

## ABSTRACTS

УДК 378.1

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### INTEGRATIVE LEARNING AS ONE OF PERSPECTIVE VECTORS IN THE DEVELOPMENT OF CONTEMPORARY HIGHER EDUCATION

Because of changes in knowledge and communication practices we are faced with information that is more complex, fast moving and accessible than ever before. Being able to find, collect, organize, compare, analyze and synthesize information about different topics in many media formats is an essential 21st century skill. Teaching this skill requires new educational models that may help students pursue learning in more intentional, connected ways. The most interesting educational innovations of today are associated with liberal art of integration. Stemming from the works of John Amos Comenius, contemporary integrative learning includes structures, strategies and activities called to bridge theory and practice, general education and the major, introductory and advanced level courses, different disciplines and fields. The outcome of the integrative learning is more self-aware and purposeful students who know their educational goals, are able to make the most of their study time, can promote connections and depth of understanding. Such students demonstrate a range of transferable skills, such as the ability to ask probing questions and find relevant information, speak from a broad spectrum of knowledge and experience, take advantage of new opportunities as they arise. Many familiar pedagogies serve the goal of integrative learning. A seminar can prompt integrative learning if the topic is of sufficient scope and can be elucidated by insights from different disciplines. In Ukraine, the idea of integrative learning is a new one and needs its further development in terms of the innovative educational models' design, new techniques and methods of implementation, the rethinking of curriculum by faculty and administrators.

*Key words: integrative learning, integration, integrative knowledge, transferable skills, intentional learning.*