

THE USE OF "MIND-MAP" AS A METHOD OF FACILITATION IN THE INTERACTIVE TEACHING OF FOREIGN LANGUAGE

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Abstract

This article discusses one of the facilitation methods called “Mind-Map”. The article describes the essence of the method, formulates the purpose and adaptability to the educational process. An example of using the facilitation method “Mind-Map” in teaching English is given. It has been established that the use of the phenomenon facilitation makes it possible to significantly intensify the student’s educational work in teaching foreign languages.

Key words: method, facilitation, Mind-Map, teaching foreign language, students, effective technique, creative thinking.

The formation of a student’s creative and active personality is the main goal of modern education. Today, the student should be able to independently acquire knowledge, apply it in practice to solve various problems; work with various information, analyze, summarize; think critically, look for rational ways in solving problems. The task of the teacher is to engage students in active creative activities, where the participants in the learning process interact with each other, build dialogues and independently acquire knowledge. At present, new pedagogical technologies are used, within the framework of the implementation of project-oriented education

(solving design problems, analysis of the specific situations, modeling of real processes based on information systems), are inconceivable without the active use of new pedagogical tools.

In connection with the transition to new educational standards, we are trying to use new technologies in our work. In the process of working with students of different ages, we realize that they most successfully perceive the information presented in the form of bright diagrams and pictures that students can create together with the teacher and independently. One of these techniques for facilitating the educational process is «Mind-Map», developed by psychologist Tony Buzan. This is a visual way of presenting information, reflecting the connections between concepts. A simplified mental map can be represented as a diagram, in the center of which is the keyword / picture and branches (categories, basic concepts) branching out into branches (paragraphs, subclauses) branch off in different directions. The result is something like a web or root system. We can draw a map on a computer using special programs or simply on a sheet of paper. It is advisable to draw them on the board, because in this case the content of the mental map is remembered even better, and it becomes truly unique. Through the use of color drawings and spatial relationships, any information is perceived, analyzed and stored much faster and more efficiently [1].

Mind-maps are used in English lessons for fixing a new lexical and grammatical material, while reading texts, making oral and written statements. This is a convenient and effective technique for visualizing thinking and alternative recording. It assists to collect all the materials on a particular topic on a single information panel, take a look at them with one glance and makes it possible to focus on the details. The mental map activates associative thinking that allows you to see the important facts that were missed in traditional analysis. Mind-maps are used at different levels of learning. The compilation of mind-maps is carried out both individually and in pairs, groups.

This technique assists to build a logical sequence of student's thoughts, teaches to highlight the main and secondary. This method teaches you how to plan your

speech behavior in general and in relation to various life situations, also forms design skills. In the process of building a mental map, a student learns to carry out self-observation, self-control, and reflection on his activity and knowledge.

Building maps of our mind is a technique that can be used at all levels of learning. In elementary school, children represent mind maps in the form of drawings. Drawing is one of the favorite activities of children 6-10 years and it is arduous to overestimate the merits of this type of activity. It develops fine motor skills, aesthetic taste, creative abilities of the child, harmonious personality.

Often, students in the middle level of learning decrease the general interest in learning. The school ceases to be for the student the center of his spiritual life. The actual need of age is the need for self-affirmation. Intellect cards are a great way to express yourself, to form your own individuality, a way to find your "I" and your own style. This method can diversify daily lessons that seem boring and uninteresting to children at this age.

In high school where children's information and communication skills are almost already formed, an electronic way to build mind maps can be used. Today there is a huge selection of computer programs for building maps of our thoughts. The easiest program is FreeMind. Free web-service for creating mental maps, organizing brainstorming - SpiderScribe.net, etc.

The main advantages of this method are:

- main idea is clearly marked;
- easy to recognize the interconnections of many concepts;
- associative thinking develops;
- the card can be added, edited later;
- the card is easily restored with the memory [2].

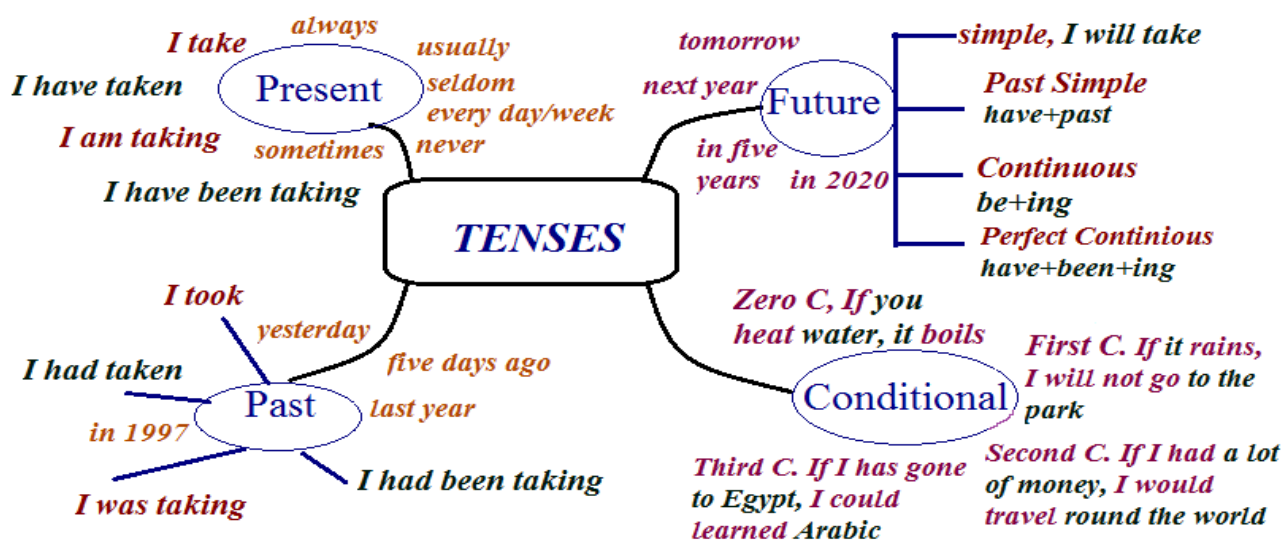
The mental map can be modified and adapted depending on the goals and objectives set for the students. A hand-drawn and colored map, in addition to sight, involves a muscular feeling, which contributes to better memorization, which is very crucial for working with new vocabulary. Considering the basic principles of building

mental maps, we apply them to update students' knowledge at the initial stage of the lesson.

With regard to the lessons of the English language, such cards can be used in teaching aspects of the language, types of speech activity; acquaintance with linguistic and cultural knowledge, etc. Thus, the use of this technology contributes to the following goals:

- fixing the lexical material. When studying a block of a textbook, the student is required to learn a set of vocabulary on the topic. Accordingly, in the center of the map, he places the name of the theme, for example, music and makes multicolored branches. Each of the blocks can be devoted to direction, by age, by mood, etc., which includes smaller details, associations;

- fixing grammatical material. So, for acquaintance or mastering the rules, a visual presentation of the material helps the student to master and consolidate knowledge on a particular grammatical subject in the best way. For example, when studying tense, it would be useful to resort to this method. Due to the fact that in English, unlike Kazakh, there are 12 tenses, for a more solid assimilation of the material, it is necessary to form a diagram or map in the minds of students. It will be a peculiar guideline in achieving the goal, such as free orientation in the temporary system of the English language. As an example, below is a mental map (Picture 1) made by students at the Intermediate level.



Picture 1

- fixation of phonetic material. The phonetics of a foreign language is the primary object of learning at the stage of acquaintance with it. To reduce the amount of material, one can consider separately the group of vowels and the group of consonants. Having mastered the phonetic subtleties of a particular language, information can be graphically divided into 3 blocks: sounds that coincide in pronunciation with sounds of the native language, sounds that are similar in pronunciation, and sounds fundamentally diverse in the non-native language for the carrier. Then go to a more detailed study of each sound.

- word formation. The formation of different parts of speech from the word basics. For example, in the center of the map is placed the verb «work», the branches separate possible parts of speech (noun, adjective, ...), which, in turn, include branches «worker» for the noun group, «working» for the adjective group, etc.;

- assistant in the retelling of the text. Thus, in the center of the mental map you need to specify the idea of the text. Further on, branches of the paragraphs are written down on the branches, if this is a short story or keywords characterizing a separate chapter, if you are offered the text of the novel, etc. Connecting the captured data together, you get a coherent logically coherent text;

- summing up on the topic. In the center of the map there can be a topic of the studied section, then ramifications, including information, on the one hand, on grammar, on the other hand, on vocabulary, etc. And subsequently, each of these blocks is categorized, the studied lexical units, grammatical structures, etc. are listed [3].

It should be noted that in preparing for the lesson, the use of free electronic services “XMind”, “MindMeister” or “Google”, which allows you to create mental maps on a computer, also on a cell phone, is very productive for the teacher. These services assists us develop vivid and visual mental maps, save them and use them in preparation for our lessons. Thus, doing the preparation at home, we compare the result of our mental activity with the result of the work of our students and learn a lot of new and interesting things. Sometimes it turns out that the students' vision is very different from ours, and in the process of working in a dialogue, we get a completely different mental map than in preparation for the lesson. In this case, we are discussing

and come to some kind of general opinion, a compromise on this issue. Sometimes, the new information obtained in the classroom changes our view of presenting this topic further, which confirms the relevance of using this technique in practice.

Taking into account the basic principles of building mental maps, it is advisable to use them to update students' knowledge at the initial stage of a class as a brainstorming when introducing new lexical units. At the same time, our experience has shown that it is advisable to use mental maps not only at the stage of introducing new material, but also when summarizing what has already been learned, when students are encouraged to independently develop such a map, based on already known concepts. Reception of mental maps is well suited for repetition, updating and systematization of vocabulary, grammar, phonetics by topic. With the help of mental maps, the process of learning English becomes more exciting and interesting. Students get used to independently analyzing information, rather than getting it ready-made from a teacher. Mind maps are simple and easy to use, their development does not require much additional time and material costs. The use of mental maps forms the motivation to mastering a foreign language as a means of communication, helps to organize individual and group activities of students, and develops their creative thinking. They can be used in the study of any topic, adapting this technique to the age of students and expanding them. Pedagogical facilitation based on the information and associative thinking model in the classroom, leading to increased productivity of training, development and education of subjects of the pedagogical process, showed its productivity in the experience of colleagues who joined the described practice, which proves the possibility of using the presented practice in the experience of educational organizations of the system additional education of students and allow to recommend for use in relation to all areas of learning.

Mental maps are an indispensable tool for systematizing information, identifying connections and associations, enhancing thinking processes, both in the classroom and during self-training, focusing on key concepts [4]. It should be noted that the mental map that is created together with the students in the classroom may be different from the teacher's original, since each person has their own associations

with a word. At the classes you can use mental maps when studying such topics as: “Travelling”, “Sport”, “Clothes”, “Mass Media”, “Transport”. When working together to create a map, students are given the opportunity to express their own opinions, independently recall words, give associations, come up with pictures, the teacher only directs the train of thought in the right direction. A feature of mind maps is that they rarely can be fully completed; they are constantly supplemented and expanded as new ideas arise and the vocabulary of students increases. Schoolchildren with different language backgrounds ultimately create different mind maps. Moreover, an important role is played by their background knowledge and personal experience.

A mental-map is considered complete or correct if:

- the basic rules for the compilation of mental-maps are observed;
- English words and phrases are correctly written;
- there is a match of used words, pictures to a given topic;
- there are original ideas;
- the creative activity of pupils is manifested [6].

Therefore, using mental cards in the process of teaching a foreign language, the teacher creates motivation to master a foreign language, organizes project activities, which may include individual, group and collective activities. They can serve as a basis for independent work, by performing which students learn to use dictionaries, reference books and other sources of written and oral information in order to find the necessary meanings. Creative and intellectual abilities of students, their thinking, memory are developed, intuitive abilities are manifested, skills and habits associated with perception, processing and information exchange are formed, along with the improvement of all types of memory and the development of intelligence and spatial thinking. In the modern world with a huge flow of information, the use of mental-cards in teaching students gives noticeable positive results, as they make it easy to memorize new words and recall already known ones, activate memory and thinking processes, because the student tries to remember or find the word, and, representing each word in the form of a picture, use a complex system of skills characteristic of

both the left and right hemispheres of the brain: words are a function of the left hemisphere, and images and fantasy - of the right. Thus, the use of mind maps is an effective method of learning a foreign language.

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