
ТІЛДІК БІЛІМНІҢ ТЕОРИЯЛЫҚ-ҚОЛДАНБАЛЫ МӘСЕЛЕЛЕРІ ТЕОРЕТИКО-ПРИКЛАДНЫЕ ПРОБЛЕМЫ ЯЗЫКОВОГО ОБРАЗОВАНИЯ THEORETICAL AND APPLIED PROBLEMS OF LANGUAGE EDUCATION

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Using the “mind map” method in the development of students’ vocabulary in English

This article is devoted to the “mind map” method of developing the vocabulary of students in English. In the process of learning a language, the main principle before developing language skills is the development of vocabulary since insufficient vocabulary limits the capabilities of students. It also reduces the student’s activity and interest during the lesson. Improving the quality of education requires the development of a work plan in accordance with the level of education, the interests and values of students, taking into account each level. It is also important to use effective methods to improve the quality of students’ knowledge. Thus, this article aims to learn vocabulary easily using the “mind map” and to make it possible to reuse previously used words using the “mind map”. During the study, a review of the literature on this topic was conducted. As a result, vocabulary development through the “mind map” is presented as a method for improving the effectiveness of the educational process.

Keywords: vocabulary, English, teaching, mind map, development, language, method, efficiency, skills.

Introduction

Language is a means of communication. Learning a new language is learning new information, new culture, and acquiring new opportunities. In the modern era of globalization, English has become the most important language for communication. This is due to the widespread use of English all across the world. Even in Kazakhstan, English is one of the mandatory subjects, starting from secondary school. Therefore, to teach English or any other new language, it is important to use particularly effective methods and show the right directions to students.

The language learning process requires a lot of work and stability. There are also difficulties during learning a new language: mispronouncing a new word, the inability to understand words, the inability to express one’s thoughts correctly, and so on. In particular, the very first and most important part of learning a language is vocabulary. Why? This is because before acquiring language skills, a language learner must know words in a new language, that is, a learner can acquire a new language faster by constantly memorizing words. Well, how to master a new word? — as for the question “what is it?”. To do this, a learner needs effective methods in the learning process. In this research paper, we present a “mind map” method that will make vocabulary learning easier. In this regard, according to Pua et al. “Mind-mapping is not a new idea. It has been adopted in writing although not widely in the teaching of vocabulary. We believe that mind-mapping could motivate students to learn through the use of colorful pictures and drawings” [1].

A mind map is a diagram that brings information together in a circular structure around a major topic or idea. Instead of text consisting of sentences, mind diagrams display information in the form of keywords,

short phrases, and images. The main principle of building a smart map is clarity. To highlight the main thoughts and make information more memorable, they also use different colors, fonts, pictures, etc.

Let us answer the main questions that arise between these thoughts.

What is a mind map? Why do we use it? What are the benefits of a mind map in teaching vocabulary?

Rabeka states that “Mind mapping is a pedagogical technique which involves creating diagram for visual presentation of ideas” [2]. Diagrams are focused on a given thought. For example, if a teacher teaches a new word “fruit”, students will write down what words are related to this word, and based on this, a large-scale diagram will be created. In general, the effectiveness of this method is to group new words and reproduce previously defined words, increasing the activity of the educational process. Thornbury states that “Language learning, whether first or second, starts with learning words. Vocabulary learning is an incremental process and never stops in the course of learning and using a language” [3]. That is, to fully master the language, it is necessary to develop such a stable vocabulary because as time progresses, new ones are added daily, before new words, it is necessary to constantly repeat previously learned words because a lot of information is received daily, the previously learned words can be forgotten. For example, no matter what language, the rules and new words will change, that is, we need to pay great attention to the development of vocabulary.

Experimental

This study aims to demonstrate the effectiveness of the mind map method in developing vocabulary. During the study, we used analysis and synthesis methods, and questionnaire as empirical method. Through these methods, we analyzed gathered information.

A person who knows many words becomes active. In contrast, if a person just memorizes new words but does not know where they are used, then, no matter how many words this person knows it can discourage him to learn the language. In this regard, the scientist Stahl says: “vocabulary knowledge is more than word definition, but rather it is how that word is used in context” [4]. That is, when memorizing words, it is important to know when and in what direction they are used. Thus, we believe that a “mind map” is of great importance. For example, let us assume that a student has learned one verb, and by putting this word on the mind map, they will learn several words, as well as phrasal verbs (Figure 1). Here it is possible to offer a map of the mind in words that the student already knows, which will be useful for him.

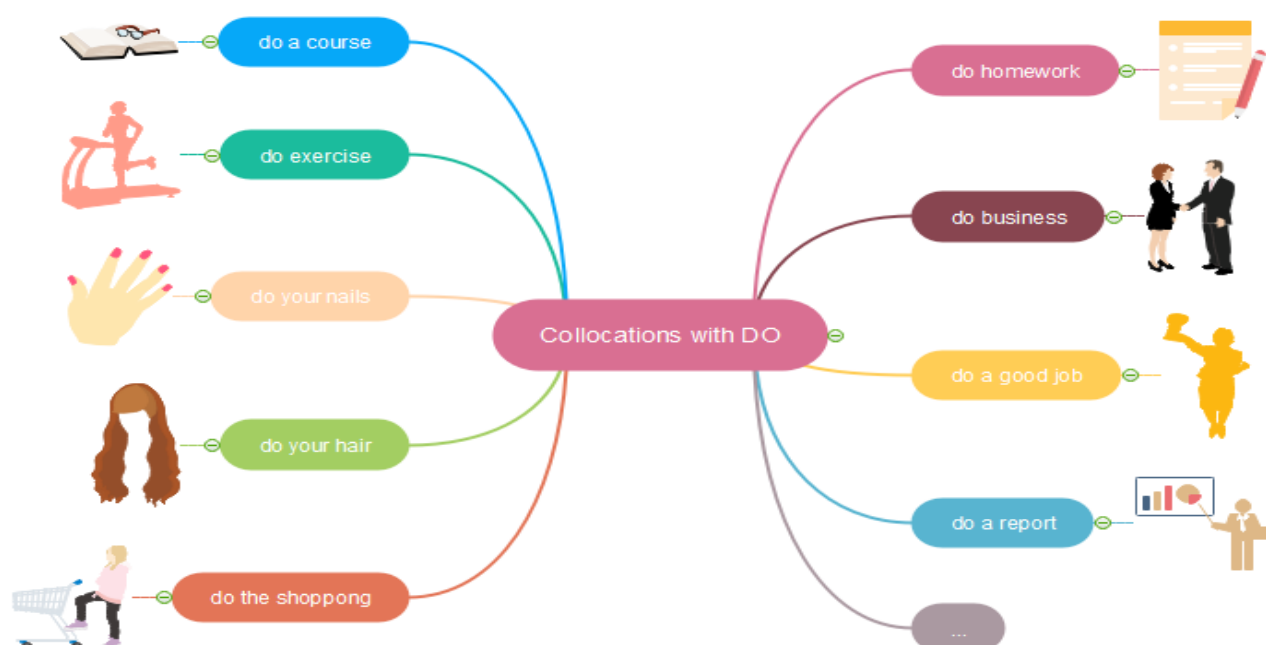


Figure 1. “Mind map” in teaching vocabulary of English

According to Nation & Chung, “vocabulary knowledge includes three dimensions: meaning, use and form” [5]. From this it follows that in the development of the general vocabulary, it is necessary to correctly adhere to these 3 principles, that is, the meaning of the word, its use (how it is used, what word it is used

with, what meaning it gives when switching places), and give importance to the form. By following these simple principles, we will develop our vocabulary in a simple and effective way.

During the lesson, the teacher should pay attention to students to make the lesson as interesting and useful as possible. The “mind map” method, which we propose, firstly arouses students’ interest, and secondly, helps them develop their vocabulary. The effectiveness of this method is that a student who knows the least number of words can add one or more previously learned words himself, and students can exchange not only the words given in the same lesson, but also the previously acquired knowledge in the lesson.

According to Dominik’s opinion, “there are many advantages to mind mapping, such as creativity, quickness, easiness, adaptation, management, stimulation and outlining” [6]. In general, a “mind map” is an effective method that applies to many areas. It will be the most necessary method for teachers who strive for diversity from a monotonous learning process. After all, the more interesting and useful the lesson, the faster students will understand this knowledge.

Buzan expresses that “this method is suitable for teachers and students for the recurrence and easy to understand hard topics” [7]. Also, it increases students’ interest, creativity, and motivation. Mind mapping is a well-known method to increase vocabulary because pupils can learn many words according to one theme. It can help to develop a learner’s vocabulary proficiency by not only learning the definition of words but also making connections between words and their contexts. For example, in the case of food, students categorize foods, vegetables, fruits, sweets, etc. then group the words for each subgroup separately, that is, the student learns not only one but several words related to the same topic.

Results and Discussion

To demonstrate the effectiveness of the method of “mind map”, we surveyed experts in this direction.

During the survey, respondents were asked to choose a pre-prepared version of twelve questions. The questions were made through a special platform and respondents responded via an online link, and the questionnaire was presented in the native language for all experts to understand.

The questionnaire included questions to help experts find out about the following issues: The experts’ level of English proficiency, as well as the work experience. The following topics were divided into two sections:

- the main concept of a mind map;
- the usage of a mind map.

A total of 35 respondents took part in the survey. We selected respondents based on their level of knowledge of the English language. The results of the pupil survey were considered as follows:

Level of English language knowledge of respondents

17,1 % of surveyed respondents indicated that they were at the A1-A2 level, 28,6 % at the B1-B2 level, 37,1 % at the C1 level, and 17,1 % at the C2 (Figure 2). According to the survey results, the level of C1-C2 among respondents is a lot.

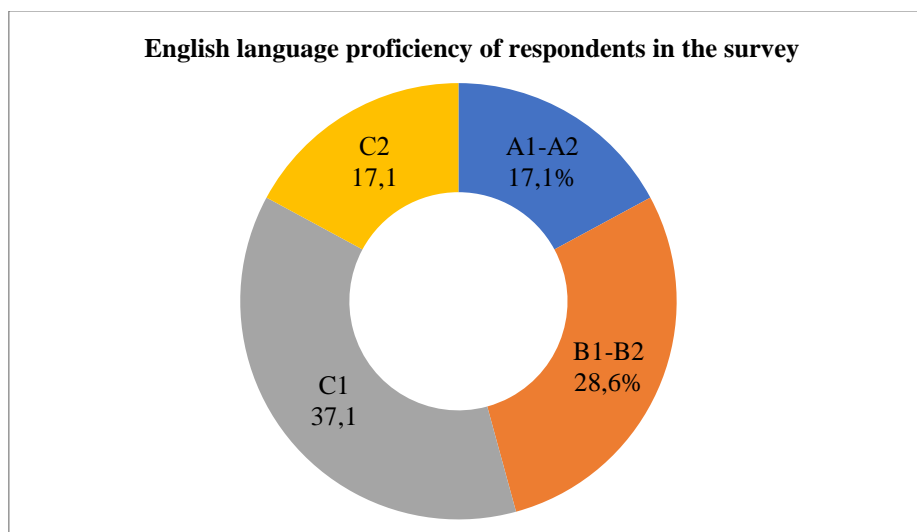


Figure 2. Respondents’ English levels

General understanding of the “mind map” method. The results of the four questions asked to find out the opinion of experts on the method “mind map” were as follows. 82.9 % showed that they know this method, and 91.4 % said that they have already used it, and 85.7 % said that it facilitates the learning process, and 97.1 % said that it increases the activity of students (Figure 3).

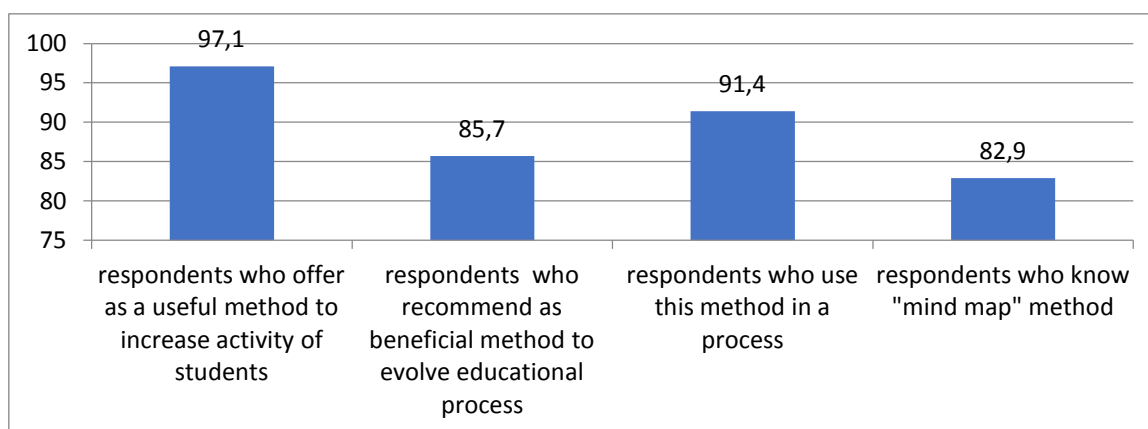


Figure 3. General understanding of the “mind map” method

The use of the “mind map” method in the development. Six questions were asked about the use of the “mind map” method in the development of vocabulary, of which 82.9 % consider it correct to use it in the development of vocabulary work. 88.6 % showed that the use of this method in teaching vocabulary increases the effectiveness of the lesson. In terms of the effectiveness of this method, experts believe that it is correct to learn several words at once. Because, firstly, it saves time, secondly, the lesson will be interesting, and thirdly, there will be results in learning the vocabulary. 82.9 % showed that this method has a great effect on reducing the monotonous learning process. In general, this method has many advantages, e.g., students learn to work in groups together, which means that all students can actively participate in the lesson.

The survey results showed that developing vocabulary through the “mind map” is useful and effective. In general, it was identified that the use of the “mind map” method in the development of vocabulary leads to a high indicator. The vast majority of experts has already used this method and has suggested that this method is more effective than other methods. The results of the survey were as follows:

1. In everyday classes, more attention should be paid to the improvement of students' vocabulary.
2. The use of the “mind map” method in developing students' vocabulary is effective for both the student and the teacher.
3. Using the “mind map” method increases the activity of students. We conclude that in the development of the general vocabulary, it is necessary to use a new method, moving from monotonous training.

Conclusions

The purpose of this study is to suggest the use of “mind map” to develop the vocabulary of high school students. There are many difficulties in learning a foreign language, one of which is the difficulty of working with a vocabulary, that is, the lack of effective methods, as well as monotonous lessons. When teaching a language, it is always important to develop vocabulary. In this study, we considered the “mind map” method for developing the vocabulary of high school students. We also conducted a survey among teachers to determine the effectiveness of this method. The results will be presented to facilitate the learning process.

In general, there are obstacles and difficulties in learning any language. Therefore, vocabulary work is the basis of any language. The use of effective methods for constructing this vocabulary is a leading factor in improving the quality of Education.

“Mind map” method helps to develop the vocabulary of all identified students. All the results obtained are used in the development of vocabulary. These methods have a great impact on the development of students' vocabulary. With these methods, students not only learn vocabulary, but also learn to use it grammatically and become more active in learning the language.

The study results suggest that the development of vocabulary should be considered as a means of further improving the learning process.

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Ағылшын тілінен оқушылардың сөздік қорын дамытуда «mind map» әдісін қолдану

Мақала ағылшын тілінен сөздік қорын дамыту әдісіне, оның ішінде «mind map» әдісін қолдана отырып, оқушылардың сөздік қорын дамытуға арналған. Тілді үйрену барысында тілдік дағдыларды дамытпас бұрын білуіміз керек негізгі қағида — сөздік қорды дамыту, өйткені сөздік қордың жеткіліксіздігі оқушылардың мүмкіндіктерін шектейді. Сонымен қатар сабақ барысында оқушылардың белсенділігі мен қызығушылығын төмендетеді. Сондықтан тілді үйрену кезінде сөздік қорын дамыту арқылы, оқу процесін жеңілдетіп және оқыту сапасын арттыру қажет. Оқу сапасын арттыру — білім алушылардың деңгейлерін ескере отырып, қызығушылықтарымен құндылықтарына сай жұмыс жоспарын құруды талап етеді. Сондай-ақ оқушылардың білім сапасын арттыру мақсатында тиімді әдістерді қолданған дұрыс. Мақаланың мақсаты — «mind map» арқылы сөздікті оқытуды жеңілдету; бұрын қолданылған сөздерді «mind map» арқылы қайта пайдалануға мүмкіндік беру. Осы мақаланы жазу барысында бұл тақырып бойынша жазылған әдебиеттерге шолу жасалды. Зерттеу соңында «mind map» көмегімен сөздік қорын дамыту арқылы әдісі алынған нәтижелер білім беру процесінің тиімділігін арттыру әдісі ретінде ұсынылатын болады.

Кілт сөздер: сөздік қор, ағылшын тілі, оқыту, mind map, дамыту, тіл, әдіс, эффективтілік, дағды.

А.К. Мейрбеков, Б.Г. Абжекенова

Использование метод «mind map» в развитии словарного запаса учащихся на английском языке

Статья посвящена методике развития словарного запаса английского языка, в том числе развитию словарного запаса учащихся с помощью метода «mind map». Основным принципом, который мы должны знать, прежде чем развивать языковые навыки в процессе изучения языка, является развитие словарного запаса, поскольку недостаток словарного запаса ограничивает возможности учащихся. Это также снижает активность и интерес учащихся во время урока. Чтобы овладеть английским языком, необходимо уметь составлять фразы. Поэтому необходимо упростить процесс обучения и повысить качество обучения за счет развития словарного запаса при изучении языка. Также важно использовать эффективные методы повышения качества знаний студентов. Выполнение каждого задания должно повышать интерес студентов и контролировать их стремление к знаниям. Поэтому при изучении языка необходимо развивать словарный запас, упростить процесс обучения и повысить качество обучения. В целом, цель настоящей статьи — облегчить изучение словаря с помощью «mind map»; разрешить повторное использование ранее использованных слов с помощью «mind map». В ходе написания данной статьи был сделан обзор литературы по указанной теме. В конце исследования

результаты, полученные методом развития словарного запаса с помощью «mind map», будут представлены в качестве метода повышения эффективности образовательного процесса.

Ключевые слова: словарный запас, английский язык, обучение, mind map, развитие, язык, метод, эффективность, навыки.