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USING MIND MAP TECHNOLOGY IN FORMING COMMUNICATIVE COMPETENCE OF STUDENTS

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Abstract. This article is devoted to use of mind map technology in formation of students' communicative competence in foreign language education. Mind mapping is a technology for representing any process or event, thought or idea in a comprehensive, systematic, visual (graphical) form. Thanks to this technology, foreign language learners get a good opportunity to develop their speaking skills and arouse interest in learning a foreign language. The purpose of this article is to demonstrate the capabilities of mind map technology as an effective tool for improving speaking skills, understanding and memorizing material. The main hypothesis of the article is if mind maps for the development of communicative competence in English lessons are used effectively, then students will have increased motivation for the lesson, and their interest in communicative skills will be developed.

The scientific results of article that using mind mapping technology is not only productive for us, but it is very promising in introducing updated educational content aimed at achieving individual, meta-subject results in education, contributing to the improvement of results in foreign language education. Through critical analysis, we aim to understand how these tools can be used to improve the quality of education, while facing the difficulties inherent in their implementation. In conclusion, mind maps offer opportunities to improve teaching and learning in education. and also provide adequate support to teachers in integrating these technologies into the educational environment.

Key words: mind maps, modern technologies, foreign language education, communicative competence, speech skills, motivation, formation.

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СТУДЕНТТЕРДІҢ КОММУНИКАТИВТІК ҚҰЗЫРЕТТІЛІГІН ҚАЛЫПТАСТЫРУДА АҚЫЛ КАРТАСЫ ТЕХНОЛОГИЯСЫН ҚОЛДАНУ

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Аннотация. Бұл мақала шеттілдік білім берудегі оқушылардың коммуникативтік құзыреттілігін қалыптастыруда ақыл-ой картасы технологиясын пайдалану нәтижелеріне арналған. Ақыл карталары ақпаратты көрнекі түрде көрсету, оны құрылымдау және тиімді өңдеу құралы болып табылады. Ақыл картасы – кез келген процесті немесе оқиғаны, ойды немесе идеяны күрделі, жүйелі, көрнекі (графикалық) түрде бейнелеу технологиясы. Сонымен қатар, ақыл-ой карталарын жасау біздің өміріміздің әртүрлі салаларында мүмкін. Осы технологияның арқасында шет тілін үйренушілер сөйлеу дағдыларын дамытуға және шет тілін үйренуге деген қызығушылықты арттыруға жақсы мүмкіндік алады. Бұл мақаланың мақсаты – аудиторияда және қашықтықтан сөйлеу дағдыларын жетілдіру, материалды түсіну және есте сақтау үшін тиімді құрал ретінде ақыл-ой картасы технологиясының мүмкіндіктерін көрсету. Қазіргі уақытта ақыл-ой картасы технологиясы заманауи инновациялық оқыту үдерісінің әдістерінің бірі болып табылады, шет тілін оқитын студенттердің мәдениетаралық коммуникативтік құзыреттілігін дамытуға көмектеседі.

Мақаланың негізгі болжамы: ағылшын тілі сабағында коммуникативтік құзыреттілікті дамыту үшін ақыл-ой картасын тиімді пайдалану арқылы оқушылардың сабаққа деген мотивациясы артып, олардың ағылшын тілінде сөйлеуге деген қызығушылығы мен коммуникативті дағдылары жеткілікті түрде дамиды. Мақаланың нәтижесі осы тақырыпты дамыту тұрғысынан біз үшін тиімді ғана емес, ол білім берудегі жеке, метапәндік нәтижелерге қол жеткізуге бағытталған, шет тілін оқыту нәтижелерін жақсартуға ықпал ету тұрғысынан өте перспективалы болып табылатыны сөзсіз. Сыни талдау арқылы біз бұл

құралдарды жүзеге асыруға тән міндеттерді шеше отырып, оқыту мен оқудың сапасын арттыру үшін қалай пайдалануға болатынын түсінуге тырысамыз. Қорытындылай келе, ақыл-ой карталары білім беруді жақсартудың бірқатар мүмкіндіктерін ұсынады, сонымен қатар осы технологияларды білім беру ортасына енгізуде мұғалімдерге барабар қолдау көрсету.

Түйін сөздер: ақыл карталары, заманауи технологиялар, шеттілдік білім беру, коммуникативтік құзіреттілік, қарым-қатынас дағдылары, ынталандыру, қалыптастыру

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ТЕХНОЛОГИЯ ИСПОЛЬЗОВАНИЯ ИНТЕЛЛЕКТУАЛЬНОЙ КАРТЫ В ФОРМИРОВАНИИ КОММУНИКАТИВНОЙ КОМПЕТЕНТНОСТИ СТУДЕНТОВ

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Аннотация. Данная статья посвящена использованию технологии интеллект-карт в формировании коммуникативной компетенции студентов в иноязычном образовании. В настоящее время ментальные карты привлекают внимание исследователей в различных областях знаний. Ментальная карта — это технология представления любого процесса или события, мысли или идеи в комплексной, систематической, наглядной (графической) форме. Сегодня интеллект-карты широко используются в иноязычном обучении, поскольку их создание помогает осмысленно подойти к решению любой проблемы. Кроме того, создание ментальных карт возможно в различных областях нашей жизни. Благодаря данной технологии изучающие иностранный язык получают возможность развивать свои знания в говорении и проявлять интерес к изучению иностранного языка. Цель данной статьи — продемонстрировать возможности технологии интеллект-карт как эффективного инструмента для совершенствования навыков говорения, понимания и запоминания материала на занятиях и в дистанционном формате. Технология интеллект-карт является одним из методов современного инновационного процесса обучения и помогает развивать межкультурную коммуникативную компетенцию студентов, изучающих иностранный язык. Основная гипотеза статьи заключается в том,

что при эффективном использовании ментальных карт на уроках английского языка у учащихся повысится энтузиазм и мотивация к занятию, а их интерес к говорению и коммуникативные навыки будут достаточно высоко развиты. С помощью критического анализа мы стремимся понять, как эти инструменты можно использовать для повышения качества преподавания и обучения, сталкиваясь с трудностями, присущими их внедрению. В заключение интеллект-карты предлагают ряд возможностей для улучшения преподавания и обучения, а также оказывают адекватную поддержку педагогам в интеграции этих технологий в образовательную среду.

Ключевые слова: интеллект-карты, современные технологии, иноязычное образование, коммуникативная компетенция, навыки речевой деятельности, мотивация, формирование.

Introduction. Nowadays, with the widespread use of innovative technologies in English lessons, it is possible to develop students' cognitive competencies, cognitive abilities, activity and interest in the subject. One of such innovative technology is mind maps. Advanced pedagogical ideas for the formation of foreign communicative competence are considered and differentiated. The analysis of the works of domestic and foreign scientists connects the concept of responsibility with the ability of flexible, universal and pragmatic, systematic analysis, intellectual and psychological openness of a person with the innovative nature of the original work, personality. with education, development, experience, personal abilities, the culture of thinking about knowledge, the basic nature of social life It allowed us to conclude that character and attitude, and the sincere desire to get the best education from oneself, are the most important thing.

Innovative technologies in the formation of foreign communicative competence were described and their place was shown. It would not be wrong to say that the use of new information technologies is one of the indispensable and unique teaching tools. Information technologies are used as the main means of forming communicative competence in a foreign language. At the same time, it has a special place in the formation of communicative skills among students. In our research work, we specifically described several effective methods of using information and communication technologies that form foreign language competence.

Currently, mind maps attract the attention of researchers in various fields of knowledge. Mind maps are a tool for visual representation of information, its effective structuring and processing. A mind map is a tree-like diagram that represents related words, ideas, tasks, or other concepts in branches that flow from a central concept or idea. Branches like straight lines are marked and explained with keywords or images. Mind map is a technology for presenting any process or event, thought or idea in a complex, systematic, visual (graphical) form. Mind map technology was explained and ways of using it in class were analyzed. Mind maps are widely used in school education today because creating mind maps helps you approach solving any problem in a meaningful way. Moreover, designing mind maps is possible in different areas of our life (Erdem, 2017).

Materials and methods

In the process of preparing monologues and dialogues in a foreign language, students of a second language do not have the skills to speak competently and logically, they prefer to replace their logical structures with memorized "topics", and when they forget individual fragments, they cannot immediately move on to the next points of their plan, they continue the initial sequence in the original text for a long time. and painful memories.

Researchers focused on this feature in the second half of the 20th century when the informant spoke English as a second language learner. Mind Maps is authored by Tony Bouzien, who has authored over 82 books and is a government consultant on intelligence, educational psychology and thinking, and more. consultant on (Buzan, 2009).

The story of the appearance of mind maps is related to his studies at the university, where linear notes not only help to remember information, but on the contrary, it seems that it contributes to its forgetting. He goes to the library to find literature on the brain and its practical applications. There he found only medical literature, which could not answer his questions. After that, he continued his research in psychology, brain neurophysiology, neurolinguistics, cybernetics, rapid learning methods and mnemonics, perception theory, creative thinking theory and general sciences. Over time, it became clear that if its potential abilities were allowed to work together, more efficient and productive brain work could be achieved by helping each other, rather than using them as individual "tools" (Martinelli, 1999).

Currently, mind maps attract the attention of researchers in various fields of knowledge. There is no single definition of mind maps; we give several definitions. The English phrase Mind map literally translates as: mental map, thought map, communication diagram or associative map. Mind maps are a means of visual representation of information in its effective structuring and processing.

A mind map is a tree-like scheme that represents words, ideas, tasks, or other concepts associated with branches that branch from a central concept or idea. Branches like smooth lines are marked and interpreted with keywords or videos. According to O. M. Loiko, a mind map is a method of presenting any process or event, thought or idea in a complex, systematized, visual (graphic) form (Atteberry, 2019). This variety of definitions prompted us to formulate the definition we adopted as a worker within the framework of the study. We define intelligence maps as types of speech in a foreign language that represent the mental organization of verbal and non-verbal elements in the semantic space of the topic of speech in the form of an open branching scheme.

Let us explain the definition we have given. The main points included in it are the concept of support, which indicates the purpose and form of presentation of the mind map; the concept of visualization, which combines the material appearance and abstract content of this methodological tool; ideas about the organization of verbal and non-verbal elements; recalling the theme of the semantic space that limits the scope of each mental map and focuses on the logical center; branching that shows the process of placing a statement in different directions (Balim, 2013).

The definition given by us clearly defines the main areas of application of the designer's efforts map intelligence: determining the center of the map, determining the branching directions and depth, determining the verbal and non-verbal elements of the map.

Mind maps are widely used in school teaching today. This is understandable, because creating mind maps helps to approach solving any problem in a meaningful way. Moreover, designing mind maps is possible in different areas of our life.

The most effective opportunities for designing maps in teaching a foreign language are the preparation of lectures based on them. Firstly, it is convenient for the teacher himself, because it is much easier to prepare a lecture in the form of a mind map. Secondly, it is easier for both the teacher and the student to perceive the content of lectures. In this form, it is easy to revise any lecture in order to update the information contained in it, and its good mnemonic properties mean that a short time is enough before the lecture to restore all its contents in memory. As a rule, the teacher periodically increases the level of his knowledge, and in this case, lectures made using mind maps change from year to year, since this structure makes it easier to supplement the basis with new materials. Thus, the main advantage of lecturing through mind maps is that the cards allow you to have a clearly presented lecture structure at the same time in terms of content-structural basis and at the same time improvise when presenting the material (Gagic, 2019).

Offers the following options for using mind maps in foreign language lessons:

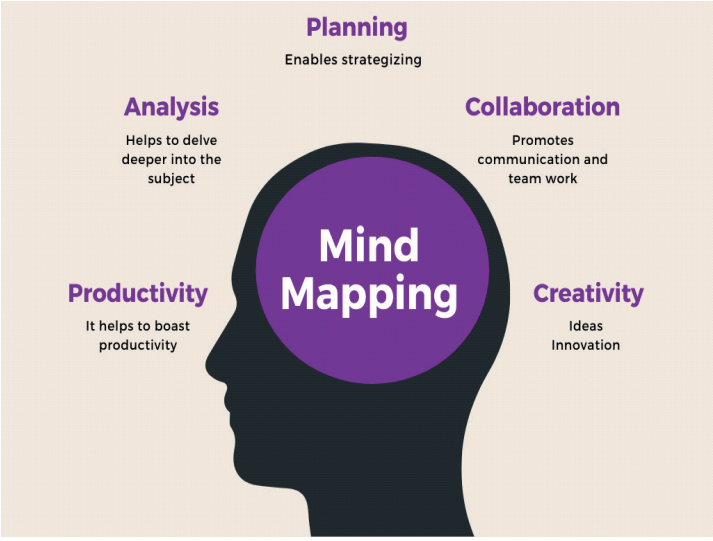

Figure 4. Mind map possibilities

1.When working with lexical material. Using mind maps, you can enter and consolidate new vocabulary, as well as control over the assimilation of new words. Also, mind maps can be a great help in learning phrasal verbs. In the center of the card, a verb is placed in which branches with different prepositions appear, and

below them are the meanings of this phrasal verb. In the vastness of the internet, you can find similar tables built according to the principles of the Mind Map (Karolina, 2019).

2.When working with grammatical material. Any grammar rule can be presented in the form of a mind map, which can not only easily memorize new material, but also easily update the past rules when preparing for exams. If we talk about final exams, then on one card you can embody all the necessary grammar rules that you need to know in order to prepare for writing lexical and grammatical tasks. By depicting all the rules on one card, it will be easier for the student to repeat all the material passed before the exam. Cards for visual representation of grammatical interpretations(the type of part of speech is written in the center, the arrows of grammatical categories are removed, which must be changed for this part of speech, which leads to possible results). Repetition cards can aim to repeat vocabulary, grammar as homework).

3.When working with text material. In a foreign language lesson at any university or school, students are given the opportunity to repeat texts. In this case, a mind map can be the most powerful assistant. The main ideas of the text in the form of individual words, phrases or whole sentences on the visual intelligence map can be easily learned and repeated in any text. Currently, some teachers use these textual supports when working with text material. Lexical maps on a specific topic (combination fields of words in the form of lexical, logical-semantic, Sun, tree, octopus, etc., presented graphically). Cards are supports for repeating text. In the center, the name of the text or its main idea is written, then the key phrases that logically reveal are written in Rays and a certain sequence is created with the help of intermediate arrows and lines. Repetition cards can aim to repeat vocabulary, grammar as homework). Lexical maps on a specific topic (combination fields of words in the form of lexical, logical-semantic, Sun, tree, octopus, etc., presented graphically).

4. Presentation of the results of design activities. In the mind map, the student can represent both the process of creating a project and its results and defend the project using the same tool (Khatimah, 2018). Cards are supports for repeating text. In the center, the name of the text or its main idea is written, then the key phrases that logically reveal are written in Rays and a certain sequence is created with the help of intermediate arrows and lines.

5. Brainstorm. As described above, a mind map as a support for brainstorming can not only be used for learning, but also in business and other areas. Brainstorming became widespread in the 21st century, as they contribute to the stimulation of mental activity and creative activity of a person.

6. Discussions and speeches. First, you need to create a mind map for each party participating in the discussion. At the end, through joint efforts, another mind map is drawn, in which the general conclusions and results of the discussion are drawn.

7.To teach a verbal monologue statement. The card will serve as a support when building the student's monologue statement. Analysis of methodological studies devoted to this problem, generalization of the experience of teachers using

intelligence maps, as well as their own experience in this area, allows us to say that the Intelligence Map is the most effective tool, forms oral speech in a foreign language. Cards are pillars for making monologue statements. In our service, we also use ready-made cards, which describe in maximum detail the possible points of the topic and map layouts, we offer our students to create their own mind maps.

How to memorize grammar rules with mind maps. Memorizing all the grammar rules of a foreign language can be very difficult. In order to build correct and consistent sentences in real time (as is necessary in a direct conversation), it is necessary to seriously drink the rules to the point that they can be pulled out without thinking. Mind maps are a great format for collecting all grammar rules in a central place. The biggest advantage of such grammar cards is the clear overview and structure they offer (Liu, 2014).

Based on the analysis of linguodidactic, psycholinguistic, methodological literature, we highlighted the types of competencies in foreign education, the concepts of mind map technology were analyzed. We defined mind maps as the development of a foreign language pronunciation skill that reflects the mental Organization of verbal and non-verbal elements in the semantic space of the subject of speech in the form of an open branched scheme.

Results and Discussion

Mind maps are a constructivist technology that takes into account ideas about the desire of the human brain to organize available knowledge, which involves the constant search for elements to create something new, unified on their basis, in particular the accumulation of this whole (Casey,2015). The development of this theory finds a logical continuation of the theory of projects and the idea of design, which consists in organizing the purposeful work of students on the creation of a material product.

Design is the activity of creating projects, it is a technology of "working with the future", which involves the development of intentions to change the world and implement them (McKillup, 2012).

Teachers first of all pay attention to the fact that pedagogical design is an integral part of professional activities carried out in the field of education (Akhmedova, 2020). Before the actual participation of the teacher in the educational situation, it is the structural and design components that determine his image, dynamics and logic and place all the didactically important elements. This is not just an attempt to plan ahead, but an attempt to create a unique reality that does not arise spontaneously without specially organized efforts.

I. V. Kolesnik defines pedagogical design as a practical oriented activity aimed at developing new educational systems and types of pedagogical activities that do not exist in practice, the process of creating a pedagogical project, as well as a specific method of personal development (Kusina, 2019). In our opinion, this definition accurately and accurately reflects the essence of pedagogical design (its effectiveness, innovation). However, in our study, it is important for us to understand not only the teacher's design activities to plan and ensure the teaching of spoken

speech, but also the ability to carry out group and individual projects jointly carried out by the teacher and the teacher or teacher during the mentoring of the teacher.

The results obtained during the detection period, which indicate insufficient level of development of communication skills, allowed us to determine the logic and content of the formative stage of experimental work to determine the effectiveness of the use of mind maps for the formation of foreign communicative competence. The criteria for assessing the level are defined and structured pronunciation skills-speech content, speech independence and language and speech correctness. The identified criteria are described at low, medium and high levels (Shmurygina, 2020).

The formative stage of experimental experimental research work. Having considered the theoretical provisions of the problem under study, taking into account its position in work practice and determining the level of development of students ' pronunciation skills at the specified stage of experimental work, we will dwell on the description of the methodological and technological aspects of the use of mind maps in this paragraph.

In the course of theoretical understanding of the problem, we suggested that the pedagogical design of mind maps will take on the character of the existing model, if the future teacher uses the mind map in the formation of foreign communicative competencies of students, starting with the development of communication skills on a ready-made mind map as a technological component of the model of pedagogical design of digital educational resources in a foreign language, students ' pronunciation skills will be significantly developed.

In order to confirm and clarify the hypothesis put forward by us, we conducted the formative stage of experimental work, in which directions were developed in accordance with the proposed model of formation of foreign communicative competence based on the use of mind maps.

In this section, we believe that we should pay attention to the methodological and technological aspects of developing communication skills based on the design of mind maps.

The formative stage of experimental work included two main components: the development of mind maps for the formation of foreign communicative competence and a system of tasks aimed at designing mind maps for the development of pronunciation skills of a student (first together with a teacher, and then independently).

The second component of the formative stage included a system of tasks grouped into three blocks:

* tasks for the development of communication skills on a ready-made mind map;

* tasks for the development of pronunciation skills by independently selecting and placing a part of the mind map;

* tasks for the development of pronunciation skills on an independently designed mind map (Simonova, 2015).

Control stage of experimental work. Experimental work was carried out in the natural conditions of the educational process of an individual Language School of a variational type, which is characterized by a targeted change in individual

parameters subjected to research in different groups, where the initial conditions are equalized, and a comparison of the final results. Thus, measurements were organized at the determining stage of experimental work (zero segment) and at the control stage (final segment). The results of the final part were evaluated on a 9-point scale: 8-9 points were scored if the speech was meaningful, free (i.e. the student did not need verbal support) and linguistically correct and contained the maximum of the vocabulary included in the designed mind map; 4-7 points–sufficiently informative, if characterized by a decrease in free speech. In this regard, we attribute the work that received 8-9 points to a high level; average – 4-7 points; low-1-3 points (Table -1).

Table 1. Determining the level of development of oral speaking (formative stage)

The level of foreign communicative competence	Scores
low	1-3
middle	4-7
high	8-9

The final part, carried out at the formative stage of experimental work, also made it possible to assess the development of students' speaking skills according to the criterion of speech independence. The results obtained are shown in Table 2.

Table 2. Comparative data of the levels of pronunciation (final image, criterion of speech independence)

Groups	Students	Level					
		Low		Middle		High	
		Number	%	Number	%	Number	%
CG	13	2	15,38	6	46,15	5	38,46
EG	13	1	7,69	3	23,08	9	46,15

The number of middle-level students decreased by 23,08% in EG (Experimental Group), and low-level students by 7.69% in EG. The number of students in CG (Control Group) who showed a middle level of speech independence increased by 46.15%, and low-level is 15.38% and respectively, compared to zero cutting.

Finally, the final part, carried out at the formative stage of the experiment, made it possible to assess the level of readiness for a monologic statement according to the criterion of language correctness. The results obtained are shown in Table 3.

Table 3. Comparative data of pronunciation levels (final image, language correctness criterion)

Group	Student number	Level					
		Low		Middle		High	
		Number	%	Number	%	Number	%
CG	13	3	23,08	7	53,84	3	23,08
EG	13	1	7,69	2	15,39	10	76,92

The number of low - level students in the EG experimental group decreased by 23,08 %. In the CG control group, the number of students with an low level of

pronunciation skills increased by 7.69%. The number of average-level EG students increased by 76,92% compared to zero cutting. In the control group, the number of high-level students remained the same.

Table 4 presents the data of the final part on determining the level of development of communication skills at the formative stage of experimental work in control and experimental groups.

Table 4. Data of the final part on determining the level of development of students ' communication skills

Course	Students	Level		
		Low	Middle	High
CG	13	4 (30.77%)	5 (38.46%)	4 (30.77%)
EG	13	1 (7.69%)	2 (15.39%)	10 (76.92)

The final part confirmed the presence of a positive trend in the transfer of students from the experimental group to a higher level of development of communication skills, which they consider as a predictable result of the effectiveness of using mind maps.

Based on the data obtained, it can be concluded that the level of formation of communicative skills of students in the experimental group based on the use of mind maps compared to students studying in the control group of EG is significantly increased.

In the control group, there is an increase in the number of students with a high level of development of speech skills, but this is significantly lower than in the experimental one. This suggests that although the quality studied is increased in the control group of students, the transition to a higher level within traditional learning without Mind Maps is slower.

The experimental work was carried out in the natural conditions of the educational process for students according to the variational type, which is characterized by a targeted change in individual parameters subjected to the study in different groups with equalized initial conditions and a comparison of the final results. To track the dynamics of the development of pronunciation skills based on the use of mind maps for the formation of foreign communicative competence, we conducted a two-part painting (zero and final). Based on the data obtained, we can conclude about a significant increase in the level of development of pronunciation skills based on the use of mind maps according to the criteria of speech content, independence and language correctness of students in the experimental group compared to students in the control group. In the experimental group, where a set of identified organizational and pedagogical conditions was implemented, a statistically significant effect was achieved at the levels of development of communication skills based on the use of mind maps.

Conclusion

The study conducted by the authors implies an attempt to make a certain contribution to the development of the problem of the development of oral speech

based on the design of innovative auxiliary tools for the formation of communicative competence in teaching a foreign language. The relevance of this study is determined by the insufficient development of the basics of designing the technology, theory, practice of mind maps of this process, methodological and technological apparatus, as well as the need to accumulate a Bank of mind maps for teaching colloquial speech.

Thanks to the placement of the mind map, it presents topics in the form of thoughts, graphics, visual branching and additional aspects of the manifestation of the consideration of any problem. Currently, there is almost no study that specifically develops the problems of designing supports (including Mind Maps as supports) to accompany oral speech. At the same time, research rarely addresses the issue of the formation of alien communication competence based on Mind Map technology; at the same time, the technology of such a mind map, which combines the pedagogical design of the educational process and the student's work on a project, seems to us the most promising, the result of which is a materialized object, in particular, the support of the statement is a complex scheme that makes all the educational material studied or found by the The development of modern statement pillars, including Mind Maps, is embedded in design logic.

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