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## **META-LEARNING APPLICATION INTO HIGHER EDUCATION INSTITUTIONS OF GREAT BRITAIN**

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Giving state importance to solving the issues of effective and active students' education in Great Britain led to the development of the "learning to learn" – meta-learning idea, which was studied by constructivist psychologists J. Kelly and K. Rogers. The meta-learning concept has become a principle of modern education in Great Britain. It was caused by the pressing needs of the country's economic growth in the 1990s.

In the report of the National Committee of Inquiry into Higher Education (NCIHE) ("Dearing Report (Higher Education in the learning society)") (1997) "meta-learning" was defined as a key learning skill and recommended for use in academic programs of universities (recommendation 21) " (p. 28). In a relatively short time, the Committee created the "Action Plan for supporting and developing basic academic skills in higher education" (Supporting Key Skills Achievement in Higher Education (DfEE2), primarily "learning to learn". British universities joined the implementation of this project, in particular, the Vocational Qualification Assessment Centre (VQAC) at The Open University, where a study was conducted within the framework of the project involving tutors in the development and application of educational materials and technologies in order to develop critical thinking skills reflection, the ability to make own decisions and increase the student learning effectiveness (Murphy, 2007, p. 91 – 92). The main goal of the study was the development of meta-learning in the distance education context.

The idea of meta-learning was developed by S. Harri-Augstein and L. Thomas. They developed a methodological approach according to which students had to control their learning in the direction of self-organization. In the presence of a goal, strategy and learning result, students realize its meaning, which forms the ability to independently investigate and improve the quality indicators of learning (Fahim & Zaker, 1991, p. 24).

In order to introduce the concept of meta-learning, the Fund for the Development of Teaching and Learning (FDTL) launched the projects "Development of professional skills of students of non-linguistic majors studying a foreign language" and "Curriculum and independent training for students", which were based on classroom training. Fifty universities of Great Britain became project partners. It was emphasized that the responsibilities of higher education institutions include the use of mixed forms of education, to promote the formation of graduates' readiness for work in the conditions of an information-rich society and the growing importance of meta-learning in the development of academic courses (Arnold & Thompson 2014).

In particular, at Anglia Ruskin University, a study was carried out on the possibilities of using blended learning, which includes online learning, practical and research-based learning and provides a high degree of their autonomy to facilitate meta-learning and the study of its educational resources. It was emphasized that the responsibilities of universities include the education mixed forms using, the promotion of graduates' readiness for work in the conditions of an information-rich society, and the growing importance of meta-learning in the academic courses development (Arnold & Thompson 2014).

On the basis of M. Coats' educational and methodological manual for teachers "Learn how to learn", the Open University launched a project to develop practically useful skills of students so that they can achieve the goal of "learning to learn". A group of teachers improved the author's developments in accordance with the requirements of the university project and introduced them to the students studying second language. The methodical materials consisted of a section for testing skills, determining learning

priorities, self-control, reflection, learning outcomes, a section for tips and recommendations on how to perform tasks and develop skills (Coats, 1991, p. 195).

Great Britain's experience in the application of meta-learning, ideas of learning to learn throughout life is also relevant for the national education system. A university graduate with developed meta-learning skills increases own competitiveness and efficiency in all spheres of life.

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