

та індивідуальних форм і способів навчальної роботи, оцінювання результатів роботи є критеріями, які визначають формування мовної та комунікативної компетенції.

#### **Список використаних джерел**

1. Дроздович Н. Ю. Використання соціальних мереж для вивчення англійської мови технічного спрямування. *Сучасні підходи та інноваційні тенденції у викладанні іноземних мов: матеріали ІХ Міжнар. наук.-прак. конф.*, Київ, 2014. URL <http://interconf.fl.kpi.ua/node/1258>.

2. Карабан В. І. Переклад англійської наукової і технічної літератури: Учбовий посібник. – Вінниця. Видавництво «Нова Книга», 2001. – 303с.

3. Квитко И. С. Термин в научном документе. – Львов: Вища школа, 1976. – 128 с.

**Loputko Olena,**

Associate Professor of the Chair of the  
Legal Linguistics of the National Academy  
of Internal Affairs, Ph.D in Pedagogics,  
Associate Professor

### **MIND MAPPING TECHNOLOGIES IN TEACHING ENGLISH FOR SPECIFIC PURPOSES**

Contemporary level of the society and its institutions' development creates the necessity in changing the paradigm of the specialists' formation in the sphere of higher education. The peculiarities of the cadets' process of study strongly underlines the increasing *actuality* of making a research in the sphere of choosing such methods and technologies of teaching them the foreign languages which will benefit the final result – their possessing such skills and abilities which make possible professional communication on all the necessary levels. One of the possible ways of achieving this complex task is teaching of the mind mapping techniques during the English language study. Grounded on the abovementioned, the main *purpose* of this paper may be defined as: the usage of the mental mapping technologies while teaching cadets English for specific purposes.

At the beginning of the study it is worth to define the term “a mind map”. Although, the backgrounds of the concept can be followed through centuries, the beginner and popularizer of the mental mapping technologies is considered to be Tony Buzan, an American psychologist, who introduced this method to the mass

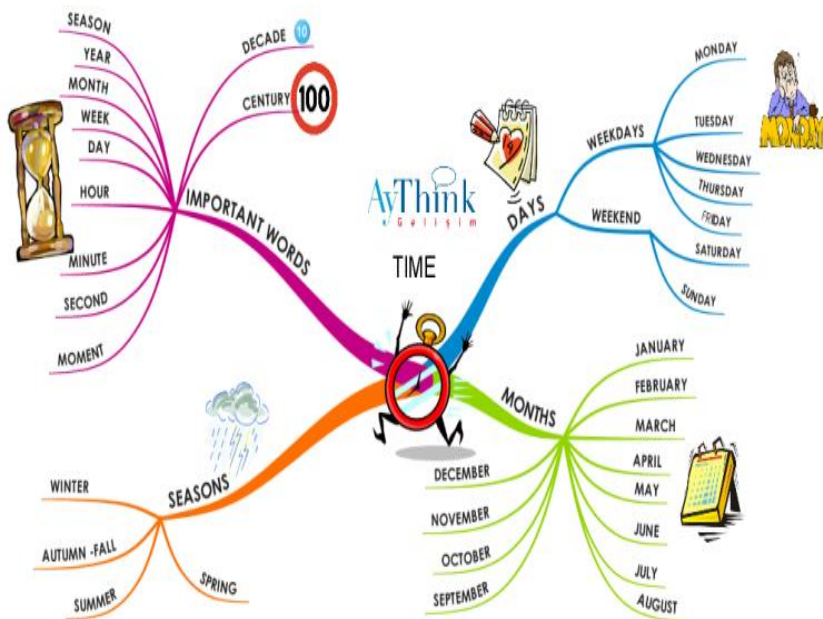
practical usage. He defines a mind map as a powerful graphic technique, which activates both hemispheres of the brain and supports all its functions and, therefore, increases the cognition process greatly [1,59].

While giving some practical advice T. Buzan recommends to include the following rules of a mind map's creation [1]:

1. Start in the centre with an image of the topic, using at least 3 colours.
2. Use images, symbols, codes and dimensions throughout your mind map.
3. Select key words and print using upper or lower case letters.
4. Each word/image must be alone and sitting on its own line.
5. The lines must be connected, starting from the central image.
6. The central lines are thicker, organic and flowing, becoming thinner as they radiate out from the centre.
7. Make the lines the same length as the word/image.
8. Use colours – your own code – throughout the mind map.
9. Develop your own personal style of mind map.
10. Use emphasis and show associations in your mind map.
11. Keep the mind map clear by using radial hierarchy, numerical order or outlines to embrace your branches.

It also must be cleared, that the process of formation of mind mapping skills must be gradual and correspondent to the language knowledge and cognitive skills of the cadets. So, the whole process of the technology's implementation must be divided into three periods: initial, semi-productive and creative.

1. Initial period is introduced with the beginning of the educational discipline English for specific purposes' study. It is characterized by revision of lexical and grammar material, which the following introduction of the specific law enforcement content. The main task of the period is the usage of the prepared schemes and patterns on the specific contextual material and awareness of further independent or collective usage of the method. Picture 1 of the example is taken from the net and illustrates revision of the common nouns, connected with the expression of time and may be introduced while presenting the topics, connected with a working day, a daily routine, basic duties, study and other.



Picture 1

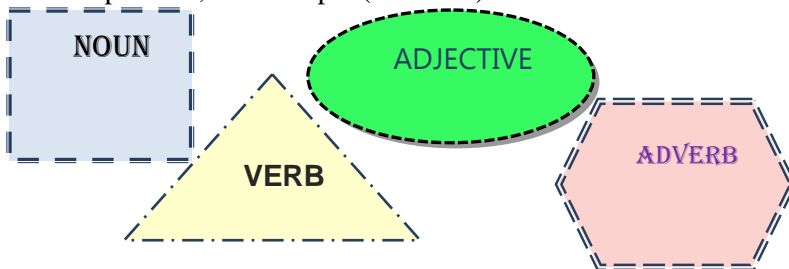
This period is to be short and include 5–10 practical lessons due to the peculiarities of the cadets’ cognitive abilities.

2. The following semi-productive period is introduced by the guided creative work of the cadets. At this stage the cadets are to demonstrate their creative abilities according to the given topic. Here only the sketch is to be presented by the teacher. More complex character of the content and relations between them are to be introduced. The example of the work may be shown by the net example «Police» (Picture 2):



Picture 2

On this level the teacher may recommend the Pictures and marks of patterns, for example (Picture 3):



Picture 3

The choice of marks, lines, icons depend on the teachers and cadets personally and may vary according to the topics, main tasks of the lessons and personal peculiarities of the participants of the

educational process. After the second period cadets are to be able to analyze the text and give the mental map of it under the direct supervision of the teacher.

The 3-rd period is to be introduced by the productive level of the cadets' work. Here the high level of motivation is to be supported by the sufficient knowledge of the subject and the highly developed cognitive skills. It must be stated that not all the cadets and study groups will satisfy the whole amount of demands, introduced on it. At the beginning of this stage the sketches of logical relations (Table1), may be introduced:

is a word for	pertains to	causes
is a kind of	participle	derivation
is an instance of	attribute	theme
is a member of	opposes	space
is a part of	verb group	time
is a substance of	entails	aim
is similar to	also see	usage

At the *conclusion* of the article it must be stated, that the work which is held whilst researching of this question includes the analysis of the papers of foreign and native authors with the aims of the term «a mental map» definition, work on the development of its modification and content, the possibilities and results of its implementation into the educational process of the higher law enforcement educational establishments, the benefits of its usage during languages' study organization. It may be stated, that implementation of the mind mapping technique into the process of study of the foreign languages will increase not only the languages' skills and abilities, but also will be beneficial to the cognitive skills and abilities, necessary for performing future professional duties, formation. The restricted volume of the article gives no opportunity to research all the features and possibilities of the technology. The most competitive fields of the further researches are seen in the spheres of the careful planning of the work with this method and in the work with online maps' constructors, the results storage and sharing.

### ***References***

1. Buzan T., Buzan B. (1994) The mind map book. Dutton, New York, 1994 – 322 p.
2. Hopper C.H. Practicing College Learning Strategies (2012). Wadsworth Cengage Learning (6-th edition), 2012 – 320 p.

3. Kontseptsia rozvytku anglijskoyi movy v universitetah (2019) [Concept of development of the English language in universities] [E-Reader Version]. URL: <https://mon.gov.ua/ua/news/mon-stvorilo-koncepciyu-rozvitku-anglijskoyi-v-universitetah-u-dodatku-riven-v1-obov'yazkova-umova-vstupu-v2-vipusku-vikladannya-profilnih-disciplin-inozemnoyu-ta-movni-skriningi>.

4. Learning technologies. Mind maps. (2020). URL: <https://www.pnw.edu/learning-technologies/mind-maps/>.

***Lukomska Alina,***

Researcher Higher Education 2<sup>nd</sup> year  
Faculty Training for Pre-Trial Investigation  
Dnipropetrovsk State University of Internal  
Affairs

*Supervisor:*

Senior Lecturer, Department of Ukrainian  
Studies and Foreign Languages,  
Dnipropetrovsk State University of Internal  
Affairs ***Bolkareva O.***

## **FRAME APPROACH TO FOREIGN LANGUAGE TEACHING**

Teaching a foreign language at the present stage is based primarily on the pragmatic application of factual material embedded in the linguistic framework. The task of the teacher is to expand the horizons of local lore concepts in the picture of the world of the pupil or student and to teach the possibilities of their language design. If we consider such a process from the point of view of linguistic discourse, we are dealing with a comprehensive approach to the study and training of a foreign language through frame links between individual areas of its application. Y. Karaulov uses the term frame in a specifically concretized sense, based on its main semantics: frame (English: frame) – lexical composition, frame, scheme, structure, as well as the situation, the way of combining tokens. This term, borrowed from the field of cognitive psychology, according to the researcher, is a kind of grid or scheme of conceptual structures («semantic supports») [3].

C. Fillmore considers the frame to be the most important type of language structure associated with a certain part of a whole (schemes, situations, scenes). Under the concept of frame