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DOI 10.36074/05.06.2020.v2.05

MIND MAPPING TECHNIQUE IN UKRAINIAN AS A FOREIGN LANGUAGE TEACHING

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With the coming of the information age in our modern society, globalization and total informatization of all spheres, in particular educational sector, a lot of efforts for successful implementation of different cutting-edge techniques in teaching have been put. Nowadays, Ukrainian educational system is under the favorable conditions for significant modifications and profound transformations.

The development of Information and Communication Technologies has substantially changed the traditional teaching environment, learning forms, teaching content and teacher-student interactivity. Therefore, we need to continue mutual changes in the educational process. Otherwise there will be more problems of training and studying as well. So, it seems likely that both teachers and students will be unable to overcome such difficulties in the future.

In this research we concentrate on the algorithm of modernizing the teaching of the discipline «Ukrainian as a Foreign Language». For us, applying Advanced Information and Communication Technologies (ICT), innovative pedagogical methods and techniques in Ukrainian as a foreign language teaching is especially valuable. The main reason for this is the ever-increasing number of foreign students mastering medical profession in our country. «Foreign students seek to speak Ukrainian to study the educational material included in curricular and to adjust the realities of Ukrainian way of life» [2].

The feasibility of using the current technologies in education is at the stage of active creation. World and Ukrainian researchers shift their focuses to detailed exploration of the phenomenon of ICT, including the main reason for using innovative educational tools, the main problems of utilizing different kinds of visualization resources, the positive and negative impacts of the implementation of the newest ICT on studying and learning process, etc.

The methodological base of modern technologies in education is shown and extensively investigated by researchers and practitioners worldwide (Voronina, 2013; Betsko, 2012; Bihych; 2012; Carvalho, & Aguiar, 2014; Cebeci, 2006; Clothey, & Schmitt, 2008; Grytsyk, 2015; Degtyaryova, 2019; Dragunova, 2014; Epifantseva, 2019; Kardashova, 2015; Matviiv-Lozynska, 2015; Strashko, 2015; Stupina, 2006; Hahina, 2014, Shekhavtsova, & Protopopova, 2019, etc.).

Despite careful attention to the issues of harnessing the most Advanced ICT of the Ukrainian language teaching process to foreign students there are still many problems teachers and students face in the language classroom.

Accessibility and availability of learning opportunities can be effectively increased and streamlined. Thus, teachers must be creative and do their best to increase students' motivation and engage them in learning Ukrainian. From our point of view it can be done by using the newest computing approaches. For now, the harnessing the most advanced, powerful and adaptable techniques in teaching and learning languages, inner alien Ukrainian as a Foreign, is in high demand among language educators.

Taking into consideration the foreign students' difficulties in learning Ukrainian, the frequency of frustrating and unsatisfactory when so many students learn vocabulary by rote memorization, which is partly boring and dampens students' enthusiasm for learning, it is desirable to find an effective tool to help students learn Ukrainian in a very entertaining way.

Furthermore, it's must be fun, visual and fascinating. Our training experience has shown that many foreign students had a positive attitude toward the innovative style of teaching. This creative style includes the diversity of visualization instruments, newest programs and services for the appropriate learning facilities, one of which is Mind Mapping.

Initially, the term Mind Maps was used by T. Buzan [1]. Indeed, learning, especially rote memorizing is not an easy process for students. It's sometimes rather complicated to learn vocabulary by monotonous memorization. Most students spend a lot of time studying required educational information, but usually the results of such hard work don't benefit them.

In order to cope with the challenges mentioned above T. Buzan utilized this method. He discovered that some students got great improvement in their studies and enhanced their motivation. It's an incredible fact that some of the students even changed their way of thinking.

T. Buzan compared a Mind Map to a city map for convenience of understanding. He said that the center of a city is like the center of a Mind Map. The main road in the city is equal to the main thought in the thinking process, and the secondary road represents the secondary thought, and so on. With the Mind Map, you will know where you are going and where you have been [1].

Meantime, we consider that by means of Mind Maps the list of terms, definitions, word, word combinations and important phrases can be visualized. The use of this technique fosters remembering and learning, developing imaginations and creativeness of students. It also helps them to materialize abstract concepts and to concentrate their attention mainly on the key points. It's not an easy task to indicate semantic or other connections among information correctly. And, consequently, increasingly systematic seize of the Mind Maps makes possible to identify essential issues. Mind mapping helps students to shift focus to fundamentals. Apart of all these benefits, this kind of visual tools allows students to work with joy contribute into success of students.

It is worth noting that Mind Mapping is used for quick and effective remembering terms, words and active topical phrases; so, we would like to suggest few Mind Maps (Figure 1, 2). The medical terms (topic «Complains of the patients, specialty «Medicine», the 3rd year students) of this topic can be fed into the concrete Mind Map individually. For creating Mind Maps the following computer programs can be utilized: MindJet Mind Manager, FreeMind, ConceptDraw, Bubbl.us, etc. We have used the 3rd one. We find it easy and free to use.

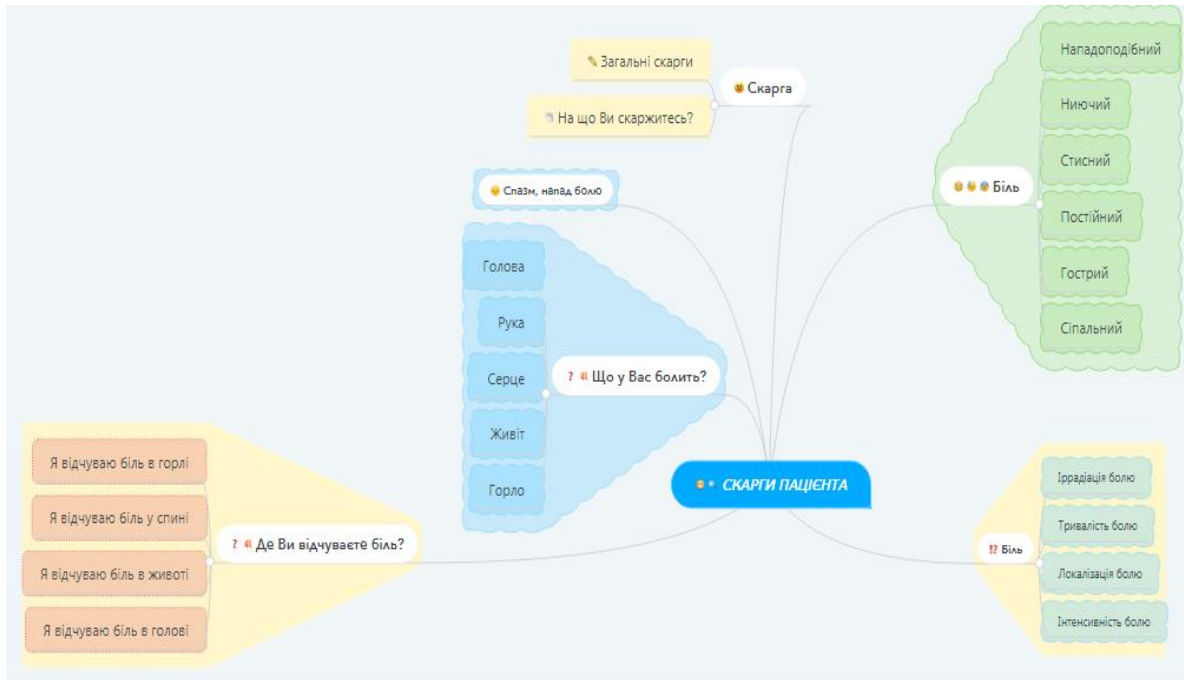


Fig. 1. The Mind Map «Complains of the patients»



Fig. 2. The Mind Map «Complains of the patients»

Conclusions. The use of newest teaching methods, particularly in learning Ukrainian as a Foreign Language, greatly affects the achievement of students' understanding of the material provided. Wide applying of ICT tools fosters rational combination of different content forms, including audio, video, text, picture, sound, etc. It's should be notified, that up taking innovative visualization software into language learning produces an interactive way of the teacher-student interactivity. There are numbers of techniques and methods available to be utilized in Language courses. Mind Mapping is considered to be one of these techniques. In our view the Mind Map should play an important role in teaching practices. The application of the Mind Map in education will be represented in detail and expended in our future researches.

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DOI 10.36074/05.06.2020.v2.06

PEDAGOGICAL CONDITIONS OF THE SOCIAL COMPETENCE FORMATION IN PRESCHOOLERS WITH INTELLECTUAL DISABILITIES

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The issue of social competence formation is quite acute in special education, taking into account current trends of inclusion and integration of children with intellectual disabilities in the environment of normotypical children. In order to facilitate the process of social competence formation in children of a certain nosology, we have identified the following pedagogical conditions.

The first condition – *purposeful activities of the institution of special preschool education in the direction of social upbringing* – has been outlined due to the fact that among the important areas of the institution of special preschool education there is social upbringing of children. Within this area the preconditions are created for: mastering not only knowledge, but also skills of interaction with others, which are manifested in the form of sustainable forms of socially acceptable behavior; active development by preschoolers with intellectual disabilities of the social world, formation of a certain level of social competence. This condition provided for the systematic activities of pedagogical staff of the institution to form in children with intellectual disabilities basic representations about the surrounding reality, acquisition by children of social experience in the process of their participation in the life of the team.