

Ренська Індіра Іванівна

старший викладач кафедри іноземних мов

Київський національний університет технологій та дизайну

(м. Київ)

MIND MAPPING TECHNOLOGY IN FOREIGN LANGUAGE TEACHING

The introduction and use of up-to-date new technologies in the educational process is one of the prerequisites for the effective teaching of foreign languages at higher school, which contributes to its improvement and diversification, provides transition from mechanical learning of lexical and grammatical materials to creative learning. According to foreign and Ukrainian scientific experience, special attention in the teaching of foreign languages is devoted to introduction of mind mapping technology, which is based on associative mental processes and involves the development of mind maps (intelligence maps). This form of a scheme is placed on sheets of paper from A-3 to A-4, and in the centre – the key concept; idea, problem or issues that need to be explored or analyzed. Associated with the object of the analysis of the concept are indicated on the branches that depart from the centre. [2]

The results of such works are presented by students on practical lessons. Intellect cards are used to create, visualize, structure and classify ideas and represent a means of solving problems, making decisions, analyzing events, summarizing information, etc. This technology is directed not only to the fixation of the result and its presentation, but most of all to the development of thinking technology – to identify the main, auxiliary, dependent components of the problem or issue, their interconnectivity and conditionality – and thus provides a deeper understanding and perception of the educational material by students. [1]

Using mind maps is possible when performing any kind of tasks: preparing and presenting design work, solving problem tasks, making decisions, brainstorming, forecasting events, conducting group discussions, disputes, etc. This kind of work motivates students to actively engage in the group, in mini-groups or individually;

develops speaking skills and writing skills, promotes acquisition of communicative competences.

Involving mind maps in the learning process also enables the teacher to submit grammar and lexical materials more effectively; to study grammar rule, putting examples of their application in separate branches and emphasizing them. Also, the construction of lexical themes with using of intelligence maps allows laconic and logical systematization and visualization of educational lexical material, which contributes to its quick assimilation.

Students are active and interested in performing various tasks using mind mapping, are creative in solving certain problems and issues, while improving their intellectual potential and training their language skills. Mind mapping can also be used successfully in practical classes and individual tasks, as well as independent work for annotation; annotation and rehearse of lexical and grammar materials, reflection, preparation for examinations, etc. Checking homework assignment can also be enhanced with smart cards. [3]

Consequently, the construction of mind maps is a schematically expressed process of our thinking, a product of our brain activity, and therefore can be used in any sphere where it is necessary to improve the intellectual potential of the individual, and especially when mastering foreign languages.

Thus, the mind mapping technology, as an effective tool for structuring and analyzing information and its visualization, can accelerate the study of teaching materials and substantially increase their degree of mastering and practical use. It should be added that the introduction of this innovative technology into the educational process provides an informed learning and promotes the formation of personal responsibility of students for its results.

REFERENCES

1. The Importance of Technology in Education. [Electronic resource]: [Web site]. – Electronic data. – Access mode: <http://myessaypoint.com/the-importance-of-technology-in-education> – Title of the screen.

2. The role of Information Technology in Education. [Electronic resource]: [Web site]. – Electronic data. – Access mode: <https://fedena.com/blog/2015/10/the-role-of-information-technology-in-education.html> – Title of the screen.

3. The use of technology – in education and teaching process. [Electronic resource]: [Web site]. – Electronic data. – Access mode: <https://www.useoftechnology.com/the-use-of-technology-in-education/> – Title of the screen.

Сиромля Наталія Миколаївна

кандидат філол. наук

доцент кафедри іноземних мов

Київський національний університет технологій та дизайну

(м. Київ)

НЕТРАДИЦІЙНІ МЕТОДИКИ НАВЧАННЯ ІНОЗЕМНОЇ МОВИ У ВНЗ

У процесі викладання іноземної мови студентам немовних спеціальностей широко використовуються нетрадиційні методи та прийоми навчання, такі як: метод проектів та метод асоціативних символів, добір навчального матеріалу з використанням автентичного мовного матеріалу, використання мультимедійних презентацій за темою, використання Інтернет – ресурсів та комп'ютерних навчальних програм та багато інших. Охарактеризуємо деякі з них.

Метод «громади» (метод «радника») Community language learning (CLL) / Counselling learning був розроблений американським психологом Ч. Курраном. В основі методу «громади» (методу «радника»), який був введений американським психологом Ч. Курраном, лежить гуманістичний підхід до навчання і психологічна теорія «радника». Сутність цієї теорії полягає в тому, що люди потребують допомоги радника-психолога і його участь бажано в будь-якому вигляді у соціальній діяльності людини, в тому числі, в освіті. Зазначений метод «громади» визначається такими рисами: згідно