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Application of intellectual map technology in teaching foreign languages

Tamara V. Agapova

PhD in Cultural Studies,
Associate Professor at the Department of foreign languages and professional communication,
Krasnoyarsk State Agrarian University,
660049, 90 Mira av., Krasnoyarsk, Russian Federation;
e-mail: agapova-07@mail.ru

Larisa Yu. Aisner

PhD in Cultural Studies, Docent,
Head of the Department of foreign languages and professional communication,
Krasnoyarsk State Agrarian University,
660049, 90 Mira av., Krasnoyarsk, Russian Federation;
e-mail: larisa-ajsner@yandex.ru

Abstract

The article aims to identify the features of the application of intellectual map technology in teaching foreign languages. It points out that modern educational standards of the new generation require providing students with general cultural, personal and cognitive development, teaching students how to acquire knowledge independently, how to work as part of a team, how to develop the ability to build self-development skills on the basis of self-organisation. The article pays attention to the fact that modern educational technologies are used to pose and solve problems, find information, as well as analyse, generalise and systematise it. The authors of the article make an attempt to consider the technology of making up intellectual maps and using them in the process of teaching and studying foreign languages. Using the technology of intellectual maps promotes the development of the subject competence in students, increases their motivation, improves activity, develops intellect, spatial and creative thinking, independent identification of weaknesses in the knowledge of the subject. Having analysed the results of the research carried out by other scholars and taking into account their own experience, the authors conclude that intellectual maps allow teachers to see how fully students have learned the information, how they have structured and linked its elements between each other.

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Keywords

Educational technologies, intellectual map technology, intellectual maps, memory development, associative thinking, hierarchical thinking, visual thinking, foreign language teaching.

Introduction

New standards in education require using new educational technologies in their professional activity by teachers of foreign languages. Modern technologies should focus on a student, take into account his/her interests, needs and opportunities, the level of knowledge, and thereby enable to realise individual educational programs.

Such modern technologies include the universal technology of intellectual maps, based on the visualisation of associative links [Bershanskaya, 2009]. T. Buzan is viewed as one of the founders of intellectual maps. The popularity of intellectual maps began with the publication of his book "Use your head" (1974). The technology of intellectual maps began to develop rapidly, proving its applicability in practice for solving a wide variety of intellectual tasks.

The intellectual map as a unique and simple method

The intellectual map is a unique and simple method of remembering and systematising information, which helps to develop both creative and speech abilities in students, to activate memory and thinking. Intellectual maps involve both hemispheres of the brain, form the educational and cognitive competencies in students, develop their thinking and creative abilities. Therefore, they are the most important tool for perceiving, processing and memorising information, developing memory, thinking, and speech.

The intellectual map (mental map, diagram of links, map of thinking, associative map, mind map) is a graphical way to present ideas, concepts, information in the form of a map consisting of key and secondary topics. That is, it is a tool for structuring ideas. Maps can be used to memorise the contents of books and courses, create notes, search for new ideas, solve complex problems, memorise speeches and films, structure ideas, train memory, develop creativity, organise events, launch projects.

Intellectual maps are used for efficient storage of information. The effective storage of information means its assimilation and understanding. And the more information we learn in this way, the stronger our memory and intellect become.

Using the technology of intellectual maps promotes the development of the subject competence in students, increases motivation, improves activity, develops intellect, spatial and creative thinking, independent identification of weaknesses in the knowledge of the subject. The intellectual map allows you to see how fully the student has learned the information, how he/she has structured and linked its elements between each other.

Many teachers of foreign languages rightly consider the construction of intellectual maps as a very effective way of systematising and processing foreign language information. Taking into account such important characteristics of the brain as associative thinking, hierarchical thinking and visual thinking, as well as the rules of map construction, developed on the basis of data on the physiology of the brain, makes it possible to use them in studying a foreign language as an innovative method of teaching [Ivanova, 2013].

Creating intellectual maps

The intellectual map is an integral part of associative thinking, whose starting point is a central object. The purposes of creating maps can be very different: memorising complex material, transferring information, clarifying a certain issue for yourself. They can be used in a wide variety of situations: in professional activities, in training, for individual planning, etc. [Kostyukevich, 2016]. The essence of

the creation of intellectual maps is the following: the main theme is chosen; various ideas are constructed from it like tree branches or sun rays; links between different branches are established; from each new idea (word) can come a new idea associated with it. The basis of maps can also be symbols, signs and drawings.

Rules for creating intellectual maps include the following.

- 1) We need to start with the main idea, which is written in the middle. We can use colour separators to highlight.
- 2) We find the most important general ideas related to the main topic, we place them around the main idea.
- 3) Further we develop each topic in this way.
- 4) We use arrows to link the objects.
- 5) We repeatedly work with the created intellectual map, remember information, train memory, strengthen knowledge [Stankevich, 2013].

The use of intellectual maps in teaching gives only positive results: mind maps help develop critical thinking, memory and attention, and make the process of studying more interesting, entertaining and productive. The technology of intellectual maps helps a teacher to organise the lesson of systematisation and generalisation of lexical and grammatical material, the lesson of introducing new knowledge, etc.

At lessons, intellectual maps are used to work with lexical material (when new vocabulary is introduced, consolidated and controlled, grammatical material is used, textual material is compiled etc.), for teaching oral monologic utterance with the help of verbal supports, for presenting the results of the project activity [Arkhangel'skaya, 2015].

Using intellectual maps

Creating intellectual maps is a technique that can be used at all levels of studying. At elementary school, children represent intellectual maps in the form of drawings. Drawing is one of the favourite activities for 6-10-year-old children and it is very difficult to overestimate the advantages of this activity. It develops small motor skills, an aesthetic taste, creative abilities in a child, a harmonious personality.

Students at the secondary level of studying often reduce the general interest in it. The school for children is not a centre of their spiritual life any more. The actual need of this age is the need for self-assertion. Intellectual maps are a great way to self-expression, developing your own personality, a way to find your "I" and your own style. This method can diversify the daily lessons that seem to be boring and uninteresting for children.

In high school, where students have already formed information and communication skills, you can use the electronic method of creating intellectual maps. Today there is a great choice of computer programs for creating maps. One of the simple programs is called Free Mind. There is a free web service for creating intellectual maps and brainstorming called SpiderScribe.net, etc.

Intellectual maps can be modified and adapted depending on the goals and tasks assigned to the students. A painted and hand-painted map, besides vision, involves a muscular feeling that contributes to better memorisation, which is very important for working with new vocabulary. It is more convenient to retell a text with a map, which is support and visual logic for retelling.

The advantages of using intellectual maps include the following.

The use of intellectual maps defends a teacher and students from a lot of unnecessary work in the activity.

Students can apply this method in preparation for exams, for memorising key information.

Intellectual maps allow you “to brainstorm” in the class, mobilise thought activity and develop intellectual (mental) activity.

The method of intellectual maps makes thinking more flexible and clearer, develops intuition, creative abilities in the student.

In English classes we can create intellectual maps in one way or another, depending on the topic, goals and objectives [Khusainova, 2013]. In any case, the intellectual map is a visual way of presenting information when the concept is in the centre, from which associations or related concepts derive.

- 1) There can be maps on a certain lexical theme. Then these maps look like huge diagrams with lots of arrows. Sometimes they are more like trees. The taste of composition and the external attractiveness of intellectual maps come with experience because students have the task – to collect all the vocabulary on one topic together, to distribute it among groups (if possible), to show these links graphically (it causes difficulty for many of them). It is recommended to write out not just words, but word combinations on topics. Under each word or phrase the translation is written with another pen or pencil.
- 2) These can be support maps for retelling the text. Then the title of the text or its main idea is written in the centre. Then phrases are written. A certain sequence is made up between them with the help of arrows and lines.
- 3) Creating an intellectual map as homework can aim to repeat the vocabulary to retell the text. If an intellectual map is drawn at home, then instead of translating words, you can use pictures, diagrams, icons, cut pictures, i. e. make a personal component.

Conclusion

In today's world with a large flow of information, the use of intellectual maps in teaching foreign languages can give big positive results, as students learn to choose, structure and remember key information, and also to reproduce it in the future. Intellectual maps help to develop creative and critical thinking, memory and attention in the students, and also make processes of studying more interesting, entertaining and productive.

The main result of application is the ability of students to transfer independently acquired knowledge into new situations, to understand and improve themselves, to create and interact with the surrounding world.

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Применение технологии интеллект-карт на занятиях иностранного языка

Агапова Тамара Вадимовна

Кандидат культурологии,
доцент кафедры иностранных языков и профессиональной коммуникации,
Красноярский государственный аграрный университет,
660049, Российская Федерация, Красноярск, просп. Мира, 90;
e-mail: agapova-07@mail.ru

Айснер Лариса Юрьевна

Кандидат культурологии, доцент,
завкафедрой иностранных языков и профессиональной коммуникации,
Красноярский государственный аграрный университет,
660049, Российская Федерация, Красноярск, просп. Мира, 90;
e-mail: larisa-ajsner@yandex.ru

Аннотация

Современные образовательные стандарты нового поколения требуют обеспечить учащимся общекультурное, личностное и познавательное развитие, научить учащихся самостоятельно добывать знания, работать в команде, развить способность к саморазвитию на основе самоорганизации. Для того чтобы обучающийся мог сам ставить и решать проблемы, уметь находить информацию, анализировать, обобщать и систематизировать ее, применяются современные образовательные технологии. В данной статье авторы рассматривают технологию создания интеллект-карт и их использование в процессе изучения иностранного языка. Использование технологии интеллект-карт способствует

развитию предметной компетенции обучающихся, повышению мотивации, активизации деятельности, развитию интеллекта, пространственного мышления, познавательной активности, творческому мышлению, самостоятельному выявлению слабых мест в знании учебного предмета. Интеллект-карта позволяет увидеть, насколько полно обучающийся усвоил информацию, как ее структурировал и связал ее элементы между собой.

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Ключевые слова

Образовательные технологии, технология интеллект-карт, интеллект-карты, развитие памяти, ассоциативное мышление, иерархическое мышление, визуальное мышление, обучение иностранному языку.

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