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The principles of integrated competence -centered project activity program design for senior pupils

The article embraces the importance, theoretical, procedural and practical fundamentals of integrated metasubject project activity program design oriented on senior pupils' key competences development.

Competence diversity, possibilities to assimilate different types of key competences within their implementation make the main characteristic of educational projects included into the program.

Key words: competence diversity, key competences, metasubject project activity program, environment harmony, vitae genes, complexity, universality.

The scientists of our country as well as the specialists in education abroad agree that the technique of project education is becoming the leading one in modern education. Some authors define project technique as "the technique that ruins school routine" /M. Apshtein/; "an effort to save the teacher from the responsibility to be all-knowing oracle" /I. Chechel/; the technique "directed to discover the cognitive basis of the world" /I. Abakumova/ ; "the universal technique from the point of view of competence approach" /N. Pakhomova/. In spite of the experience in project technique teaching in Russia, many scholars / N. Pakhomova, T. Shamova etc./ think it to be pointless to put the whole educational process on the project work footing. At present the most progressive over and above curriculum educational programs are the ones which take into account the peculiarities of some definite educational establishment, social environment, composition of students, teaching staff capacity.

The present-day school faces the problem of development the key competences of students. In this respect we offer the program of integrated metasubject activity which in its content is outside any subject on the curriculum. The program integrates knowledge from different fields of sciences. It presents this knowledge on the meta-level that is understandable for every student.

"Meta" means "above", "over", "outside". Educational program based on project activity of students is thereby outside school courses. It reveals new relations among the objects of project work. These objects have just little in common with the basic content of education. On the one hand metasubject program based on project work covers the whole range of sciences of vocational education curriculum. On the other – it represents the set of over curriculum projects. Moreover, each of the integrated projects fulfils metaeducational objective: it creates the conditions for students to become aware of competence activity experience mainly through the key competences – communicative competence, social, cognitive, cultural competences.

The initial theoretical basis of making such a program is defined on the basis of a number of points which fully correspond with the principles of competence approach in education. That permits to call this project work as competence-oriented. It follows the principles of:

- humanistic pedagogics focusing on self-value of a child as a personality, necessity of his individual abilities development, moral consciousness, admission of treatment equality between an adult and a child;
- activity approach in educational process which is based on cognitive activity logic that has personal meaning for a student;
- training individualization, as any involvement into project activity envisages subjective perception, individual pace of projecting, reflection, self-control;
- complex approach in projects design, contributing not only to a balanced development of the designed key competences, but also to the major physiological and psychological functions;
- flexibility, focusing on assimilation of the key competences due to their common implementation within different samples of project activity;
- co-operation between teachers and students within the integrated project activity, establishment of mutual competence activity;
- environment harmony, aimed at arrangement of project activity in accordance with interests, age features and personal preferences of a student and using the environment as a laboratory in which cognitive process takes place;
- vitae genes, assuming actualization of a student's life experience and the degree of his key competences development, orientation on his intellectual and personal capacity .

Competence diversification – is the most important feature of any meta- subject project, which makes a part of the senior pupils' integrated design activity program.

The arrangement procedure of the students' meta-subject project activity includes:

- realization of a senior pupil's personal educational capacity within the project activity;
- obtaining a subjective and, apparently, an objective valuable output of the project activity; accretion of the competence acquired experience;
- assimilation of co-operative cognitive activity experience, progress in co-operative output;
- ranging of individual samples for project competence activity;
- self-assessment, self-correction, self-evaluation, step by step reflection of project activity;
- focusing of every project on practical assimilation of the key competences and background knowledge;
- allowance for personal preferences of senior pupils, investigation and taking into consideration the subjective possibilities, level of cognitive motivation development, intellectual abilities, initial level of the key competences development, type of vocational education;
- analysis of information, technical, experimental features required for each specific project implementation, including access to software;

- level of the materials necessary for the students' project activity / "Project Activity Provisions", Principles of each project, approved schedule for senior pupils' project activity, Minutes on Curriculum and School Timetable correlation.

Organizational basis of meta-subject program for senior pupils' project activity is the introduction of a separate section focusing on arrangement the practical work, research and project activity of the 10th-11th form pupils/ 1-2 times a week depending on the type of educational establishment/ into the Vocational Curriculum (2004).

Terms providing effectiveness of students' project activity:

1. Detail development of all stages of the students' project activity – from "Planning and Carrying out the Project" to "Reviewing the Project", design of the aims and forecasting of design outcome – both within the stages and upon final project work.

2. Pupils' training in the field of the meta-subject project activity technique, rendering educational support to them at every design stage, intense schoolchildren involvement into the project discussion on the basis of "plunging" into its topicality.

3. Actualization and self-actualization of a person's intent component, positive motivation within all stages of project carrying out.

4. Taking into account the pupils' awareness level within the project topicality, availability of informative design means, experimental database, resources of getting assistance.

5. Mastering the required level of competence by project supervisors, their interest and desire to work within project activity technique.

6. The teacher's awareness of "the most important task" within arrangement of the senior pupils' meta-subject project activity – creating the conditions for students' competence activity assimilation, development of pupils' key competences.

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