6. Рубинштейн, С. Л. Основы общей психологии / С. Л. Рубинштейн. – 2-е изд. / С. Л. Рубинштейн. – М. : Учпедгиз, 1946. – 704 с.

7. Щерба, Л. В. Избранные работы по русскому языку / Л. В. Щерба. – М. : Учпедгиз, 1957. – 188 с.

8. Adamka, P. Klady a zápory využívania analógií s rodným jazykom pri osvojovaní si niektorých javov gramatického systému ruského jazyka / P. Adamka // Vyučovanie cudzieho jazyka : súčasné vyučovacie technológie. – Prešov : FF PU, 2010. – S. 7–14.

УДК 378.147:81'243:37.015.31

USING MIND MAPS IN TEACHING FOREIGN LANGUAGES TO STUDENTS: POSITIVE AND NEGATIVE ASPECTS

Osipova O. P.
Vitebsk, Republic of Belarus,
Vitebsk State University named after P. M. Masherov

Summary. The article analyzes mind mapping as a teaching technique, focuses on its components and overviews benefits and disadvantages of using mind maps while teaching foreign languages to students.
Key words: mind mapping, teaching technique, foreign language.

ИСПОЛЬЗОВАНИЕ МЕНТАЛЬНЫХ КАРТ В ОБУЧЕНИИ СТУДЕНТОВ ИНОСТРАННЫМ ЯЗЫКАМ: ПОЛОЖИТЕЛЬНЫЕ И ОТРИЦАТЕЛЬНЫЕ АСПЕКТЫ

Осипова О. П.
Витебск, Республика Беларусь,
ВГУ имени П. М. Машерова

Аннотация. В статье анализируется технология ментальных карт как метод обучения, акцентируется внимание на компонентах ментальной карты, а также рассматриваются преимущества и недостатки использования ментальных карт в обучении студентов иностранным языкам.
Ключевые слова: ментальная карта, метод обучения, иностранный язык.

University teachers clearly notice the need to improve the quality and efficiency of classroom education so that students can capture and process the information successfully. They use a great variety of approaches and techniques to help students in mastering a foreign language. One of this technique is mind-mapping. The article analyzes this teaching technique, discusses positive and negative aspects of using mind maps while teaching foreign languages to students.

A mind map is a visual representation of ideas, information, concepts, or tasks, typically organized around a central topic or theme. It is a diagram that radiates outward from a central point, using branches, colors, images, and keywords to connect and represent different aspects of the central topic. The structure of a mind map is often hierarchical, with main ideas branching out into subtopics, creating a visual and interconnected representation of information [1].

Mind maps are designed to mimic the way the human brain processes and organizes information, making them an effective tool for brainstorming, note-taking, problem-solving, planning, organizing thoughts, and summarizing complex information. They are used to stimulate creative thinking, aid memory and retention, and provide a clear overview of a subject, making them a valuable resource in education, business, and personal development. Mind maps can be created by hand or by using specialized software, and are a popular technique for visual learning and knowledge organization.

The major components of mind maps are the following: the central idea, branches, keywords, colors and images. The central idea is the core concept of a mind map design and it should be easy to understand and clearly visualized in the center of the mind map. A successful mind map should have one central idea which all the other elements revolve around. The branches represent sub-topics or ideas related to the central idea. They are connected to the central idea and radiate out from it. Keywords are the most important words or phrases associated with each sub-topic. They should be concise and descriptive and should provide a good overview of the mind map. Colors and images can be used to great effect when creating mind maps. Colors help to bring clarity and definition to mind map designs, while also making the information easier to understand. Using color helps differentiate between concepts and draw attention to certain elements.

When teaching English to foreign students, mind maps offer several specific positive aspects. Firstly, they provide a visual representation of vocabulary, grammar structures, and language concepts, making it easier for students to comprehend and remember the information. This visual aid is particularly beneficial for students who are still developing their language skills or can be particularly helpful for those who may have language barriers.

Secondly, mind maps encourage active participation and engagement in the learning process. Students can actively create and customize their own mind maps, which fosters critical thinking and creativity as they organize and connect English vocabulary and grammar in a way that makes sense to them, allows students to make connections between different pieces of information.

Additionally, mind maps can be used as a tool for collaborative learning, allowing students to share and compare their visual representations of the English language. This can help foster a sense of community and encourage language practice through discussions and explanations based on the mind maps.

Furthermore, mind maps can aid in organizing and structuring information in a way that is easier to understand, especially for students who are learning a second language. They can also be a useful tool for reviewing and summarizing content, making it easier for foreign students to retain and recall information.

Overall, mind maps help make the learning experience more interactive and engaging for foreign students, providing a tangible and personalized way to approach the complexities of the English language. Mind maps can be an effective teaching aid for foreign students, helping them to comprehend and engage with new material in a more visual and interactive way [2; 3].

Mind maps can be used in class to brainstorm and generate discussions as they can easily be printed and shared with students. A perfect way to develop student's communication skills is through presentations. However, students can become bored listening to other speakers so mind maps encourage the audience to engage with the material that is being presented. Mind maps have been embraced in the realm of education as a learning tool which helps students reinforce knowledge by making connections between different areas and delving in-depth into an area.

Students can work together on group projects or assignments using free online study tools where they can share a teacher's or their own mind map with friends or a group of people. A great way to use mind maps for assessment is to ask students to express their ideas about a topic in a mind map before and after a class. Students will retain the information better and it will also reassure teachers that students remember and understand the knowledge. Analyzing study material by reflecting on what has been learned is key to fully comprehending new information [4].

While mind maps are generally beneficial in teaching foreign languages, there are some potential negative aspects to consider. First, students may probably consider it is time-consuming. However, this must appear to be so only in the beginning. There is one solution to cope with it: any students who get involved in mind-mapping technique to improve their leaning need to practice regularly. In other words, the more the students use the technique, the easier it becomes.

Another disadvantage in mind-mapping technique is that it uses many images, symbols, and colors. As students need to use colored pencils or crayons, they might feel uncomfortable to know that there are students out there writing in their notebook. Moreover, not all students are good at drawing and coloring. It appears to be awkward to force all students to draw images and symbols and color them when making a mind-map.

Then, some students may find the open-ended nature of mind maps overwhelming, especially if they prefer more structured learning

environments. The flexibility of mind maps can be challenging for students who thrive on clear, linear organization of information.

Also creating effective and well-structured mind maps requires a certain level of proficiency in the language being studied. Students who are still grappling with basic vocabulary and grammar may struggle to construct comprehensive mind maps, leading to frustration and a sense of inadequacy.

Reliance solely on mind maps as a teaching tool may not cater to every individual's preferred learning style. Some students may find it difficult to extract and organize information from a mind map, preferring instead more traditional methods such as written notes or verbal explanations.

Lastly, in some cases, the creativity and freedom encouraged by mind maps may lead to information being inaccurately represented, which can potentially reinforce misunderstandings among language learners.

While these negative aspects exist, they can be managed by providing proper guidance, scaffolding, and support to ensure that the use of mind maps in teaching foreign languages is effective and beneficial for all students.

The right choice of teaching technique can make the teaching and learning process not only run well but also interesting and enjoyable. Enjoyable teaching and learning activities will help students master the material more effectively and efficiently; it will also make the teacher more focused on the necessary things needed for the class. The adoption of mind maps in teaching has grown recently due to the benefits of using mind maps to learn and the availability of free online mind mapping software. Teachers have recognized the value of using mind maps to engage students, encourage their creativity and, most importantly, to teach them how to rather simply memorize the content. Mind mapping technique is a technique which will lead students to be more independent; thus, it is ready to be applied in small classes as well as in big ones. It is simple, fun and arousing creativity. That is why it is recommended for teachers to apply it in their class [4].

Mind mapping as a tool in teaching and learning foreign languages (according M. Casco) performs important functions:

- it engages the learner, draws the learner's attention to the topic, provides a structure to reduce the learner's anxiety when receiving input through listening and reading and when speaking;

- it activates prior knowledge as the use of images and keywords foster recollection of what the learner knows about the topic;

- it encourages the learner to ask questions as long as he map displays clearly what a learner knows and what he does not know about the topic;

- it scaffolds reading and listening comprehension offering the learners a global view of what they are going to listen or read. Furthermore, the embedded cues contained in the map prompt the learner to form inferences that in turn act as an aid to understanding;

- it scaffolds speaking because the map serves as a tool for the learner to organize his thoughts and speech. The different elements of the map can be furtherly linked and cross-referenced allowing the learner to create a different discourse each time the learner uses the map;

- it assesses oral production – The same map implemented at other stages of the language course can be used to get a new sample of the learner's production. By explaining the connections on the map, the learner will show if he/she has acquired new structures and lexical items. The production obtained with the aid of the map will reveal errors providing an information source for the teacher to reflect upon in his/her future practice;

- it scaffolds written production: the map originally designed by the teacher and expanded upon by the learner may become the starting point to write a paragraph or an essay on the topic explored.

In the summary, the use of mind maps in foreign language classrooms provides an opportunity for students to be an active learner by acquiring data, processing information, organizing details and constructing knowledge independently. Mind mapping techniques are a learning tool that helps students understand vocabulary and grammar effectively, improve students' skills such as creative and critical thinking, collaborative and organizational skills as well as their foreign language ability. Mind maps prove to be an effective tool for cognitive learning as it helps students concentrate on the key words and concepts of the lesson by requiring them to organize, plan, brainstorm and communicate with their friends. Such a cognitive activity can be implemented individually, in pairs or as a group which can maximize both cognitive and social skills of the learners. Mind maps provide students with an opportunity to express their creativity and work collaboratively, can be used again when they need to review the lesson for their examinations or other assignments. With this new adopted attitude, they tend to put extra effort in completing this and other assignments.

Использованные источники

1. Бьюзен, Т. Карты памяти: готовимся к экзаменам / Т. Бьюзен. – М.: Росмэн-Пресс, 2007. – 120 с.

2. Митрюхина, И. Н. Технология mind-mapping как информационная основа при обучении монологическому иноязычному говорению в условиях цифровой среды / И. Н. Митрюхина // Вестник PNIPU. Проблемы языкознания и педагогики. – 2021. – № 2. – С. 150–162.

3. Feng, R. Impact of mind-mapping technique on EFL learners' vocabulary recall and retention, learning motivation, and willingness to communicate / R. Feng, H. N. Alsager, Z. Azizi, L. Sarabani // [Электронный ресурс]. – Режим доступа : https://pubmed.ncbi.nlm.nih.gov/37251460/ – Дата доступа : 10.02.2024.

4. Kadagidze, L. Mind Mapping as a Teaching Tool in Higher Education Language Learning Settings / L. Kadagidze // Kultura i Edukacja. – 2016. – No. 4 (114). – P. 78–88.