

**COMMUNICATIVE COMPETENCE FORMATION AMONG STUDENTS
OF NON-LINGUISTIC UNIVERSITIES WITH THE HELP OF MIND MAPS
IN FOREIGN LANGUAGE LESSONS**

Svitlana Nykyporets

Lecturer at the Department of Foreign Languages
Vinnytsia national technical university
ORCID ID: 0000-0002-3546-1734

Nataliia Hadaichuk

Lecturer at the Department of Foreign Languages
Vinnytsia national technical university
ORCID ID: 0000-0001-8193-2376

Svitlana Medvedieva

Lecturer at the Department of Foreign Languages
Vinnytsia national technical university
ORCID ID: 0000-0001-6745-6449

Ukraine

Annotation. The article dwells upon a convenient technique in teaching a foreign language – using Mind Maps. Mind Maps are ways of depicting general system thinking using diagrams. This method can be considered as a convenient technique for alternative recording of information. The use of Mind Maps (MM) in the classroom helps to reproduce and memorize new educational material; develops the creative and intellectual abilities of students; helps to organize individual, group and collective activities; implements a differentiated approach to training. Also an effective way of memorizing language and speech material is the creation of MM by students. Different tools and special software for creating MM are also considered in the work. Using MM in foreign language classes, we can enter, consolidate and control the acquisition of vocabulary on the topic under study. The use of mind maps in teaching students gives noticeable positive results, since they make it easy to

memorize new words and remember already known ones, activate the processes of memory and thinking.

Key words: *Mind Maps (MM), educational process, educational and cognitive competencies of students, storage of information, memory cards, vocabulary skills.*

One of the goals of teaching foreign languages is the creation of students as subjects of intercultural communication through their acquisition of foreign language communicative competence. This necessitates a high-quality mastery of the linguistic means of a foreign language in order to successfully use them in various types of speech activity. The most important component in the system of language means is the lexical aspect of foreign language speech.

In teaching a foreign language, a successful and sustainable interest in learning a language comes only after a change in attitude towards the traditional educational process: its content, forms, teaching methods, organization of activities. Therefore, modern pedagogical technologies come to the fore, which are focused on the students, take into account their interests, needs and opportunities, the level of knowledge, thus creating an opportunity to implement individual educational trajectories. [1]

Each progressively thinking teacher is faced with the task of how to form the educational and cognitive competencies of students in the learning process. Every year there are new opportunities and various types of activities in English classes, such as video technologies, the use of interactive whiteboards, online technologies with the participation of native speakers (webinars), conversation clubs with the involvement of foreign teachers, "cubing", role-playing games, presentations etc. The use of these technologies determines the rapid and effective formation of socio-cultural competence. Such technologies, along with the above, include the use of so-called mind maps in the learning process. Mind maps are ways of depicting general system thinking using diagrams. This method can be considered as a convenient technique for alternative recording of information.

Such work is especially relevant in groups with a low level of proficiency in a foreign language, where students do not have enough vocabulary, and memorizing new words often causes them difficulties. To help the student master the lexical material necessary for communication in a foreign language, the teacher should carefully think over the structure and content of classes, use effective methods and techniques. This can be facilitated by such a type of work as drawing up memory maps according to the vocabulary of the topic being studied.

The method of organizing material in the form of mind maps (MM) was proposed and developed by the British psychologist and writer T. Buzan in the 60s and 70s of the XX century. He described the rules for drawing up such maps in the book "How to Mind Map". Based on his conclusions that memory cards help to study, organize, save and, if necessary, recreate the required amount of information, we can assume that this method will be effective when working on a foreign language vocabulary. [2]

An effective way of memorizing language and speech material is the creation of MM by students. In recent years, this method has become very popular and is increasingly being used in the teaching process. MM is a convenient technique for presenting thought processes or structuring information in a visual form. MM helps understand the difference between the ability to store information that can be imprinted in the memory of students and the efficiency of storing that information. Effective storage of information means assimilation and understanding. The more information a student assimilates, the stronger his memory, thinking and intellect become.

The creation of MM is based on the process of radiant thinking, the essence of which is as follows: a certain basic theme is taken, and then various ideas are built from it, like rays from the sun or branches from a tree trunk, one way or another related to the main theme. Links are also established between the various branches. Each new idea (branch) becomes a starting point for continuing this process, i.e. again the ideas associated with it depart from it. In principle, this process can be endless.

The use of memory cards in the classroom of English helps to reproduce and memorize new educational material; develops the creative and intellectual abilities of students; helps to organize individual, group and collective activities; implements a differentiated approach to training.

Teachers of a foreign language need to use the Mind Map when working with lexical (introduction and consolidation of new vocabulary, its testing), grammatical and textual (drawing up plans for retelling texts) material, teaching oral monologue using verbal supports (when preparing for the exam, since memorizing and repeating information is spent less time, its reproduction becomes more meaningful), project activities (you can depict the entire process of creation in the form of a map or only the results of a project, new ideas), discussions and debates.

One of the positive aspects of memory cards is that they can be used in any topic and with students of different developmental levels.

Following the rules of T. Buzan, you can draw up a memory card according to vocabulary on white A4 or A3 paper. In the center of a sheet, located horizontally, a theme is depicted and graphically highlighted. From it, multi-colored branches are drawn in accordance with the division of vocabulary on the topic under study into separate groups. Each branch has its own color scheme and is signed with block letters. For the name of the branch, a key word or phrase is selected that most fully reflects its topic. From large branches, smaller branches-subtopics are drawn, which are also called.

It is effective to write out not only individual words, but also whole phrases on the topic and mark their translation. Moreover, for the convenience of concentrating attention, foreign words and their translation into the native language are best applied in different colors. When preparing a memory card at home, students can select various graphic elements (pictures, pictograms, symbols, icons, etc.) with which they associate these lexical units. Note that such graphic elements attract attention and contribute to better vocabulary memorization.

When compiling such a memory map, the main task is to collect vocabulary on the topic under study together, distribute it into groups and graphically display the

connections between them. The teacher should develop his memory map in advance on the topic being studied in order to include the necessary lexical units and have an idea in which direction to work in the classroom and how the map will look.

In the classroom, the teacher can offer students a map preparation without its full lexical and graphic content, but, for example, with thoughtful signatures of its branches. Students can independently fill out the prepared map at different stages of studying the topic: before starting work on a new topic (the teacher must first be provided with vocabulary in the form of a list or table, which will later be used in the classroom); while working with lexical material (for example, after reading texts or assignments on the topic being studied); after the topic has already been passed, as an independent final work.

Thus, using MM in foreign language classes, you can both enter, consolidate, and control the acquisition of vocabulary on the topic under study. Students can draw maps in class together with the teacher, as well as individually, in pairs, groups, both in class and at home. Vocabulary MM can be supplemented and expanded as the vocabulary of students increases, adding more and more new branches. There are two tools for creating mind maps: manual and automated. The latter assumes the use of the software of the *Mind-mapping* service. To date, many have been developed. Popular and available online are: *MindMeister*, *Text2mindmap*, *MindMup*, *Dabbleboard*, *Wisemapping*, *Mind42*, *Comapping*, *Mindomo*, *Edistorm*, *Bubblus*, and other services. [3]

Before the beginning of each new module, students receive vocabulary on the topic in the form of a table, compiled according to the principle of high frequency of use of lexical units, which will later be used in various types of work in the classroom. When introducing new lexical material, sometimes a frame of a mind map is given for independent work, the blanks of which are compiled, for example, using the resources of the site <https://www.mindmup.com>. After the module or topics are completed, the same framework is proposed as a final vocabulary work. This work shows how well the students have mastered the material and allows them to independently assess their knowledge.

The teacher should draw up his mind map in advance in order not only to cover all the vocabulary included in the program, but also to provide for the various associations that students may have while working with lexical material and how, in connection with each association, the map will look like. It should be noted that the mind map, which is created together with the students in the lesson, may be different from the original one done by teacher, since each person has his own associations related to a particular word. During our lessons with the students of Power Engineering Faculty of Vinnytsia national technical university MM were used to study such topics as: "My future profession", "Healthy lifestyle", "Kinds of energy", "Generators", "Alternative sources of energy", "Travel". Let's consider the features and procedure for creating mental maps (using the example of the topic "Travel"):

1. We place the main topic, in this case the topic "Travel" in the center of the sheet, so that the thought develops in all directions, without restrictions.

2. The main idea is conveyed by a drawing (globe, map), through which a thousand words can be expressed, and the imagination is also involved in its creation. The drawing in the center of the sheet attracts attention, does not allow distraction, and activates the mental process.

3. We use different colors, as they activate the thinking process no less than drawings. Such a map, painted with colored rods or pencils, becomes livelier and more expressive, promotes the creative process and pleases the eye.

4. The main branches (each branch represents one of the aspects of the journey) are connected with the picture in the center of the sheet, and the minor and all the others – with each other, because the thinking process is based on associations, therefore, connecting the branches, information is better remembered.

5. The branches should not be straight, but curved. Straight lines are not interesting to the brain, they tire it. The curved branches on mental maps resemble the branches of a tree, and the eye wants to trace all their curves to the end.

6. Each line should have one key word, therefore, the mind map will be more expressive and flexible, because each word or picture is a kind of multiplier that causes new associations and forms new connections.

7. Pictures are used as often as possible, since each picture can express a large number of words. [4]

When working together on creating a map, students are given the opportunity to express their own opinion, independently recall words, give associations, come up with pictures, the teacher only directs the train of thought in the right direction. The peculiarity of mind maps is that they can rarely be completed entirely; they are constantly supplemented and expanded as new ideas arise and the vocabulary of students increases. Students with different language backgrounds end up with different mind maps. Moreover, their background knowledge and personal experience play an important role.

The mapping was carried out in two stages: directly in class under the guidance of a teacher, and then independently by students at home. After the introduction of the new vocabulary, the audience was asked to read the text on this topic at home, complete and supplement the map with graphic elements. Students noted that after working on a mind map, it was easier for them to remember new words and recall already known ones.

A mind map is considered complete or correct if:

- ✓ the basic rules for drawing up mental maps are followed;
- ✓ English words and phrases are spelled correctly;
- ✓ there is a correspondence of the words and pictures to a given topic;
- ✓ original ideas are presented;
- ✓ the creative activity of students is shown.

In the modern world with a huge flow of information, the use of mind maps in teaching students gives noticeable positive results, since they make it easy to memorize new words and remember already known ones, activate the processes of memory and thinking, because it is the student who tries to recall or find the word, and, presenting each word as a picture, uses a complex system of skills that are characteristic of both the left and right hemispheres of the brain: word is a function of the left hemisphere; and images and fantasy are the function of the right one.

Thanks to the use of colors, drawings and spatial relationships, any information begins to be perceived, analyzed and memorized much faster and more efficiently than with its usual linear representation in the form of numbers and letters. The thinking of a successful engineer in modern conditions is a systemic thinking that allows him to see the problem from different sides, "in general", taking into account the diverse connections between all its components.

Working on vocabulary using MM in foreign language classes has a positive effect on improving vocabulary skills. Students, especially those with a low level of proficiency in a foreign language, learn to structure, memorize and further reproduce foreign language vocabulary in oral speech. Mind maps also contribute to the development of creativity, attention, help the teacher to diversify the learning process and make it more productive. Thus, students who acquire technical education get the opportunity to use to the maximum the huge reserves of the right hemisphere of the brain, which is responsible for processing information expressed in images and symbols, from which it follows that the use of mind maps is an effective method of teaching a foreign language.

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