in the lecture "Preparation of educational materials".		
4.	Participation in the lecture "Training methods and tools".		
5.	Participation in the lecture "Evaluation of knowledge and skills".		
6.	Choosing the subject to be taught		
7.	Preparation of teaching materials		
8.	Participation in exemplary training classes (specifying topics)		
9.	Conducting an exercise class		
10.	Preparation and delivery of a report on practice		
11.	Defense of the report on practice		