

MIND MAPPING AS MEANS OF FOREIGN COMMUNICATE COMPETANCE FORMATION AT ENGLISH CLASSES

Ye. M. Pererva, instructor

Dnipropetrovsk National University of Railway Transport

ІНТЕЛЕКТУАЛЬНІ КАРТИ ЯК ЗАСІБ ФОРМУВАННЯ ІНШОМОВНОЇ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ НА УРОКАХ АНГЛІЙСЬКОЇ МОВИ

***Abstract.** The paper discusses the issues of using mind maps at the English class which give many possibilities for teachers of English as a foreign language and their application for supporting various language learning activities and enhance learner motivation involving creativity into tasks.*

***Key words:** mind map (mind mapping), creativity, motivator, technique, associations, to master.*

***Анотація.** Обговорюються проблеми використання інтелектуальних карт на уроках англійської, які дають багато можливостей для викладачів англійської як іноземної мови, та проблеми їх застосування для підтримки різних видів діяльності при вивченні мови та підвищення мотивації вивчаючого з елементами творчості в завданнях.*

“Since learning how to motivate students is one of learning targets for foreign language practice the linguists constantly looking for new ideas to stimulate students’ cognitive processes in the English lecture room” [1]. Therefore many specialists were immediately interested when the possibility to attend a workshop on the technique of mind-mapping occurred.

Edward de Bono, a leading authority in the field of creative thinking said: “Creativity is a great motivator because it makes people interested in what they are doing and makes life more fun and more interesting. It gives the possibility of some sort of achievement to everyone and hope that there can be a worthwhile idea” [2].

Creativity was once thought to be a 'magic gift' possessed by only the few. Thanks to easy to use creative thinking techniques like mind-mapping and many others, we now know that it is a magic gift possessed by everyone.

By adding creative assignments to English lessons, everybody can also

address various intelligences. Mind mapping involves many aspects and partly overlaps the field of multiple intelligence.

Tony Buzan discovered the mind-mapping technique. According to his technique “impact of association and images on memory and learning bridges the gap between theory and practice” [3].

Mind-mapping allows students to make a connection between the subject material and their own feelings and experiences.

Mind maps are memory tools which use personal associations to make it easy to remember new information and to visualize the thinking process. That is why mind maps have proven to be a very useful technique to master a foreign language. Although it may cost time to teach the technique it will eventually speed up the learning process when students get the hang of it.

Due to Carolien Hofland the mind-mapping technique is very simple to make. Write down the key word in the middle of the page or of the board that represents your main topic. Thoughts start in the centre of our mental world. The Mind Map reflects this. Allow the image to create its own shape (do not use a frame) and use at least 3 colours. Colours stimulate the right cortical activity of imagination as well as capturing and holding attention.

Draw some thick, curved, connected lines coming away from the main word in the middle of the page or of the board, one for each of the main ideas you have about the subject. These central branches represent the main sub-topics. Curved lines give visual rhythm and variety, are easier to remember, more pleasant to draw and less boring to look at. In nature there is only one straight line; the crystal.

From each of these lines you can draw other connected lines, spreading like the branches of a tree. Connected lines create associations and structure. Add your thoughts on each of these lines. These additional branches represent the details. You can add as many branches as you like and you can add third level branches off the second level branches. This can go on forever. Use different colours and styles. Make each Mind Map a little more beautiful, artistic, colourful, you

imaginative and dimensional. Your eyes and brain will be attracted to your Mind Map. Your brain will delight.

It is possible to use special software to make a mind map on the computer. These are some examples of mind mapping programmes: Mind Mapper, Imindmap, Mind Manager, Novamind, Visual Mind, Freemind, Concept Draw.

Mind maps have many advantages over classical note-taking techniques. Making them saves time. Mind-mapping can be quite time-consuming only in the beginning. You will first have to invest some time in teaching students the technique and practicing it. There is only one solution to this; practice makes perfect. The more you use the technique, the easier it becomes. However when the students have mastered the technique you will see that it saves a lot of time because you only use key words and so do not have to write a lot. It will also save time because students will memorize the subject material much faster so it will take less time to teach it to them. A mind map makes it possible to look over and think over the different relations between key topics. This is very useful when writing an essay or developing or working out an idea.

When new information is given, it is easy to add it to the mind-map. Just add a new branch. Written notes usually don't allow you to squirt in new information. "While practising mind-mapping for my research I discovered that associations, pictures and even colours really help to organize thoughts."⁴

Bibliography

1. Bono de E., the mechanism of the mind, New York, Simon & Schuster, 1969, p. 304
2. Buzan T., Brilliant memory, London, BBC active, 2006, p. 93
3. Buzan T., Mind-maps for kids, London, Harper Thorsons, 2003, p. 120
4. Hofland C., Mind-mapping in the EFL classroom, Fontys Hogescholen, 2007, p. 32