

4.3 Application of mind or mental map in teaching students of law university foreign language in professional fields of activity

The basis for the education of students of a law school is the successful mastery of professional competencies and the development of the ability to solve various legal problems, which is impossible without the formation of creative thinking and a non-standard approach to assimilation of information. Clinical practice is directly related to the creative process. A modern lawyer must have not only deep knowledge and professionalism in his field of activity, but also a flexible, plastic mind, which manifests itself in the speed of reaction to changes in the objective situation, finding new ways to solve problems, the ability to highlight the main thing and eliminate the secondary. In this regard, it seems relevant to familiarize students of a law school with creative methods of working with information [123]. The relevance of mastering foreign language special terminology by law students is beyond doubt, since the ability to professionally oriented communication in a foreign language will allow future specialists in the field of jurisprudence to be aware of new trends around the world, to carry out a productive exchange of experience with colleagues from other countries, to achieve career growth and a high level of excellence in their field of activity. A considerable number of educational, methodological and scientific works are devoted to the issue of teaching students special legal vocabulary in a foreign language. At the same time, in the course of studying foreign language professionally oriented terminology, first-year students who are not sufficiently adapted to the university educational environment face a number of difficulties in mastering educational material outlined in a monotonous, linear form. The increase in the intensity and density of the information flow leads to information overload and subsequent rapid forgetting of the acquired knowledge. In this regard, the study and practical application of creative methods of working with foreign language professionally oriented terminology, taking into account the psychophysiological patterns of the functioning of human memory, providing a strong assimilation of information and facilitating the learning process, is relevant. Practice has a direct connection with the creative process,

since a modern lawyer, who regularly faces the need to make decisions, quickly respond to changes in the situation, apply a variety of communication tactics, find ways to solve non-standard problems, must have a flexible, creative mindset [124]. In this regard, the acquisition of professional competencies by a future specialist in the field of jurisprudence is impossible without the formation of creative thinking. The priority direction of the modern system of higher professional education is the focus on meta-learning. This concept includes such aspects as a conscious approach to obtaining knowledge and skills, possession of methodological educational techniques that facilitate the learning process, and the development of individual educational strategies [125, c.c. 54]. In modern foreign science, the metasubject approach is interpreted from the standpoint of the impact of certain methods on the efficiency of obtaining knowledge, understanding the flexibility of the educational process, and effective control over the process of self-education [126]. In studies aimed at studying the formation of metacompetences in the course of obtaining higher professional education [127, c. 6], special attention is paid to their substantive components, including the ability to manage one's own intellectual activity, cognitive management, the ability to quickly adapt to new professional and life conditions and successfully solve non-standard tasks within the framework of a future profession. In the course of professional training of students of a law school, the development of a set of professional and universal competencies necessary for the high-quality implementation of legal activities, competitiveness in the labor market, productive self-education, increasing one's own intellectual level, developing skills to navigate in the information space and effectively process the information received is brought to the fore. in order to improve the professional level. According to the requirements of the work programs of the discipline "Foreign Language in the Professional Sphere", upon graduation from the university, a future specialist in the field of jurisprudence must possess the basics of foreign language competence necessary for the implementation of professional intercultural communication, and also be able to use a foreign language as a means of further professional and personal self-education [124]. During the training of first-year students of the Dnepropetrovsk State University of Internal Affairs in a professionally

oriented foreign language, the following forms of work are used that contribute to the development of cognitive competencies in future specialists in the field of medicine, primarily information processing skills: plan, translation with a dictionary of an authentic professionally oriented text, preparation of a scientific report, writing theses (often at the intersection of disciplines, since the ability to interpret meanings is directly related to success in one's professional activity in the future, hermeneutics, oratory, connotations are all integral elements both in the field of linguistics and philology and in jurisprudence), systematization of the studied material in tabular form, annotating an authentic journal article, compiling a minimum dictionary based on the studied conversational topics, compiling a professionally oriented text according to a model, graphic representation of the text. The application of the method of constructing mental maps is carried out in the process of teaching professionally oriented terminology to first-year students of the Dnepropetrovsk State University of Internal Affairs within the disciplines "Foreign language professionally oriented" and "Foreign language" in the study of such topics as:

- «Introduction to law: basic terms»;
- «The world of law enforcement»;
- «Police departments»;
- «Operations: Walking and driving directions»;
- «Basic equipment of law enforcement officers»;
- «Equipment: Weapons»;
- «Equipment: Police vehicles»;
- «Description: Suspects»;
- «Operations: Car accidents»;
- «Operation: Crowd control»;
- «Crime, types of crimes»;
- «Operations: Crime investigation»;
- «Crimes against property»;
- «Crimes: Pickpocketing»;
- «Crimes: Auto theft»;

«Operations: Committing a terrorist act»;
«Operations: Providing first aid»;
«Operations: Handling lost and stolen properties»;
«Operations: Drug-trafficking»;
«Punishment»;
«Operations: Pursuit and Processing suspects»;
«Operations: Making an arrest»;
«Crimes: Homicide»;
«Operations: Crime scene investigation»
«Operations: Crime prevention»;
«Operations: Suspicious objects»;
«Explosives detection and committing explosions»;
«Operations: Substances of unknown origin»;
«Operations: Illicit weapons trafficking»;
«Operations: Interpol and Europol» etc.

Teaching students the compilation and application of mental maps in the study of English legal terminology is implemented in accordance with the following algorithm of actions: 1. Familiarization of students with the concept and methodology for creating mind maps. Following T. Buzan, who introduced the concept of “mindmap” into psychology and gave it a scientific justification [130, c. 9], as well as taking into account further developments of this visualization method [132], we define a mental map as a method of graphic display and structuring of information in a tree form, taking into account the associative nature of human thinking as a natural psychological basis for memorizing information and a creative approach to interpreting foreign language material.

The handbook for students on mental mapping developed during the study includes the following items:

a) the key concept is located in the center of the map; the main branches depart from the central link; the periphery is made up of branches of the second, third and

fourth order, detailing the ideas / concepts located closer to the center and associatively associated with them;

b) each main branch on which the vocabulary is displayed has its own color, which activates the work of both the left and right hemispheres of the brain and increases the efficiency of assimilation of information;

c) for better memorization of terminology, one should use graphic symbols, drawings, vivid visual images associated with the concepts presented on the mental map; d) mental maps can be made both on paper and in electronic editors;

e) the graphic structuring and systematization of terminology in the form of a mental map should be approached creatively, non-standard and subjectively, since creative and student-centered approaches help to increase the productivity of mastering the material.

2. Students performing typical tasks for building mental maps: - create a mental map of an authentic text of a professional orientation, reflecting its main idea, thematic aspects, the problems raised in the text and ways to solve them, the mentioned personalities and their achievements (the task contributes to the development of search reading skills, the ability to compare facts, classify and structure information, highlight the main and the secondary, reflections).

As a result, students can use the mental maps they have created as a speech support when summarizing the text, constructing monologue and dialogic statements on the topic, conducting an educational discussion; - build a mental map on a given topic of professional orientation based on a lexical minimum (the task is aimed at developing the ability to systematize, structure and classify information, highlight the main and secondary, use in practice graphic techniques for presenting information); – present a reflection of one's own learning activity in the form of a mental map: reflect the degree of knowledge of information, difficulties in studying the material, promising areas for further work (the purpose of this task, which is used mainly after the completion of midterm control, is to develop the ability to further learning activities).

3. Analysis of the effectiveness of the use of mental maps. A comparative analysis of the qualitative indicators of the assimilation of foreign-language special

legal terminology before and after the start of using the mental map method allows us to conclude that this method of visualization and information processing is an effective means of memorizing foreign-language material, since its use has led to an increase in the quality of material assimilation by 38%.

The results of a survey of first-year students, in which 125 people took part, showed their high interest in building mental maps. 81% of respondents noted the importance of visualization of the material in the repetition of previously studied legal vocabulary. The results show the high interest of students in the method of constructing mind maps.

Students noted that the use of mental maps facilitates the process of memorizing vocabulary, helps in preparing for practical exercises, in repeating the studied material for milestone, intermediate and final control [133, c. 289-290].

Thus, the formation of creative information processing skills through the use of mental maps in foreign language classes at a law school is a professionally significant factor in the development of a future specialist in the field of jurisprudence. The method of constructing mental maps as a way of creative visualization of foreign-language professionally-oriented material can become a productive means of enhancing cognitive activity and developing creative thinking of students of a law school, generally contributing to the implementation of an activity approach, and thereby meeting the requirements of modern society for a modernized education system.

Side effects of mind mapping are in For today's youth, the situation is complicated by the fact that, given the speed, concentration and quality of innovation in relation to life expectancy of a person in developed countries, lifelong learning is becoming a requirement of the time. Moreover, the availability of highly qualified personnel is essential a condition for the successful development of an innovation-oriented economy, and continuous deepening of knowledge and advanced training not only create the foundation well-being of the population, but in themselves are important humanitarian goals.

For the development of adaptive competence, structured and flexible used knowledge in the subject area, heuristic methods, which "significantly increase the

likelihood of finding the right solution through a systematic approach to the task, metaknowledge (ideas about one's own cognitive activity), the ability to manage their own cognitive processes (cognitive self-regulation).

Summing up our theoretical research, we come to the following tasks, facing modern education: to develop and implement in the educational process methods transmission and interaction with information that are close to modern youth, comfortable for them perception, in other words, to use and rely on the advantages of clip thinking. On the other hand, to teach conceptual, critical, logical thinking, and cognitive methods of processing, fixing and transmitting information, that is, go to overcome the shortcomings of clip thinking. After all, the goal of modern education is not so much to give subject knowledge: to teach a particular subject or material, how much to develop adaptive competence and educate people prepared for lifelong learning.

Unfortunately, this realized by many educators necessity faces obstacles such as the rigidity of the education system, built on rote memorization and the priority of actual knowledge of the material, traditional preference for linear or training presentation of material (lecture, text, exercise, test). But obtained as a result of rote memorization knowledge is dogmatic, hardly applicable in practice, does not contribute to the development cognitive abilities. Actions implemented according to the model are aimed at the formation concrete-figurative thinking, not analytical skills.

Under such conditions, motivation and cognitive interest decrease, the pace of learning slows down.

Personality development, often there are overloads of the nervous system, apathy, falls self-esteem. Another stumbling block and source of psychological conflicts hindering fruitful cooperation between teachers and trainees – conflict generations, "generation gap": teachers of higher education are mostly carriers traditional cognitive style, and the students in the mass have a new cognitive type, the shortcomings and shortcomings of which are obvious to teachers, and the advantages are not yet clearly studied and are in the status of a hypothesis.

In the literature we studied, we found evidence of the effectiveness of using mind maps in various types of educational activities: to study vocabulary, various concepts, mastering and structuring large amounts of educational information, brain assault, project activities, mastery of oratory, writing creative essays and other written works, presentations to the research organization activities,

Undoubtedly, the method will be useful and effective in all of the listed types.

Activities and not only, provided that the type and rules for creating a product of cognitive visualizations will clearly match the goals. Therefore, it seems to us it is advisable to proceed from the goals and objectives when choosing the most appropriate method cognitive visualization. And for the correct selection it is necessary to distinguish between terminologically different mind maps, identify areas of their effectiveness and own technique for their construction.