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Mind maps as an effective tool in “Practical English language course”

Abstract. The article considers the issue of using mind maps in the Practical English course. It is emphasised that they help to structure, analyse, understand and memorise the necessary material. With their help, teachers can explain a new topic, systematise information, exercise control, summarise what they have learned, encourage communication, and create supports. This study aimed to consider the concept of “mind maps” and to highlight the possibility of their application in the study of the educational component “Practical English Language Course”. Research methods includes analysis, systematization, and generalization of scientific research, as well as abstraction, idealization, and logical-structural analysis of the use of mind maps in the educational process. It is noted that this tool is also effective for a student, in particular, for systematizing knowledge, for preparing for classes, for test control, etc. The student can actively participate in the educational process, participating together with the teacher in the development of mind maps. The article states that one of the main uses of mind maps is to create visual schemes or diagrams to represent and organize ideas, vocabulary, grammatical structures, or thematic concepts. In the “Practical English Language” classes, students of higher education can use mind maps to create a schematic representation of the studied material, to activate speaking skills, to work with lexical material, with grammatical material, with text material, to present the results of project activities, to conduct brainstorming, discussion, debate, etc. Teachers adapt the use of mind maps according to the specific needs and preferences of their students, which promotes active learning, development of critical thinking and effective communication in the classes. The article emphasizes that in classes you can use ready-made mind maps presented in textbooks or on posters, prepare your own samples for class in the form of presentations or reference notes, in the process of presenting the material, build them in class, organize various types of individual and group activities of students with using ready-made mind maps. Their advantages in use by both teachers and students of higher education are indicated. The practical significance of the research is that its results can be used in the process of professional training of future philologists and English language teachers in higher education institutions, as well as for the preparation of scientific and methodological support using mind maps and in the self-educational activities of students

Keywords: mapping; teaching English; effective means; visualization; critical thinking

INTRODUCTION

The integration of Ukraine into the European and world community actualized the problem of the active use of foreign languages in all spheres of social life, which requires an increase in the level of communicative competence. In this regard, the need to increase the role of all subjects of the educational process was realized, taking

into account the undeniable importance of traditional and new forms and methods of education in higher education, which directly affects the quality of professional training of specialists, in particular, regarding the formation of practical communication skills and abilities. This requires, in turn, the development and implementation of appropriate

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pedagogical technologies, the creation of a communicative educational space of higher education institution, the formation of students' communicative competence, the complex nature of which requires appropriate methodological support. The introduction of information and didactic technologies ensures effective foreign language teaching, as it allows students to access a wide range of educational information and improve foreign language communication, actualize the critical and creative thinking of higher education students, ensure the development of the ability to solve communicative foreign language tasks in the context of the transition from the subject-object to the subject-subject educational paradigm, and choose an effective learning strategy. Mind maps are a useful technic for use in the Practical English course classes. They can help higher education students organize and structure their thoughts, develop creative thinking, and facilitate better learning of language material. The use of mind maps in Practical English classes will help students organize their thoughts, develop creative thinking, and activate their speaking skills and increase their vocabulary. They can become an interesting and effective technic for improving the quality of learning and teaching English.

A significant number of scientists dealt with a problem of using mind maps in the educational process. In 2019-2023, the most scientific researches have been done on the use of mind maps in learning vocabulary. M. Alba (2021) evaluated the effectiveness of a mind-mapping strategy, applied through mapping software, in developing learners' vocabulary skills in English as a foreign language. It also considered how this strategy could help to overcome learning disabilities and develop learners' cognitive abilities. The study highlighted that the use of mind mapping software could be an effective tool for vocabulary learning, especially in virtual or hybrid settings that had arisen due to the COVID-19 pandemic. M. Lavrenova (2019) mentioned about the innovations in the educational process, teachers were able to use the created mind maps as a lecture outline, where each mind map block could contain comments, images, video files and hyperlinks to other online resources. This allowed you to cover a topic step by step, while providing visual aids to help students understand the material. W. Zhang *et al.* (2023) devoted their works to the study of vocabulary. It was noted that mind maps contribute to the development of short-term and long-term memory, in particular, they had a greater impact on long-term memory. The study also confirmed that mind maps were more effective in influencing the meaning of words than their forms, and that mind maps had a positive impact on independent learning of English vocabulary and improve teaching effectiveness. The introduction of mind maps into English vocabulary learning promoted logical memorization of words, improved understanding and retention of vocabulary, developed creativity and promoted self-learning.

Regarding language learning in general with the use of mind maps, some scientists should be mentioned: Y. Hrytsenko (2023) studied mind maps as a means of visualization

in language and literature classes. The article also discussed the importance of innovations in education, which built a new education system and introduced new methods and principles of education. It was noted that for the successful implementation of innovations, it was important that they would not interfere with the educational process and not become an object of competition between teachers. The author pointed out that the teacher should encourage the use of mind maps, as they had significant advantages over other graphic aids. H. Hudyma (2022) focused on the use of the authentic materials in English language classes, in particular in the institutions of higher education. This paper highlights the importance of using words and expressions typical of informal oral communication and recommends introducing them alongside their literary equivalents. The author provided specific advice on planning and conducting lessons using authentic video material and noted that the active use of authentic materials helped to increase students' activity, develop various competences and develop their speaking skills. M.S. Luangkrajang (2022) showed in his research that the use of mind maps in English classes enabled students to be active learners by acquiring data, processing information, organizing details and constructing knowledge independently. In addition, mind maps also improved students' skills such as creative and critical thinking, collaboration and organisational skills, as well as their English language skills. Students also had a positive attitude towards mind mapping techniques that they were able to apply in other subjects. Mind maps appeared to be an effective cognitive learning tool in English classrooms as they helped students focus on key words and concepts in a lesson by requiring them to organise, plan, brainstorm and communicate with friends.

In their work, N. Nasr-Esfahani *et al.* (2021) analyzed the use of mind maps to stimulate teachers' creativity. The results also showed that teachers who used electronic mind maps outperformed those who used the traditional teaching method, especially in English language teaching assessments. R. Al-Jarf (2021) in his article described teaching spelling skills with a mind-mapping software. The mind maps created with this software could be used to introduce, categorise, visualise and reiterate phonics rules, as well as mnemonic tools for learning spelling. The graphical representation of words in mind maps helped students to see the relationships with the newly introduced phonics categories and developed skills in distinguishing phoneme-grammar associations in spoken and written words. Mind mapping strategies have been shown to be effective in improving vocabulary, conceptual understanding and text comprehension at different grade levels, across subject areas and with different types of learners, including English as a second language learners and learners with learning disabilities. The use of mind mapping helped to better organize, prioritise and integrate the materials presented in the course. His views were also echoed by D. Bhattacharya & R Mohalik (2020), who described digital mind mapping software and noted in their study that

digital mind mapping software was useful for brainstorming, building schedules, conceptual diagrams, construction plans, organisational charts and other technical diagrams. It is also used in software development and web design to create website diagrams and layouts. In the field of business intelligence, it allows you to import and display interactive information in the form of tables, graphs, etc. The strategy of digital mind mapping is a modern and powerful approach to memorising information that differs from the usual reading of texts.

However, after analyzing the scientific researches, authors came to a conclusion that there were almost no studies on the use of mind maps in classes on the “Practical English Language Course” in higher educational institutions, so a research of this area was urgent. The study aimed to find out the peculiarities of the use of mind maps technology, to develop recommendations for their use in the teaching of verbal and written communication in the “Practical English Language Course” classes. To achieve the goal, the following tasks were defined: investigate the concept of “mind map”, to identify the advantages of their use in learning English, to highlight recommendations for their use in the “Practical English Language Course” to achieve various results.

MATERIALS AND METHODS

In the process of research, a complex of scientific and research methods was used, such as: theoretical – analysis of sociological, psychological, pedagogical, methodical literature in order to substantiate the theoretical and methodological foundations of the problem, with the help of which

it was possible to find out the researchers’ mind maps and to find out the principles proposed by them work with this tool. The next method that came in handy when dealing with this problem was a system-structural analysis, which helped clarify the problem of using mind maps, in particular for students studying the “Practical English Language Course”. The method of argumentation of principles and goals was used to form professional foreign language communicative competence in future philologists or teachers. The analysis and synthesis helped to highlight the advantages of using mind maps and the selection of a list of approaches, criteria for the professional training of students studying at the faculties of foreign philology for the formation of professional communicative competence. Systematization and generalization were used for the purpose of forming conclusions. The next group of methods were empirical methods used in the study and generalization of pedagogical experience, in particular, through the processing of articles by researchers of mind maps, mentioned in this study. The method of comparison was no less important for highlighting the mentioned advantages in the use of mind maps in the “Practical Course of English” classes at philological faculties in higher educational institutions. The reliability of the obtained results and conclusions was ensured by the theoretical and methodological soundness of the provisions of the work based on the analysis of scientific and pedagogical achievements, the logic of the research and its relevance to its purpose, reliance on modern research on pedagogy, methods of teaching foreign languages. The Table 1 below shows examples of the analyzed works.

Table 1. Examples of analyzed works

Author and year	Research description
H.M. Davydiuk (2019)	This study examined the methodology of disseminating and transferring experience in the use of knowledge maps among students of a pedagogical college. The main focus of the work was that information and knowledge were key components of the information society, and teachers, as active participants in this society, had a special responsibility in working with information resources.
I. Kozhemiakina (2020)	The author defined mind mapping as an interactive technique useful for creating intellectual knowledge maps. It was noted that this method helped to memorize information and develop creative thinking. The possibility of combining mind mapping with other innovative technologies in education and in various fields of activity was highlighted. The importance of using association maps for understanding new terms and concepts in professional foreign languages was generalized. The possibility of combining mind mapping with traditional methods to create interesting and effective classes was emphasized.
N. Nasr-Esfahani et al. (2021)	The study investigated the impact of using electronic mind maps on the creativity of foreign teachers of English in Iran. The study also identified the attitudes and beliefs of these teachers towards such maps. The study involved 44 Iranian teachers who were divided into experimental and control groups. The experimental group used electronic flashcards to present learning material, while the control group used the traditional method.
I. Volotivska (2019)	The article provided a theoretical analysis of the concepts related to the professional training of foreign language teachers and identified the components of professional competence. Different interpretations of the terms were studied and their connection with the formation of teacher competencies was established. The initial understanding of the term «professional training of a foreign language teacher» as a process of forming special theoretical and practical professional scientific, subject and methodological competence was formulated.
Z. Zhang, et al. (2023)	This study examined the differences in adult learning through instructional videos with different L2 teaching methods, as well as analyzing cognitive load, motivation, and learning satisfaction during the learning process.

Table 1. Continued

Author and year	Research description
Y.P. Pashchenko (2020)	The paper noted that the study of group methods of teaching foreign languages, in particular English, had been a well-developed area of research and was proven in practice. The business game as an effective form of group interaction of students was studied, the methodological potential of group work was determined, and the role and place of group methods in the educational process was considered. Methodological recommendations for organizing group educational activities were proposed.

Source: developed by the authors

RESULTS AND DISCUSSION

Concept mapping is a technology for visualizing the relationships between different concepts, notions, ideas, and representations. Concept maps allow us to trace ideas, identify the development of concepts generated by scientists belonging to different scientific schools and associations. A term close to concept mapping is mind-mapping. Sometimes these terms are used interchangeably. However, G. Fauconnier (n.d.) emphasized that usually the latter were understood as hierarchical structures, and concept maps as arbitrary ones, but this division was conditional, especially since the technics that belonged to the class of concept mapping or mind mapping, as a rule, allowed solving both tasks.

While in English two terms are used – concept mapping and mind mapping, in Ukrainian one can find several translation options: “memory maps”, “concept maps”, “maps of thoughts”, “intelligence maps”, “mind maps”. The most appropriate option in the context of the information and didactic environment is to use the term “mind maps”. According to G. Fauconnier (n.d.) concept maps are graphical technics for organizing and representing knowledge, that includes concepts (notions), usually depicted in figures of a certain type (circles, rectangles), and the relationship between them (in the form of lines connecting two concepts). These notions have short formulations (often in one word) related to the concepts of the subject area that describe the situation under study or patterns in events, objects, and situations. By the way, connecting words or phrases are indicated on the lines to explain the type of relationship between concepts.

Mind maps originated as a means of visualizing children’s representation of knowledge, and then began to be used as a technic for scientific research and solving practical problems (How to use a Concept Map to organize and comprehend information (n.d.). Despite the similarities between mind maps and concept maps, these two methods differ in many aspects, but computer programs, in particular programs that create mind maps, allow you to build mind maps. In concept maps, graphic techniques are used to represent knowledge by structuring a network of related concepts. The idea of using diagrams and drawings to improve knowledge assimilation is not new – it has been used in education for a long time. But only relatively recently has this idea been studied and developed as a special way of thinking. It is believed that this method of information visualization was first used by the philosopher Porfirije of Tyre in the third century AD, trying to understand Aristotle’s concepts (Vlasiuk, 2020). Serious modern developments in this area date back to the 1960s and were associated

with the development of the theory of semantic networks in relation to the study of human thinking in the learning process. At the same time, rather complex diagrams were used to visualize the relevant structures. The usual form of the “mind map” was developed a little later. The basic rules for “Concept mapping” (a way of representing and linking thoughts) were developed in the 60s by Professor J.D. Novak of Cornell University as a means of intensifying the learning process in teaching scientific disciplines. The term appeared in the process of developing the “constructivism” trend, according to which learning should be implemented as an active process that involves the active construction of knowledge by students based on their own experience – not by receiving ideas, but by creating them. This approach is based on the constructivist theories of Jean Piaget, who, in particular, is credited with the statement: “The child is the architect of his own intellect” (Novak, n.d.).

J.D. Novak (n.d.) borrowed the idea of Concept mapping from the theory of David Ausubel, who showed the importance of previous experience for the formation of new concepts. The copyright for “Concept mapping” as a method of creating and structuring new ideas was taken by the English psychologist Tony Buzan, who called his method “Mind Maps” and used it to create a number of computer programs. For the first time, the theory of mind maps was introduced to the world in the spring of 1974 after the publication of Tony Buzan’s book “Use Your Head”. Tony Buzan greatly simplified the technique of their construction and made them radial, i.e., built around a central thought or problem. This technology was called Mind Mapping. O. Orda & D. Novitska (2020) in their research noted that mind maps were a tool that allows you to think using all your creative and intellectual potential. This was the development of Tony Buzan – a well-known writer, lecturer and consultant on intelligence, learning psychology and thinking problems. In the process of processing incoming information, the human brain performs five main functions: perception, retention, analysis, conclusion, and control. Without delving into details, it can be stated that the process is highly non-linear, emphasizing not the flow of information itself, but solely the key points, omitting superfluous facts. T. Buzan (2021) gave this process a rather convenient name – Mind Map, defining it as a form of graphical expression of radical thinking. In turn, radiant thinking (from “radiant” – “a point in the celestial sphere from which the visible paths of bodies with the same directional speeds seem to emanate” – an analogue of associative thinking) is defined as the basic principle of human brain functioning. The pragmatic aspect of radical

thinking is the creation of an alternative way of presenting the learned materials, that is, with the use of mind maps. S. Abuvatfa *et al.* (2019) noted in his research that the mind map, based on the radiant thinking pattern of our brains, was a tree-like structure diagrammed with colorful and highly organized key words.

The mapping can be used for several purposes (Fig. 1). In his work T. Buzan (2021) noted that the main advantage (Table 2) of this method was to provide a powerful representation technic that showed complex relationships, thus establishing a transparent connection, between different concepts.

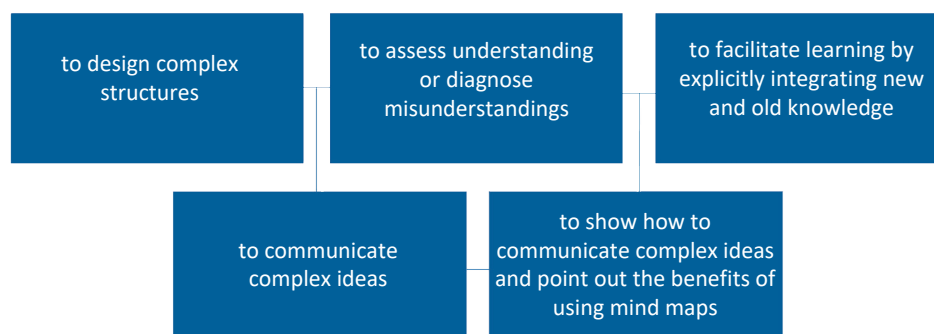


Figure 1. Purposes for using the mapping

Source: developed by the authors

Table 2. Advantages of using mind maps

1. Teaching and reviewing the topic.	Complex concepts can be explained and organized in a systematic way. This helps teachers convey to students a clear overall picture of the topics and their relationships. This way, there is less chance of missing or misinterpreting any important concepts.
2. Reinforce understanding.	The use of mind maps can strengthen understanding and therefore make learning easier for students. It allows you to visualize key concepts and summarize their relationship.
3. Check learning and identify misconceptions.	Evaluate the learning process. Teachers can assess students' achievement by identifying misconceptions and missing concepts

Source: developed by the authors

M. Alba (2022) emphasized that mind mapping strategies provided learners teachers with tools to achieve the meaning relations of the words in the passages. They also analyzed the key words in the texts and helped the learners focus on the target critical and creative thinking elements. That's why, the use of concept maps can also help teachers evaluate the learning process. They can assess student achievement by identifying misconceptions and missing concepts. Mind maps are gaining popularity as a problem-solving technic in education. Concept mapping can be used to enhance the problem-solving phases that generate alternative solutions and options. Since problem solving in education is typically done in small groups, learning should also benefit from the communication-enhancing properties of concept mapping (Novak, n.d.). O. Romanovska (2019) claimed that the use of these methods of learning activates the thinking of the participants of the pedagogical process, developed partnerships, increased the effectiveness of training, promoted self-improvement of the educational recipients. Creating mind maps can be compared to participating in a brainstorming session. When people put ideas down on paper without criticism, the ideas become clearer and the mind is free to receive new ideas. These new ideas can be related to ideas already in the works, and can also trigger new associations that lead to new ideas. Thus, the use of mind maps is an effective technic in the educational

process and is a complement to classical methods, appealing to the individual character of each student. The urgent task of a modern teacher is to teach all students to learn. The basis of personality development is the system-activity approach. This approach to learning is aimed at developing each student, at forming their individual abilities. Any knowledge acquisition is based on the student's mastery of learning actions, mastering which, the student would be able to acquire knowledge independently, using various sources of information (Trofimchuk & Khlupianets, 2020).

The main goal of the system-activity approach is to teach students how to learn, i.e. to assimilate and process information. At the current stage of society's development, the amount of information is so large that people inevitably have to face certain requirements for memory, the ability to solve problems and analyze complex data. If you put in less effort, most of the information will remain unasimilated. Perseverance leads to a decrease in performance, and learning, as a result, is associated with boredom and constant fatigue. In their works, I. Kozhemiakina (2020) noted that teachers employed a variety of approaches and techniques to help students learn new words. One of these teaching techniques was mind-mapping. This is a technique or concept that demonstrates how the brain can process different concepts and data that are related to each other. In other hand, N. Borysova (2020) mentioned that

the goal of every teacher was to make students interested in their subject, to make them want to learn it. A student's need to learn a discipline also depends on the teaching

methods used by the teacher. So, let's consider in Table 3 the conceptual apparatus of the effectiveness of using mind maps in teaching language.

Table 3. Effectiveness of using mind maps in teaching language

Purpose	to develop skills in creating mind maps in order to improve the quality of education, motivate learning activities, develop students' intellectual and creative abilities
Tasks	to describe the method of creating mind maps and the possibilities of its use for organizing students' activities in English classes
	to reveal the goals and principles of creating mind maps
	to develop skills of practical use of conceptual schemes based on a new style of thinking
	to develop key competencies (communicative, cognitive, regulatory) through working with mind maps
	describe their personal experience of creating mind maps
Results	intensification of cognitive activity, improvement of students' academic performance
	development of students' self-education and self-control skills
	increasing the comfort level of learning
	increasing the activity and initiative of students in the classroom
	development of information thinking of students, formation of information and communication competence
	establishing new relationships between teachers and students

Source: developed by the authors

In H. Davydiuk's work (2019) noted that at the beginning of the process of creating such maps, students should understand their functions, the possibilities of such knowledge maps allowed to: improve memory, actualize facts and images; analyze the results; analyze, structure and process data; make it possible to deeply and firmly learn the educational material in a concise verbal and figurative form. Mind maps are one of the techniques of critical thinking technology. It is a technic that helps to structure information, analyze, understand, find new ideas and ways to solve problems. It is a visual way of presenting information that reflects the relationships between concepts. In simple terms, it is a diagram with a keyword/picture in the center and branches (categories, basic concepts) extending from it in different directions, branching into branches (paragraphs, subparagraphs). The result is something like a spider web or root system (Sun & Wang, 2022). You can draw a map on a computer using special programs (CmapTools, Inspiration 10, Kidspiration Maps, iMindMap, TheBrain, Webspiration Classroom, XMind), or simply on a piece of paper. The second option is preferable, as in this case the content of the mind map is even better remembered, and it becomes truly unique. By means of the use of colors, drawings, and spatial connections, any information is perceived, analyzed, and memorized much faster and more efficiently. It turns out that mind maps are a natural product of our brain. Through the creation of such maps, the thinking process is graphically expressed. Mind maps are a very powerful technic for unlocking the potential hidden in the brain. Therefore, this method can be used in any field of human activity.

Let's move on to consider the principles and goals for creating mind maps:

A teacher can use mind maps to:

- explain a new topic;
- systematize and structure information;
- organize and conduct control;

- generalize knowledge;
- encourage communication;
- create basic algorithms of actions, etc.

The student can:

- systematize their knowledge;
- use it as a plan for their speech.

In their work N. Nasr-Esfahani *et al.* (2021) mentioned that if you were interested in mind maps, you should carefully read the recommendations for their preparation and the algorithm for their creation. A mind map can be described as an associative network consisting of images and words. And since the word is the main unit of any language, it is very important to constantly expand students' vocabulary. The student recalls or finds the right word, which activates memory and thinking processes. By presenting each word in the form of a picture (the right hemisphere is not guided by words, but mainly by images and spatial structures), he uses a complex set of skills that are characteristic of both the left and right hemispheres of the brain (Bhattacharya & Mohalik, 2020). The use of pictures and images makes it easier to translate, understand and memorize the meaning of a word. Anything that seems unusual, colorful, or funny is much easier to remember and comes to mind faster than things that are banal and boring (different colors and pictures are used for this purpose), and different arrows show the connections between concepts. This is the basis of the power of mind maps. Thus, imagination, creative thinking, and types of memory are involved in their creation: Visual, auditory, and mechanical, which allows you to memorize words. Mind mapping differs from other methods of organizing material in that students are always involved in the process. This is one of the methods of cognitive visualization. Cognitive visualization is not the same as visualization or an illustrative method, because it is a "transformation, rethinking" of the subject of study and is aimed not at illustrating the material learned, but at developing cognitive abilities, analytical and critical thinking.

Here are the main advantages of using mind maps in teaching (Hudyma, 2022):

1. They allow you to summarize the main ideas of the educational material;
2. They help to synthesize and identify the main ideas, topics and relationships (especially useful for students without systematization skills);
3. The visual component improves understanding and recall of the material.

It does not matter who creates a mind map: a teacher or a student/group of students – this was established by Horton's research (Lavrenova, 2019). However, it is more effective when students participate in the creation of the map, and who draws it is not so important. For example, you can create a mind map with the teacher's help with the whole group, as long as all participants are involved in the process. If students study a mind map prepared by a teacher, the effect size is half as large. R. Al-Jarf (2021), Z. Zhang *et al.* (2023) had found that mind maps were most effective for students with low levels of language development. M. Luangkrajang (2022) mentioned in these works that this was due to the fact that, firstly, students were involved in its preparation, and secondly, in reducing the cognitive load on them, which occurred due to the placement of map elements in two-dimensional space with the highlighting of key concepts, greater clarity and interconnections. In

order to turn a student into an active person who, under the guidance of teachers, discovers and learns new knowledge, there are new teaching strategies that are consistent with the student's learning methods: the starting point of the lesson is the student's own experience, which covers issues and actions that concern him or her; the lesson uses a combination of activities related to different learning methods preferred by the student: visual, verbal, practical; the lesson involves active participation of the student in the learning process through experiments and modeling.

The development of permanent learning competencies and creative skills of students and teachers determines the effectiveness of education. The student can actively engage in the learning process by participating with the teacher in the development of mind maps. Thus, learning outcomes are meaningful when a person consciously and explicitly connects new knowledge with the relevant concepts they already possess. When meaningful learning occurs, it produces a series of changes in our entire cognitive structure, modifying existing concepts and forming new connections between concepts. This is why purposeful learning is long-lasting and powerful, whereas environmental learning is easily forgotten and not easily applied to new learning situations or problem solving, which the current scientific curriculum is so protective of (Kruk *et al.*, 2023).

Mapping can be used for several purposes (Fig. 2):

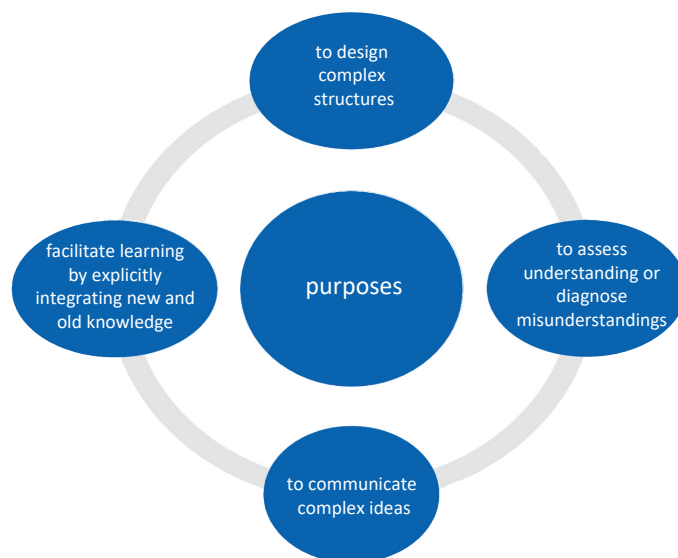


Figure 2. Purposes for using mind maps

Source: developed by the authors

The main advantage of this method is the provision of a powerful representation technic that shows complex relationships, respectively establishing a transparent connection, between different concepts (Pashchenko, 2020). The role and importance of mapping technologies in professional training can be represented by the model of a virtual learning environment, which can now be used not only in online, distance education or blended education, but also in the system of traditional professional training, of course, with

interactive content. One of the main uses of mind maps is to create visual schemes or diagrams to represent and organize ideas, vocabulary, grammatical structures, or thematic concepts. In the Practical English course, students can use mind maps to create a schematic representation of the material they are learning, which will help them navigate the topic and understand the relationships between different aspects of the language. Mind maps can also be used to activate speaking skills. Students can be asked to create them

on a particular topic, such as “My favorite places”, “Hobby” or “Student’s life” etc., and then use them as a basis for monologue or dialogic speech. This will allow higher education seekers to better structure their thoughts and use English to express themselves. In addition, mind maps can be used to activate vocabulary. Students can be asked to create mind

maps on a specific topic, such as “Food”, “Traveling”, or “Sport”, and fill them with new words, phrases or associations related to this topic. This will contribute to a deeper learning of vocabulary and the development of associative thinking. It is necessary to consider more examples of the use of mind maps in “Practical English course” (Fig. 3):

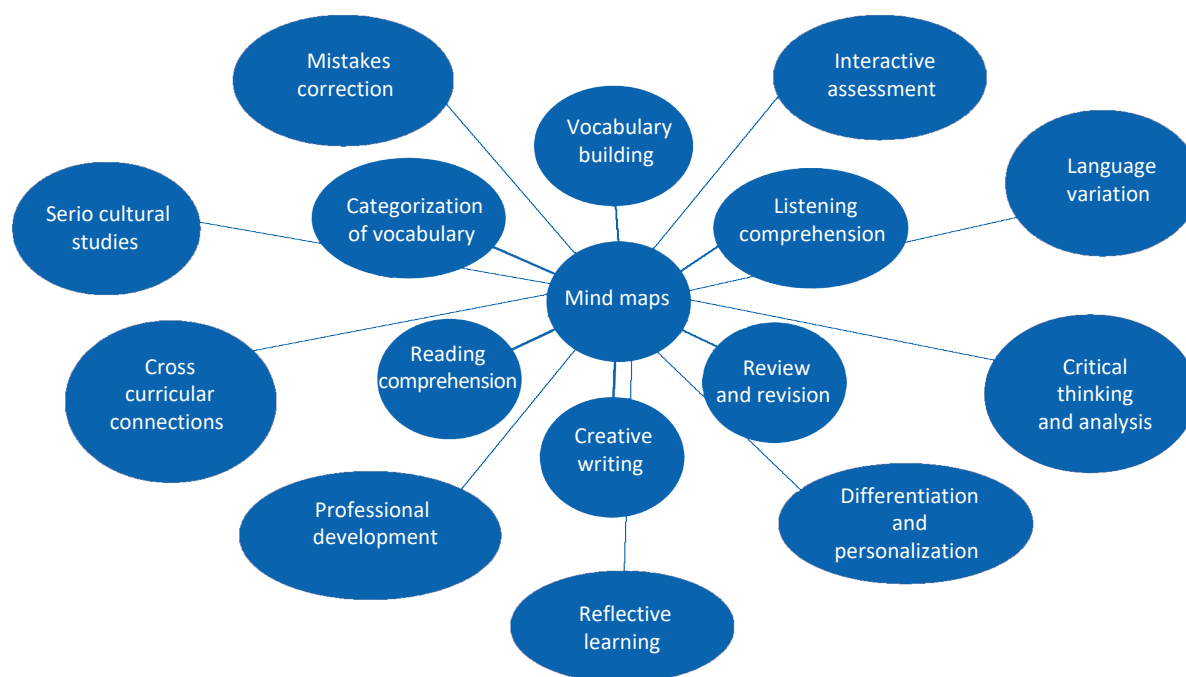


Figure 3. Use of mind maps in “Practical English course”

Source: developed by the authors

Vocabulary building. Mind maps are great for vocabulary building (Liu, 2019). The higher education seekers can create a central theme or subtheme and branch out with related words, synonyms, antonyms and phrases. This technique encourages the exploration of new vocabulary and the creation of associations, promoting a deeper understanding of word usage and context, and in the process, vocabulary acquisition, which is the goal of this technic. Students can visually explore and expand their vocabulary by making connections between words and expanding their vocabulary range.

Categorization of vocabulary. Mind maps help in categorizing vocabulary. Teachers ask students to create mind maps that group words into themes or semantic fields. This approach helps to see the connections between related words, helps to expand vocabulary and improve lexical organization in the work on mastering English. **Vocabulary retention:** Mind maps help you memorize and review vocabulary. Teachers guide students in creating mind maps that categorize and review vocabulary from previous lessons or units. The visual and organized nature of mind maps helps improve vocabulary retention and suggests how to memorize words more effectively. Mind maps for idioms and phrasal verbs. Mind maps can be used to learn idioms and phrasal verbs in English. They illustrate common

idiomatic expressions and phrasal verbs. Students can refer to these mind maps to deepen their understanding of these linguistic elements and improve their fluency. Note that the richness of the mind maps allows them to be adapted to different contexts and topics covered in the English language course. Teachers adapt the use of mind maps to the specific needs and preferences of their students, which promotes active learning, critical thinking and effective communication in the Practical English course.

Mind maps for speaking practice. Mind maps can be used to practice speaking. In this case, you create mind maps with discussion prompts or phrases to use. Students use these cards as a guide to formulate their thoughts and engage in topic-specific dialogues, thereby improving their oral communication skills. In addition to learning vocabulary, which is the most common use of mind maps, you can use this technic to develop other English language skills. Let’s move on to consider them. **Pronunciation and phonetics.** Mind maps can be used to improve pronunciation and teach phonics. Teachers can create mind maps that illustrate phonetic symbols, sounds, and pronunciation rules. Students can refer to these visual representations to practice and improve their pronunciation skills. Mind maps can help you practice pronunciation by visually representing phonetic features and patterns. They can highlight

certain pronunciation rules, sounds, or phonetic symbols. Students can refer to these maps both in class and at home to improve their pronunciation.

Listening comprehension. Mind maps help develop listening comprehension skills. You can use them to check the audio you've listened to or watched. By using keywords, phrases and visual cues, learners can better understand and remember the main ideas, details and connections presented in listening materials. Thus, mind maps can improve the development of listening skills. Teachers create mind maps that summarize the audio or video material, including key ideas, details, etc. Students can use these mind maps to check their listening comprehension while improving their ability to understand spoken English.

Visualizing grammar. Mind maps can help in visualizing grammar concepts. For example, a learner can create a mind map for tense forms, where each branch represents a specific tense. They can further expand each branch with examples, sentence structures, and tense markers. This visual representation helps to understand the patterns and uses of different grammatical structures. They can also be used to review and reinforce grammar by illustrating grammar structures, rules, or exceptions. Students can refer to these maps to review and reinforce their understanding of grammar concepts. Mind maps also facilitate the learning of language structures. Teachers can create maps that deconstruct complex sentence structures, grammar rules, or sentence patterns. Learners can visually observe the connections and relationships between different elements, which contributes to their understanding and learning of language structures.

Reading comprehension. Mind maps can be useful in working on reading comprehension. Students can create them to highlight key points, list characters, or mark events in a text. This technique improves comprehension, develops critical thinking, and facilitates classroom discussion of the material. Mind maps also help to analyze literary works in English. Teachers guide students to create mind maps related to the theme, characters, storylines, and literary devices used in prose, poetry, or plays. This visual representation allows them to delve deeper into text analysis and develop critical thinking skills. Consequently, students can refer to these maps to better understand and analyze the content, improving their reading comprehension abilities. Presentation and public speaking skills: mind maps can be used as a visual aid for presentations. Teachers can encourage students to create mind maps that outline their main points, with supporting details and transitions. This approach helps to organize their thoughts, make more structured presentations, and improve their public speaking skills. Note that these maps outline the structure, key points, and visuals for their presentations. This visual organization helps students deliver more organized and consistent presentations, improving their communication skills and public speaking abilities.

Review and revision. Mind maps are an effective technique for reviewing and summarizing class content. Instructors

can create maps that are presented at the end of a lesson or chapter that has been studied, highlighting key concepts, vocabulary, and connections made during the course. This visual summary helps learners to consolidate their knowledge and makes it easier to repeat what they have learned, bringing it up to date.

Group cooperation. Mind maps can facilitate collaborative learning. Students can be given group assignments where they work together to create a mind map on a specific topic. This activity encourages teamwork, promotes communication and develops negotiation skills as students collaborate to organize their ideas and present them to an audience, which creates a supportive and interactive group environment.

Critical thinking and analysis. Mind maps can be used to develop critical thinking skills. You can suggest creating mind maps that analyze and compare different literary works, characters, or themes. By exploring the relationships and connections between different elements, students develop higher-level thinking skills and engage in deeper analysis and interpretation. Mind maps also stimulate creative thinking and require brainstorming. Teachers use mind maps as prompts for creative writing, problem-solving scenarios, or creative use of language. These activities promote creativity, critical thinking, and linguistic flexibility. Mind maps for reflection and goal setting: Mind maps are used for reflection and goal setting in English language learning. They allow students to reflect on their progress, strengths, areas for improvement, and set goals for future language development. This reflective practice helps students to take responsibility for their learning and motivates them to continuously improve.

Preparing for an exam (test control). Mind maps are a valuable tool for exam preparation. Instructors encourage students to create mind maps that summarize key topics and different concepts. This visual representation helps them to review and memorize information more efficiently, facilitates the repetition and assimilation of previously learned material, and contributes to exam success. Teachers use them to quickly review what they have learned and summarize key information, illustrating the course with examples. This visual control technique helps students to consolidate their knowledge and prepare more effectively for the test.

Socio-cultural studies. Mind maps are used to study socio-cultural topics related to the English language. The teacher can ask students to create mind maps that show different aspects of English-speaking countries, such as traditions, customs, landmarks, or famous figures. This activity broadens students' cultural awareness and promotes intercultural understanding and socio-cultural competence.

Cultural contextualization. Mind maps can be used to contextualize language learning in a cultural context. Teachers create mind maps that reflect cultural aspects related to English, such as idioms, proverbs, or social norms. This cultural integration improves learners' cultural competence and understanding of language use in real-life situations. Mind maps can also facilitate research on cultural

topics related to the English language. They can be used to delve into cultural aspects such as traditions, customs, holidays, or social norms of English-speaking countries. Students can engage in discussions and activities based on these mind maps, promoting cultural awareness and intercultural communication skills.

Creative writing. Mind maps also inspire creative writing of essays and more. Teachers use mind maps to create stories or plots using the characters on the map, to invent different situations with them, to think of conflict resolution, etc. This technique helps you visualize your ideas and structure your stories, fostering creativity and improving your writing skills. Mind maps can serve as a technique used before writing any text to generate ideas and structure the writing. Mind maps outline the main points, supporting details, and organization of their writing. This visual representation helps students to organize their thoughts and create a well-structured piece of writing.

Correction of mistakes. Mind maps are used for mistake correction activities. Teachers can ask students to create mind maps that identify common mistakes or language errors. They can then be used to analyze and correct it, providing alternative forms or explanations. This work promotes a deeper understanding of language use and develops self-education skills.

Language variation. Mind maps can help explore language variation and cultural diversity. Teachers create mind maps that showcase different dialects, accents, or regional variations of English. Students can discuss and compare linguistic features, which in turn fosters respect for linguistic diversity and cultural inclusiveness.

Interactive whiteboards. Mind maps can be integrated with an interactive whiteboard. Teachers use such technology to create dynamic mind maps during classroom discussions or presentations. This interactive approach allows for real-time changes, additions, and annotations, engaging students and creating a collaborative environment.

Reflective learning. Mind maps encourage reflective learning practices. Teachers can ask students to create mind maps that reflect their language learning journey, highlighting achievements, challenges, and future goals. This reflective exercise promotes metacognitive awareness and can help develop effective learning strategies. Teachers can also use these techniques in their own reflective practice, where they can create mind maps to reflect on their teaching strategies, lesson plans, and classroom management techniques. This self-reflection allows them to evaluate their approaches, identify areas for improvement, and help them improve their own teaching practice. By implementing mind maps in Practical English, teachers create a dynamic and engaging learning environment that accommodates a variety of learning styles and promotes active participation. Mind maps serve as powerful visual techniques that promote comprehension, organization, creativity, and critical thinking, and contribute to students' overall language development.

Authentic materials. Mind maps are used to study authentic materials in English. They include authentic

texts such as newspaper articles, magazine excerpts, or online resources. Students can visually analyze and extract key information, vocabulary, and language structures from these materials, improving their comprehension skills and familiarity with real-world English usage.

Cross-curricular connections. Mind maps can facilitate cross-curricular connections in English language learning by connecting English with other subjects such as science, history, or geography. This interdisciplinary approach helps students make connections, apply language skills in different contexts, and develop a broader understanding of concepts.

Technology integration. Mind maps can be integrated with technology techniques and platforms, including using online software or apps to create interactive and collaborative mind maps. This allows students to access and contribute to mind maps digitally, promoting digital literacy and providing opportunities for distance or blended learning.

Differentiation and personalization. Smart maps can support differentiation and personalization in English language learning. Teachers can ask students to create customized maps based on their interests, learning styles, or language goals. This personalized approach allows higher education seekers to take responsibility for their learning and interact with the language according to their preferences and needs.

Interactive assessment. Mind maps can be used as assessment techniques in English language learning. Teachers design assessment tasks and students create mind maps to demonstrate their understanding of concepts, vocabulary use, or language structures. This form of interactive assessment encourages active participation, critical thinking, and creative expression.

Professional development. Mind maps can also be used for professional development in English language teaching. Teachers can create mind maps to organize and explore new techniques, outcomes, or pedagogical resources. This professional development technique helps to continuously learn, reflect and keep abreast of current trends in language education. It should be noted that the versatility of mind maps allows them to be adapted to different aspects of the Practical English Course, meeting the needs of both teachers and students. By incorporating mind maps into their teaching strategies, teachers can create a learner-centered and engaging environment that promotes language acquisition, critical thinking and creativity.

Co-creation of mind maps. Mind maps are used as techniques for collaborative work in groups. In this case, teachers invite learners to work together to create a map on a specific topic or skill. This collaborative approach encourages teamwork, communication, and the exchange of ideas, promoting a cooperative learning environment.

Mind maps for intercultural communication. Mind maps can be used to teach intercultural communication in the Practical English class. They help students delve into cultural aspects, values, or norms of communication in different English-speaking countries. The objective of this type of work is to discuss and compare cultural elements

to develop intercultural competence and effective communication skills. Mind maps offer a versatile and dynamic approach to learning English for Dummies, serving a variety of skills, topics, and learning objectives. By integrating mind maps into their teaching strategies, teachers can create engaging and interactive learning programs that will promote language acquisition, critical thinking, and creativity in their students. The use of mind maps can also help teachers evaluate the learning process. They can assess student achievement by identifying misconceptions and missing concepts. Mind maps are gaining popularity as a problem-solving technic in education. Concept mapping can be used to enhance the problem-solving phases that generate alternative solutions and options. Since problem solving in education is usually carried out in small groups, learning should also benefit from the properties that improve communication and concept mapping (Borysova, 2020).

Creating and using mind maps in English classes allows you to: create motivation to master a foreign language as a means of communication, organize individual, group and collective activities of students, construct educational content in accordance with age-specific features, to implement a differentiated approach, organize independent work, organize project activities, to teach students to use dictionaries, reference books and other sources of written and oral information in order to find the necessary meanings, decipher dictionary definitions, to develop students' creative and intellectual abilities, thinking, memory, and intuitive abilities.

Mind maps can be used to (Wei & Weitong, 2023):

1. Work with vocabulary material (introducing new vocabulary, consolidation of new vocabulary, control of vocabulary);
2. Work with grammar material. You can make mind maps of the grammar material you have learned in order to learn and memorize it;
3. Work with textual material (making plans for retelling texts, etc.);
4. Teaching oral monologue speech with the help of verbal supports;
5. Repetition of the studied material. It is effective to use mind maps when preparing for an exam, as it takes less time to memorize and repeat information, and its reproduction becomes more meaningful;
6. Presentation of the results of project activities. You can depict the entire process of creating a project in the form of mind maps, or only the results of the project, new ideas, etc., and then explain everything that is depicted on the map during the presentation of the project;
7. Conducting a brainstorming session. With the help of maps, you can create hundreds or more ideas that are quickly generated, original and effective;
8. Holding a discussion, debate.

Thus, the concept map as an effective means of structuring information helps the teacher in preparing for classes, planning educational material, and making decisions. In addition to familiarizing themselves with the theory and

practice of mind maps, teachers can use them to solve a number of their own practical problems, making teaching and, accordingly, the learning process easier and more enjoyable. The use of such maps in the classroom can take different forms: use ready-made mind maps depicted in textbooks or on posters, prepare your own mind maps in the form of presentations or reference notes for the class, build them in the classroom as you go along, organize various types of individual and group activities for students to use ready-made mind maps. Different types of mind maps can be used in the Practical English course. It all depends on the topic, purpose and objectives of the lesson. We consider it appropriate to mention them:

Mini-maps for visualizing, for example, a phrasal verb.

They can be quickly drawn in class. The verb is written in the center, the prepositions with which it is used are drawn away from it, and the new meaning that the verb has acquired is written under the prepositions. If you need to provide a translation, you should write the English and Ukrainian words in different colors so that you can easily focus on one or the other if necessary. *Vocabulary maps on a particular topic.* Then these cards look like huge suns with many rays. For some, they may look more like trees. The correctness of the mind maps and their external attractiveness come with experience, as students are faced with the task of collecting all the vocabulary on one topic together, dividing it into groups (if possible), and showing these connections graphically (many have difficulty doing this). It is recommended to write out not just words, but phrases by topic. Under each word or phrase, a translation is written with a different color pen or pencil. The use of newly learned vocabulary in the cards contributes to its more successful assimilation and further use in the process of oral communication: dialogic or monologue. *Support maps for retelling the text.* The title of the text or its main idea is written in the center, then key phrases that logically reveal this idea are written out in rays and a certain sequence is built between them with the help of arrows and lines. This type of map is used in the classroom to draw up a plan for retelling and a mini-presentation on a given topic. *Repetition maps as homework can be used to repeat vocabulary and grammar.* If the mind map is drawn as a house, then instead of translating words, you can use drawings, diagrams, icons, cut-out pictures, i.e. you need to add a personal component.

By using mind maps, you can track the learning of the topic by each student. To do this, it is worth checking individual maps that have been drawn up independently (as homework). If important components of the topic are missing, it is clear that the student has not fully mastered the necessary material. Working with such technics is very effective. So, when making mind maps, students do a lot of mental work: they absorb information, analyze it, make generalizations, and highlight the main, essential things. As a result, solid knowledge is formed for the formation of communicative competence. In such a lesson, purposeful learning activities are conducted, in which the

student consciously sets goals and objectives and creatively achieves them, thus achieving high quality education. It should be emphasized that the advantages of using mind maps in the educational process, in particular in teaching a foreign language, namely the development and improvement of foreign language lexical and communicative competences, are: helping students to discuss and create new ideas; encouraging students to discover new concepts and the provisions that combine them; allowing students to express thoughts, views and present information more clearly; helping students to integrate new concepts with already studied, known ones; allowing students to enrich their knowledge of any subject.

CONCLUSIONS

The scientific novelty of this study is the development of a recommendation on the use of mind maps in the "Practical English Language Course". Thus, if mind maps are created correctly and clearly, they become a powerful tool for students to achieve a high level of cognitive performance. For the teacher, a mind map is not just a teaching technic, but also an ideal way to assess the growth of students' achievements and knowledge. When students create mind maps, they repeat concepts using their own words and match incorrect ideas and concepts. Teachers, on the other hand, are able to see what students do not understand, providing an accurate, objective way to assess areas where students do not yet fully understand a concept. Designing a model for the development of oral and written communication in a foreign language based on concept mapping follows the following logic: defining the boundaries of the model; defining the purpose and objectives of the design, their correlation with the goals and objectives of the designed process; defining the content, methods, techniques, means, forms of the process being modeled; identifying the organizational and pedagogical conditions necessary to achieve the goal of the designed model; defining the main result to be achieved in the implementation of this model, justifying the

Mind maps help to synthesize and highlight the main ideas, topics and relationships (especially useful for students without systematization skills). At the same time, the visual component improves the understanding of the learning material and its recall. The use of such technics allows students to enrich their knowledge on any topic and evaluate the information received, etc. The use of mind maps can be used to track the mastery of a topic by each student. To do this, it is worth checking individual maps that are drawn up independently (as homework). If important components of the topic are missing, it is clear that the student has not fully mastered the necessary material. Working with such technics is very effective. In the process of teaching English, teachers are encouraged to use mind maps to solve a number of their own practical problems, making teaching and, accordingly, the learning process easier and more enjoyable. The use of mind maps in the classroom can take various forms: use ready-made mind maps depicted in textbooks or on posters, prepare your own samples for the class in the form of presentations or reference notes, build them in the classroom during the presentation of the material, organize various types of individual and group activities of students using ready-made mind maps. This contributes to a more interactive and engaging learning environment that allows learners to visualize and combine different elements of the language, which leads to an improvement in language proficiency. This study does not fully reveal the subject of our search, in particular, it requires an additional separate consideration of the issue of using mind maps for the development and improvement of foreign language communicative competence of higher education seekers.

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CONFLICT OF INTEREST

None.

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Інтелектуальні карти як дієвий інструмент на заняттях з «Практичного курсу англійської мови»

Анотація. У статті розглядається питання використання інтелектуальних карт на заняттях з «Практичного курсу англійської мови». Наголошено, що вони допомагають структурувати, аналізувати, розуміти, запам'ятовувати необхідний матеріал. За їх допомогою викладачі можуть пояснити нову тему, систематизувати інформацію, здійснювати контроль, узагальнювати вивчене, спонукати до спілкування, створювати опори. Метою дослідження було розглянути поняття «інтелектуальні карти» та виокремити можливість їх застосування при вивченні освітнього компоненту «Практичний курс англійської мови». Методами дослідження був аналіз, систематизація та узагальнення наукових розвідок, а також абстрагування, ідеалізація та логіко-структурний аналіз використання інтелектуальних карт у навчальному процесі. Зауважено, що цей засіб є дієвим і для студента, зокрема, для систематизації знань, для підготовки до заняття, до тестового контролю тощо. Студент може активно долучитися до навчального процесу, беручи участь разом із викладачем у розробці інтелектуальних карт. Зазначено, що одним з основних застосувань інтелектуальних карт є створення візуальних схем або діаграм для ілюстрування теми, словникового запасу, граматичних структур або тематичних концепцій. На заняттях з «Практичного курсу англійської мови», здобувачі вищої освіти можуть використовувати інтелектуальні карти для створення схематичного зображення вивченого матеріалу, для активізації мовленнєвих навичок, для роботи з лексичним матеріалом, з граматичним матеріалом, з текстовим матеріалом, для представлення результатів проєктної діяльності, проведення мозкового штурму, проведення дискусії, дебатів тощо. Викладачі адаптують використання інтелектуальних карт відповідно до конкретних потреб і вподобань своїх студентів, що сприяє активному навчанню, розвитку критичного мислення та ефективній комунікації на занятті. Наголошено, що на заняттях можна використовувати готові інтелектуальні карти, подані в підручниках або на плакатах, однак можна приготувати до заняття власні зразки у вигляді презентацій або опорних конспектів, у процесі викладу матеріалу будувати їх на безпосередньо занятті, організувати різні види індивідуальної і групової діяльності учнів з використанням готових концептуальних карт. Зазначені їх переваги у застосуванні як викладачами, так і здобувачами вищої освіти

Ключові слова: картування; навчання англійської мови; ефективний засіб; візуалізація; критичне мислення