



Design of praxis programs for students of Pedagogical master's degree studies in the context of Federal State Educational Standards implementation

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Research problem. Update of Federal State Educational Standards of Higher Education (FSES HE) has exacerbated the problem of designing praxis programs for students of pedagogical field (Margolis, 2014; Galkina, 2015). The analysis of the Federal State Educational Standards of Higher Education indicates that at least 40 credit units out of a total of 120 for the program (33%) should be allocated to praxis. This scope of praxis (33%) in relation to theoretical disciplines (67%) indicates a rather high degree of state confidence in this educational format, and initiates the curricula developers, work programs, praxis supervisors at university and school to search for new effective formats, content, technologies, maintenance systems and assessment of the practical training of pedagogics students. Nowadays, the priority is formation of competencies that will allow the student to flexibly and effectively act in the future when implementing pedagogical activities, will form the basis of their educational culture, and will contribute to the development of their teacher intuition (Ajbazov, 2017). It is important that students develop critical pedagogical thinking which allows them to act quickly and competently in professional situations (Ulvik & Smith, 2011). Accumulation of the above competency potential, according to the Federal State Educational Standard of Higher Education, should be carried out through such activities as design, research and management (master's level) (Margolis, 2015). A large specific weight in the content of competencies also belongs to the ability to analytically-reflective work, professional knowledge of communication tools. Based on the foregoing, **the aim of the study** is: to analyze the experience of implementing the system of practical training for graduate students of pedagogics, substantiate the design of praxis programs for pedagogical master's degree studies in the context of the introduction of new Federal State Educational Standards, and identify and experimentally verify the positive effects of pedagogical praxis (master's level). The article explores the experience of the Institute of Psychology and Education of Kazan Federal University. **Research methods:** theoretical methods, among which there is the analysis of the research subject based on the study of philosophical, psychological and pedagogical literature; reflective-system analysis of the justified organization of pedagogical activity. Factorial qualitative analysis of in-depth interviews of the student body, questionnaires were used as empirical methods. The study involved 30 2nd-year students of pedagogical master's degree studies. **Conclusions and recommendations.** The study allows us to conclude that it is necessary to organize a system of practical training for pedagogics graduate students with a mandatory focus on such activities as analytical-reflective, design-technological, research, special design of practical programs of the entire training course with a pronounced structure of each of the components of the praxis content and their logical ratio. The praxis programs design of pedagogical master's studies substantiated in the research provides: 1) a continuum of innovation in the system of practical

training of pedagogics student at the university by taking into account the realities of school, their interests and needs, analysis and introduction into the praxis content of the requirements of the Federal State Educational Standard of Higher Education, the professional standard of a teacher; 2) the rationality and cost-effectiveness of the practical training process by virtue of the conjugation of funds of evaluation tools of practical programs and theoretical disciplines; 3) the orthogonality of the content of varied and diverse praxis with no tasks duplication that form an integral system of practical training of the pedagogics student, which allows for the replacement of one of the content components without serious consequences if necessary. **The results of the study can be used** in curricula development, praxis work programs implemented in higher education, the implementation of comparative studies to develop a methodology for the practical training of a teacher.

Key words: praxis, design, Educational Standard, master's degree studies, pedagogical study, competence.

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