The Use Of Mental Cards When Teaching A Foreign Language For University Students

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Abstract – The article discusses ways to systematize knowledge of a foreign language by drawing up mental maps. The problems faced by the students are described in detail. The ways of using mental maps in the learning process are revealed. The effectiveness of using mind maps is illustrated by the example of teaching German vocabulary on the topic "Die Jahreszeiten" and the grammatical topic "Artikel mit geografischen Namen." The essence of mind maps as an effective way of visualizing thoughts is revealed, and the advantages of teaching with the help of mind maps are provided.

Keywords – Mental Map, German, Association, Radiant Thinking, Educational Process.

The transition to new state educational standards entailed the need to introduce innovative technologies into the learning process, including new methods and techniques of interaction between teachers and students, ensuring the effective achievement of the results of educational activities.

In the course of training, students of non-philological faculties are faced with a huge amount of cognitive resources and, as a result, with a large amount of information received. Understanding, processing this new information and further consolidating it requires a sufficient amount of time and, of course, effort. As practice shows, not all students of non-philological faculties are able to cope with such a task, for many it turns out to be overwhelming. As a result, students do not fully master the material, there are many gaps or information is assimilated incorrectly, distorted.

In addition, it is worth noting that sometimes the situation becomes more difficult if the learners are not interested in the subject. Lack of interest leads to lack of motivation. In this case, simple memorization will lead nowhere. Students will forget the information they receive in short enough lines. As for the study of foreign languages at the university, it is worth emphasizing that this subject is one of the most difficult. The results of studying various educational and methodological complexes make one think that students are constantly faced with a large amount of material, which often requires long-term work on it. As a rule, two hours a week are given to study a foreign language. However, there are many faculties where German is given only one hour (usually in the 3rd year). In this case, students not only do not have time to follow the textbook, they cannot even master many basic topics, since there is no time for a detailed explanation, training and consolidation. This greatly affects the level of the language of the learners.

One of the primary tasks of learning is the formation of lexical skills. As you know, vocabulary is the basic building block of any language. But the study of German as a foreign language cannot be limited only to memorizing words, it is also necessary to master grammatical rules, sentence structures, expressive means necessary for the formation of linguistic and sociocultural competences. However, memorizing a large number of complex structures, both grammatical and lexical, without which communication in a foreign language is impossible, also takes a lot of time. Without them, students run the risk of having a poor vocabulary and, as a consequence, the inability to correctly express their thoughts. In this case, it is important and even paramount to abandon some traditional methods and use innovative methods in the learning process, which undoubtedly contribute to an increase in students' interest in the educational process, develop their creative, creative abilities, encourage them to think in an original way and find non-standard solutions.

The speed of study depends on how you organize the materials. One and the same material can be studied much faster if it is properly organized. The speed gains can be surprising. When generalizing concepts, interdisciplinary connections are established, due to which knowledge becomes systemic. One of the ways to organize information is "memory cards" that clearly reflect the process of thinking.

The mindmapping method was proposed by the American scientist Tony Buzan in the 1970s as an effective way of working with information [1]. The concept of "memory map" also has a number of other designations, for example, mind map, mental map, mind map, mind map, associative map, mind map, mindmap. All these terms designate a way of fixing the thinking process, most similar to how thoughts and ideas are born and developed in our brain. Such memory cards help to implement: the principle of saving study time, the principle of motivation, the principle of cognitive visualization [2].

Mind maps can become one of the most convenient tools for innovative learning technologies. Since memorizing new words and expressions in a foreign language requires training the memory of students, one of the methods for developing memory and memorizing new words is just the creation of mental maps on the topics studied and work with them.

In the electronic version of the "Explanatory Dictionary of the Russian Language" Ozhegova S.I. the following definition is given: "Mental characteristics - related to the mind, to mental activity" [1].

Mental maps, or, as they are also called, memory cards are a special technique for visualizing thinking, a way of organizing knowledge through diagrams and graphic images. They allow you to intuitively organize and share information. Memory cards are different in that they are useful both in the process and in the result. By filtering the information, highlighting only the main and fixing it in the scheme, the student already begins to unintentionally memorize. Thus, mind maps are considered one of the most significant pedagogical innovations.

The English psychologist Tony Buzan is considered the founder of mental maps. The psychologist noted that the linear method of memorizing information, that is, simply memorizing the data written in a notebook, is not the most effective, as it is characterized by monotony. As for the students, especially the lower grades, this can be a serious problem - they will become bored, they will lose interest, which means there will be no result. Thus, we do not use the abilities of our brain to the fullest, in this case we are talking only about the left hemisphere, which is responsible for logical thinking. The right hemisphere, which is responsible for creative thinking and imagination, remains on the sidelines [1, p. 23].

Mind maps, in turn, allow you to make both hemispheres work, which can lead to excellent results. In the basis of his development, Tony Buzan took the concept of radiant thinking - that is, thinking based on associations [2, p. 12]. Any concept evokes many associations in our memory. The use of mental maps in teaching a foreign language was the topic of research by many domestic and foreign methodologists. So the German teacher Letizia Karlier considers mental maps as an effective way of arranging data in a certain order for each student, which combines effective principles of memorization. Certain aspects of mental maps were studied by the methodologists and teachers A. Makarovskikh and L. Nezhvedilova, who believe that this method helps to increase the effectiveness of the educational process. According to many methodologists, mind maps can be a useful tool in helping students visualize their way of thinking. Students can structure, visualize, and control the subject they want to present. The mind map also allows you to present several ideas in a small space and have a detailed and global vision of the subject at the same time. Mental maps are an effective information tool in the formation of information competence of students.

The main processes of speech formation are the concepts of "meaning" and "inner speech". LS Vygotsky explained internal speech as a kind of external speech with an elliptical construction, based on the connection of meanings according to the "agglutinative principle" and exclusively in the predicative construction of sentences [4, p. 74].

Mind maps contribute to the development of critical thinking, attention and memory of students, in addition to making the learning process more interesting, entertaining, goal-oriented and effective. The mind map has a tree structure. In the central part there is the main concept of a particular topic, which is generalizing and includes the rest of the concepts presented in the diagram. From this concept, lines are directed in different directions, the so-called connections between concepts. Usually it is these connections that show the hierarchy: which concept is the most important and generalizing. Thus, memory cards are a kind of circuitry. It's a way to write new material in a more concise and accessible way. There is nothing superfluous in such schemes, all information is presented in the form in which it will be easier for the student to remember. The cards are an individual creation of each student. Everyone does it according to their abilities. Since mind maps are a rather unusual technique, it is of interest to students. Students always have a positive attitude towards creative assignments. Mental maps are widely used. They represent an effective way of learning and memorizing lexical, grammatical structures, phonetics and regional material. Thus, when studying the topic of weather in German, the following mental map can be drawn: the central concept will be the word "Zeit", from which there will be connections to the names of the seasons, namely "der Winter, der Herbst, der Frühling, der Sommer". Further, from each season, you can draw links to the names of the months of all seasons. In addition, you can also associate each season with the weather: "Es ist heiß", "Es ist kalt", "Es ist sonnig", "Es regnet", "Es schneit", etc.

In addition, everyone knows that grammatical structures, especially the tenses of the German language, the conjugation of verbs, the use of articles, are better remembered in schemes. Linear writing of rules often does not lead to good results, students are sure to miss something, and often they miss important information. At the sight of the diagram, the student imagines a certain formula or algorithm, thanks to which he can choose the correct form. In addition, many people have a well-developed photographic memory, which allows them to remember precisely clear and vivid images and structures. It should be noted that the German language is characterized by a rather complex phonetic system. It's no secret that it takes a long time to memorize reading rules. In German words, there are many different combinations of letters that give one or another sound. Students can use the following type of mental maps: here the central place will be occupied by the sound, from which connections will be directed to the letter combinations that give us this sound, along with examples of use. In the future, the cards can be used as a self-test. In addition to topics for studying the language itself, textbooks often contain material about France itself, its history and culture. This is an integral part of learning, as it expands the horizons. In this case, the creation of mental maps will be of great interest to students, since they can make them colorful and vivid using their imagination.

One of the advantages of the technology of mind maps is the ability to use various forms of work: individual, group and frontal [4]. Each student can create his own mental map, including exactly those points that seem to him the most important and interesting. This is more about mental maps on lexical topics or regional material. Work with mental maps on grammatical structures and reading rules can be organized in groups or together with a teacher. In this case, a general scheme is created that is convenient for everyone to use. Thus, mind maps are an effective tool for learners in learning French, as they can lead to successful mastering of speaking skills. With the help of them, you can convey the material in an accessible and understandable way. Their creation helps to save time when studying a particular topic. Mind maps are a great help for students. They can turn to them again at any time, supplement them with new material, fill in the gaps in knowledge.

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