**MIND MAP TECHNIQUE AS A CONSTRUCTIVE  LEARNING THEORY. BASIC PRINCIPLES OF BUILDING MIND MAPS**

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Now educational paradigm has changed greatly in Kazakhstan. The teaching foreign languages are on the way of progress. The basis of the country advancement depends on educational system and techniques. To go step by step with the changing times educational system is also needed to be improved and update. It is not necessary that the education will be given in the same way as it was given earlier. Making improvement in the curricula and using new techniques is the need of the hour [1; 11]. New techniques can be implemented into the teaching system which suggests the need of the time.

Nowadays, one thing that cannot be denied is that our students live in a media world, in which most of the information is provided by visual input, through different technological devices.

Many learners are visual learners who respond better to still or moving images. Statistics show that three hours after a presentation only 70 percent of people can remember content presented verbally. The impact of visual aids on the retention of content in a speech is even more impressive after three days. Sixty percent of listeners can remember visually enhanced content, compared with only 10 percent remembering exclusively verbal presentations.

Now we consider the theoretical overview of mind mapping technique. Mind map, also known as a mental map or an associative map, is a way of depicting the process of general systems using diagrams. It can also be considered as a convenient recording technique. The procedure of mind mapping starts from a central idea mapped in a central node with associated ideas, thoughts and concepts.

Firstly, the concept of a mind map was developed in 1960 by American cognitive scientists Allan M. Collins and M. Ross Quillian. Initially it was known as semantic network. They suggested organizing memory in such a way can minimize the amount of space needed for its’ storage [2; 240-247].

The method of using mind maps was developed by psychologist Tony Buzan who during his studies was looking for a way to let his students and English-learners to effectively memorize and systematize information. Tony Buzan is a specialist in self-development, memory development and thinking. We should admit that mind mapping is not a completely new technique. This way of working with information in certain variations or under other names existed long before Tony Buzan and his first attempt to describe it from the theoretical and practical points of view [3; 97].

Modern mind mapping has been around since the mid-1970s, having been developed in its current form by Tony Buzan. It works by taking information from several sources and displaying this information as key words in a bright, colorful manner. Mind maps have been described as an effective study technique when applied to written material. He is an author and educational consultant is a supporter of the methods of “mind maps” and mental literacy. T. Buzan is best known for his book Teach Yourself to Think which focuses on the mnemonic systems and techniques of mind maps [4; 11]

In December 2006 he continued his research and created software to support mind maps. He named it as iMind map [5; 56].

Totally Tony Buzan had written 100 books about the techniques of boosting memory, creating mind maps, speed reading. Moreover, he divided teaching activities into the psychological categories as follows: A general understanding of wide capabilities and potentials of the brain and its functions; Memory skills; Reading skills; Creativity; Improved brain functions of old age.

Mind maps can be considered valuable multimodal tools reflecting critical thinking and encouraging continuous learning and the use of diverse cognitive channels in the visual and verbal form. Mind map involves personal analysis, synthesis and evaluation much more than linear and narrative notes: some items are excluded as a result of selecting others, and the conceptual bonds and relationships displayed and their representation result entirely from the learner’s choices and decisions [6; 27]. Moreover, the effective use audio-visual aids can reinforce the content of the speech, focus attention, and increase interest of the audience; those visual tools come in variety of forms such as slides, charts, maps, and others.

**Scheme 1 – Classification of audio-visual aids**

**Classification of Audio-visual aids**

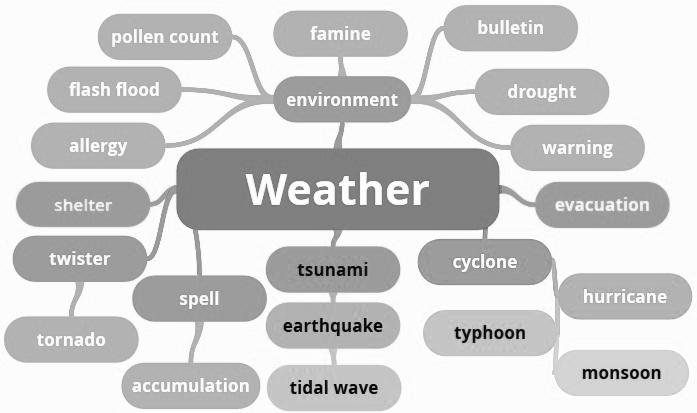
**Audio aids**

**Audio-visual aids**

**Visual aids**

1. ***Radio***
2. ***Tape-recorder***
3. ***Gramophone***
4. ***Audio C.D***
5. ***Chart***
6. ***Picture***
7. ***Models***
8. ***Text-book***
9. ***Maps***
10. ***Slide projector***
11. ***Computer***
12. ***Multi-media***
13. ***Television***
14. ***Drama***
15. ***Motion picture***

Some undeniable advantages of mind mapping are: it improves confidence in learning abilities and makes them receptive to learning; ideas are better organized, mind mapping as a teaching tool associations are visual; new ideas can easier expand around the central idea by adding new topics and sub branches; connections between ideas and concepts are a lot handier in a visual arrangement; it is easier to learn when seeing the whole picture; mind maps are easy to review, and regular review reinforces memory and creative thinking; communication is effective, clear, concise and live; the brainstorming of ideas and thoughts are appropriately judged; mind mapping visualizes thoughts besides it helps build up confidence and consolidate student-student as well as student-teacher collaboration; it increases the whole world of ideas explored and connected to the topic, especially before reading, writing or listening activities; it is great for team building and group work practice; it helps students see the results of their efforts.



**Scheme 2 –** An example of mind mapping

For example, a teacher helps students create an intelligence card on the topic “Weather”. A teacher sets the keyword “Weather”. The task for students to put separately proposed lexical units in their places (see Scheme 2).

Basic principles of creating mind mapping techniques: 1. Graphic presentation of information, 2. Use of icons, signs, images, 3. Active use of color is obligatory, 4. For creation of maps crayons, markers are used, 5. Basic idea, problem, the object of studies is situated in a center, 6. For the image of central idea it is possible to use pictures, pictures. Every main branch has its color, 7. Main branches unite with a central idea in the form of a branch, and then second, third unite with main branches, 8. Branches must be bent, but not direct as flexible branches of tree, 9. In every line or branch one keyword is written only. Every word contains as much as possible associations. The separate writing of words can result in new ideas, 10. For the best memorizing and mastering, it is desirable to use pictures, images, associations concerning every word [7; 37].

During working together to create a map, students have a good opportunity to express their own opinion, to remember words freely without learning by heart, to give associations and to come up with pictures. The teacher only directs the learning process in the right direction.

The process of implementing mind mapping technique during our practice was chose according to the model of Jeremy Harmer known as ESA model. The ESA model means three stages of teaching as Engage – Study – Activate [8;6].

The first stage is Engagethat involves getting the students interested in the class. Engaging students is important for the learning process. Using mind maps in this stage, students easily brainstorm ideas for the topic of their lesson. They collect arguments, quotes and other information from various sources. Students visually outline their association.

The second stage is Study that is characterized with the practical implementation of key knowledge that are depicted in the mind map in students’ performances. Here using mind maps in this stage, students reveal their acquired knowledge with their own experience.

The third stage is Activate encourages students to participate and fully understand a topic. Here using mind maps in this stage, students think for themselves and to express their own ideas and provide an accurate knowledge adoption. We demonstrate some exercises with the help of mind mapping that we apply in learning stages during practice.

The forms of mind mapping we apply concept mind mapping, simple mind mapping, random words maps, flowcharts and dialogue mapping.

The Task №3. The mind mapping technique is as an example of homework. The topic is “Your free time”. The type of mind map is a random word. In order to assess schoolchildren success by setting the task of creating their own mind map for homework using a home computer, colorful pencils, marker felt pens, colors.

Thus, we give students a writing assignment about a certain topic. Then we ask them to brainstorm ideas for the essay in a mind map. We concentrate the students’ attention on two key questions: When? Where?

Then we suggest focusing on four main ideas: Weekend activities; Likes and dislikes; Friends; Sporting.

**When?**

**Where?**

**Friends**

**Weekend activities**

**Free time**

**Likes and dislikes**

**Sporting**

A simple brainstorming is a good way to get them started as there is no right or wrong ideas and students are completely free to note down any and all thoughts related to the topic.

This kind of support helps students to start their speech about their free time. Whenever we provide students with a task that requires multiple steps, we structure this for them. This helps them to understand the content a lot better and faster.

Additionally, we use different types of creating mind maps for developing creative writing skills and improving students’ speaking process.

If there is any problem in defining the issue, mind maps allow seeing all the relative issues and how they relate to each other. It can help quickly get a general idea of the whole situation and enable to see all aspects of this situation in order to come up with a solution.

From teaching experience, we state that the mind mapping technique is easy to implement and make it possible to remember information in a large number very effectively. That is more pleasant it saves time considerably.

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