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# MIND MAPPING TECHNIQUE IN TEACHING PROFESSIONALLY-ORIENTED FOREIGN LANGUAGES

*The article envisages the question of increasing the effectiveness of teaching a professionally oriented foreign language with the help of mind mapping as an interactive technique that provides an excellent opportunity to create intellectual maps for teaching / learning foreign languages.*

*Mind mapping can be a useful tool for those who are looking for an effective way to remember professional information and develop creative thinking skills, which is becoming increasingly important in today's world, where technology and demands on students are changing rapidly. These maps include a central professionally-oriented theme to which various related ideas and sub-themes are added.*

*Mind mapping as an innovative technology provides an opportunity to use new approaches to learning foreign languages in specific purposes. It helps to create interactive and easy-to-understand maps of knowledge, facilitates the process of memorizing and understanding information. Mind mapping can be a useful tool for students learning different foreign languages because they can use it to understand new professionally-oriented words and concepts. Teachers can give students some topics and ask them to create mind maps that contain all the ideas of those topics. This can help students to develop, deepen and increase their thinking skills.*

*Mind mapping is an important tool not only in education, but also in various fields of activity, where it is necessary to quickly and efficiently organize and understand information. Mind maps can be combined with other innovative technologies, such as interactive whiteboards, computer programs, computer graphics, project work, multimedia presentations, interactive tasks and games.*

*Traditional technology can also be combined with mind mapping to create engaging and effective activities that help students to learn the material more easily. When creating a mind map on a certain professionally-oriented topic, you can use visualizations and animations to explain the material in more detail. Also you can create interactive tasks in professional orientation to test your knowledge and skills.*

***Key words:*** *mind mapping, critical thinking, professionally oriented.*

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# ЗАСТОСУВАННЯ ТЕХНІКИ ІНТЕЛЕКТУАЛЬНИХ КАРТ ПРИ ПРОФЕСІЙНО-ОРІЄНТОВАНОМУ НАВЧАННІ ІНОЗЕМНИХ МОВ

*У статті порушується питання підвищення ефективності навчання професійно-орієнтованої іноземної мови за допомогою майндмеппінгу як інтерактивної техніки, що дає чудову можливість створювати інтелектуальні карти для вивчення іноземних мов. Майндмеппінг може бути корисним інструментом для тих, хто шукає ефективний спосіб запам'ятати професійно-орієнтовану інформацію та розвивати навички творчого мислення, що стає все важливішим у сучасному навчальному середовищі, де швидко змінюються технології та вимоги до здобувачів освіти. Ці карти включають центральну професійно-орієнтовану тему, до якої додаються різні ідеї та підтеми, пов'язані з нею.*

*Майндмеппінг як інноваційна технологія дає можливість використовувати нові підходи до навчання іноземних мов професійного спрямування, адже сприяє створенню інтерактивних та зручних для сприйняття карт знань, полегшує процес запам'ятовування та розуміння інформації. Асоціативні карти можуть бути корисним інструментом для студентів, які вивчають різні іноземні мови, оскільки вони можуть використовувати їх для розуміння нових професійно-орієнтованих слів та понять. Викладач може дати студентам тему та запропонувати створити майнд-мапу, яка може містити усі можливі ідеї. Це допоможе студентам розвинути та поглибити навички креативного мислення.*

*Усе це робить майндмеппінг важливим інструментом не тільки в освіті, але і в різних галузях діяльності, де потрібно швидко та ефективно організовувати та розуміти інформацію. Мапи думок можуть бути поєднані з іншими інноваційними технологіями, такими як інтерактивні дошки, комп'ютерні програми, комп'ютерна графіка, проектна робота, мультимедійні презентації, інтерактивні завдання чи ігри.*

*Традиційні технології також можна поєднувати з майндмеппінгом, щоб створити цікаві та ефективні заняття, які допоможуть студентам легше засвоїти новий матеріал. Створюючи інтелект-карту на певну професійно-орієнтовану тему, ви можете використовувати візуалізацію та анімацію, щоб більш детально пояснити матеріал, або ж інтерактивні завдання за професійним спрямуванням для перевірки знань та навичок.*

***Ключові слова:*** *асоціативна карта, критичне мислення, професійно-орієнтований.*

**The problem statement.** Today, the status of a foreign language is constantly growing. Foreign language widely acquires a role as a means of intercultural communication. Thus, Olena Ohiienko and co-authors of the book "Innovative pedagogical technologies" aptly point out that "an urgent task of modern education is the transition from passive forms of learning to active" (Огієнко, 2015: 168). It is now necessary to constantly improve the content, goals and methods of teaching foreign languages in specific purposes. The authors also add that "Such transition provides an opportunity to train specialists with a high level of professionalism, innovative thinking and communication skills" (Огієнко, 2015: 168).

In order to fully prepare non-philology students for intercultural professional activities, the foreign language teacher should create conditions for students to overcome the language barrier. According to Raisa Hryshkova, in classes, you should regularly "introduce the vocabulary necessary to support the conversation, simulate situations with telephone conversations, pay a lot of attention to listening to

authentic texts" (Гришкова, 2015: 156). The author also emphasizes the fact that "role and business games, simulations and other interactive types of work are indispensable at such classes" (Гришкова, 2015: 156).

The development of critical thinking is relevant today, because it enables students, according to Nadiia Navolokova, to "clearly identify a problem that needs to be solved; independently find, process and analyze information; logically build your thoughts, give a convincing argument" (Наволокова, 2009: 57). Thus, if we talk about the development of critical thinking when studying a certain professionally-oriented topic in foreign language, it is necessary, first of all, to emphasize the use of mind mapping, because such technique helps to develop creative skills and associative thinking. This technique makes it possible to focus attention on specialized topics, develops students' memory, and contributes to the emergence of a flawless analysis of one or another thematic material. Usually, the use of mind mapping stimulates the perception and understanding of difficult complex concepts, generate ideas, promotes the development of the ability to organize information and structure one's thoughts, which is useful not only for learning, but also in everyday life and future professional activities.

**Analysis of recent research and publications.** The use of associative maps for the development of students' creative and critical thinking is an innovative method in education. Many scientists have studied the issue of mind mapping and its application in various spheres of life, namely Tony Buzan, who first proposed the term "mind mapping". Exploring the question "What is a Mind Map?" in his work "The Buzan study skills handbook. The short cut to success in your studies with mind mapping, speed reading and winning memory techniques", Tony Buzan writes that Mind Maps help "to manage information effectively, and increase the potential for personal success" (Buzan, 2006: 139). Silvina P. Hillar investigating Mind Mapping with FreeMind, considers mind mapping as "a brainstorming technique out of which we obtain desired results or even extraordinary ones" (Hillar, 2012: 6). Jamie Nast considers mind mapping like "idea mapping" (Nast, 2006: 3). She claims that "idea mapping has its original roots in the mind mapping technique" (Nast, 2006: 7–8).

Mind mapping is a popular and productive method for organizing information and developing creative thinking. It is worth noting that mind maps are widely used in Ukraine as well. Ukrainian scientists are also investigating the issue of mind mapping. Researching the scientific and practical content of modern educational technologies, Iryna Kozhemiakina considered educational technologies in the format of a modern educational space and singled out MindMaps as "one of the best tools for structuring and processing information today" (Кожем'якіна, 2020: 106). Halyna Sudareva, considering the issue of introducing STEM education in the conditions of the new Ukrainian school, also focuses on mental maps, noting that "in order to optimize the processes of visualization and perception of educational material, presenting it more vividly and comprehensibly, its use in the educational process is spreading mental maps" (Сударева, 2020: 171). While researching social services on the Internet, Hennadii Shvachych considers a Mind map as "a way of depicting the process of general systemic thinking with the help of schemes" (Швачич, 2017: 29). The issue of mind mapping is relevant, inexhaustible and not fully studied. Its investigation needs to be continued and improved.

**The purpose.** We found that mind maps have several useful functions. They help to organize the professionally-oriented information in a structured form or common organizational patterns (main idea, details, cause, effect, compare, contrast, etc.), increase the efficiency of students' memorization, make connections between the new context and recognition of already known information, develop creative skills, allow free experimentation with various ideas and concepts, which stimulate creativity, the use of visualization or mental picture, contribute to the improvement of communication between students, allow you to focus on the most important work and increase productivity. The purpose of the article is to highlight the theoretical foundations and features of using mind mapping in foreign language classes.

**The outline of the main research material.** Mind maps are branching diagrams that are created to represent words, ideas, tasks that are arranged around a key word or concept. Tony Buzan gives his own definition of mind mapping: "Mind Maps are a graphic, networked method of storing, organizing and prioritizing information (usually on paper) using key or trigger words and images, each of which will 'snap on' specific memories and encourage new thoughts and ideas" (Buzan, 2006: 138). Iryna Kozhemiakina notes that "knowledge maps (mind mapping, mental maps, thought maps, concept maps) are a convenient and effective technique for visualizing thinking and alternative recording. In the modern understanding, it is a way of depicting the process of general system thinking with the help of schemes" (Кожем'якіна, 2020: 106). Hennadii Shvachych, in his turn, considers the Mind map also as a "convenient alternative recording technique" (Швачич, 2017: 29). Indeed,

they are the associative intellectual maps that help to organize ideas, concepts and information into logical groups and make them more accessible for perception and memorization.

Mental maps are "schemes of presentation of various information, united by a common idea, with the help of understandable symbols, images, objects, associations with which a person thinks" (Сударева, 2020: 172). With associative maps, you can learn new topics, analyze and evaluate information, and develop creativity.

Investigating the problem of computer mind mapping Tony Buzan and Barry Buzan envisaged even the future of computer mind mapping. They predicted the appearance of group mind maps and wrote that "Group Mind Maps generated by computer users at different locations around the world will soon be able to be made via modems and / or networks allowing the connected members to simultaneously generate a Mega Mind Map giving rise to the Global Mind Map" (Buzan, 1994: 281). That's exactly what happened. The emergence of various services and programs for creating associative maps is progressing more and more.

There are different forms of mind maps that help to determine important information, monitor comprehension, make inferences, predictions, charts, graphs and other visual elements. We can put the topical word at the centre. The words around can be placed in an intuitive or logical order. They can be grouped into corresponding branches, in the form of spiders, etc. and used on a virtual whiteboard, or a visual outline. You can use a digital version of mind mapping, for example, spiderscribe.net, XMind, MindMeister, FreeMind, XMind, Bubbl.us, Zoho, Mindomo, Gliffy, Mind42 and many others.

Currently, there is a fairly large number of online services for creating knowledge maps. Silvina P. Hillar also adds the use of FreeMind and Freeplane (like a redesigned version of FreeMind) for designing mind maps. Investigating Mind Mapping with FreeMind she states that "it is a great tool for summarizing information and group events that are related to each other" (Hillar, 2012: 6). In general, a number of platforms can be constantly expanded.

Mind mapping can be used in combination with traditional teaching methods to make the learning process more effective. For example, when preparing for an exam, you can use mind maps to organize the material and make it more understandable. Traditional methods such as reading, problem solving can also be used to increase understanding and deepen knowledge. Tony Buzan notes that "Each of the memory triggers in a Mind Map is a key to unlocking facts, ideas and information and, also, to releasing the true potential of your amazing mind" (Buzan, 2006: 138).

Tony Buzan also notes that "Mind Maps are particularly adaptive for reading, revising, note-taking and planning for exams efficiently. They are invaluable for gathering and ordering information, and for identifying the key trigger words and facts" (Buzan, 2006: 139). We can display the results in different ways to make them more attractive and profitable, according to the type of audience we are targeting. Smart cards can be different, they can be richly colored, or even simply black and white. In the work "Mind Maps at work" Tony Buzan reveals a whole range of different black and white main maps with key skills (mental mind map for problem solving, evolution mind map, etc.) (Buzan, 2004).

Studying the material with the help of mind maps we can make several results, namely, improving the perception and memorization of the material, the development of creative and analytical thinking skills, and improving the organization and planning of work.

**Conclusions.** In general, mind mapping is a powerful tool for teaching and developing creative thinking, because it helps to organize information, make it more accessible to remember and understand. Tony Buzan notes that "those students who use Mind Maps usually report that they feel a sense of confidence, that their aims are achievable, and that they are on track for reaching their goals" (Buzan, 2006: 139). Associative maps can be used for problem solving, project planning, preparing presentations, learning foreign languages, and many other purposes. In addition, interactive online tools such as Mind Maps allow you to create and share mind maps in real time, making them even more effective for collective learning of foreign language in specific purposes.

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