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CONCEPT MAPPING REINFORCES AND ENHANCES THE STUDENT'S CREATIVE ABILITY IN TEACHING ENGLISH
КАРТЫ КОНЦЕПСИЙ УСИЛИВАЕТ И УКЛЕПЛЯЕТ ТВОРЧЕСКИЕ СПОСОБНОСТИ СТУДЕНТОВ В ОБУЧЕНИИ АНГЛИЙСКОГО ЯЗЫКА
АНГЛИС ТИЛИН ОКУТУУДА ТҮШҮНҮК КАРТАСЫН КОЛДОНУУ МЕНЕН СТУДЕНТТЕРДИН ЧЫГАРМАЧЫЛЫК ЖӨНДӨМҮН БЕКЕМДӨӨ ЖАНА ӨНҮКТҮРҮҮ

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Annotation: *In this article the author points out the relevance and the role of concept map in the process of teaching foreign language to students. And interpretation of concept mapping where students connect previous knowledge and experience with newly learned knowledge and experience. Furthermore, taken of the review students' visualizing their thoughts and organizing their ideas; reinforcing knowledge retention and enhancing the instructor's teaching qualities by concept mapping.*

Аннотация: *В данной статье рассматривается понятие Концептуальной Карты, её актуальность и роль в процессе обучение студентов к иностранному языку, а также дает интерпретацию Концептуальной Карты, где предыдущие знания и опыт студентов связываются со вновь приобретенными знаниями и опытом. В процессе которого студенты учатся визуализировать свои мысли и организовывать идеи, укреплять знание, улучшать преподавательские качество обучения, путем использование стратегии Концептуальной Карты.*

Аннотация: *Бул макалада автор студенттерге чет тилин үйрөтүү процессиндеги концептуалдык картанын (түшүнүк картасы) актуалдулугун жана ролу жөнүндө жазат. Ошондой эле, студенттер мурунку алган билимин жана тажрыйбасын, жаны алган билими жана тажрыйбасы менен байланыштырып, өздөрүнүн ойлорун жана идеяларын концептуалдык карта аркылуу түшүндүрүп бере алышарын көрсөтөт. Мындан сырткары, концептуалдык картанын стратегияларын колдонуунун натыйжасында студенттердин билим сапатынын жакшыртылышы, окутуучулардын окутуу сапатынын жогорулашы жөнүндө жазылат.*

Key words: *concept map, to tackle, retention, prediction, inferences, swan, to pluck, to gamble away, to fly away*

Ключевые слова: *Концептуальная Карта, решать, запоминание, прогнозирования, заключение, лебедь, выдёргивать, проигрывать, улетать*

Ачкыч сөздөрү: *концептуалдык карта, чечуу, эске тутуу, алдын ала айтуу, жыйынтык, ак куу, жулуу, уттуруп коюу, учуп кетүү*

In the process of learning English language of higher University students suffer from lack of vocabulary and appropriate reading strategies. According to modern methods and experiences we believe that teaching proper reading strategies can help the learners overcome their reading difficulties, especially when the instruction begins in the first-second year students. Effective reading strategies provide the means to tackle complex problems in more efficient ways and allow students to build a path to comprehension.
The most effective strategy is concept mapping that help students understand material by

transferring the written content into concrete images (Liu, Chen, and Chang 2010, 442).

According concept-mapping activities, learners integrate background knowledge and newly learned ideas onto a visual representation, or mapping. Having learned the ideas and experiences of prominent methodologists like Liu, Chen, Chang,Kalhor and Shakibaeithe researchers show that concept maps have positive effects on learners' language skills, prompts learners to reflect to construct meaning based on their observations and knowledge; helps students understand the framework of the subject being taught; enhances an instructor's teaching objectives and clarifies the relationships and connections among all instructional content.

Moreover concept mapping asserts that productive learning create meaning on their own by connecting previous knowledge and experience with newly formed knowledge and experience.   In this article the author describes one reading lesson that use concept mapping to produce beneficial effects for the 1-2 year students.

Concept mapping lesson

The author suggests the fairytale: "The Golden Swan" where students develop and apply the knowledge about storytelling by concept mapping. This concept mapping lesson is geared toward the students with language skills proficiency in learning English. Teachers paired up students in advance, and each student remained with the same partner throughout the whole lesson. The objectives of this lesson are to promote students' ability to use their vocabulary in various contexts and to make predictions and inferences using concept maps.

First teacher explains the students that in this lesson they will learn new vocabulary and reading skills for making predictions and inferences. Key vocabulary terms include: Golden Swan, chief hunter, devoted, widow, hungry, dream, wing, fortune, generous,gamble away, deserve, fly away.

First teacher pronounces all new words with correct pronunciation, and students will repeat after the teacher in chorus several times. Then vocabulary is taught by using concept map like: "Webbing"
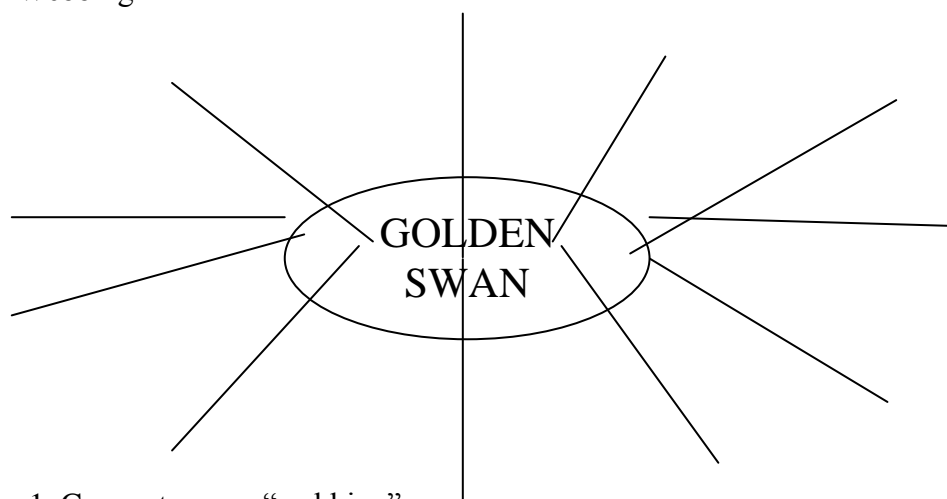

Figure 1. Concept map – "webbing"

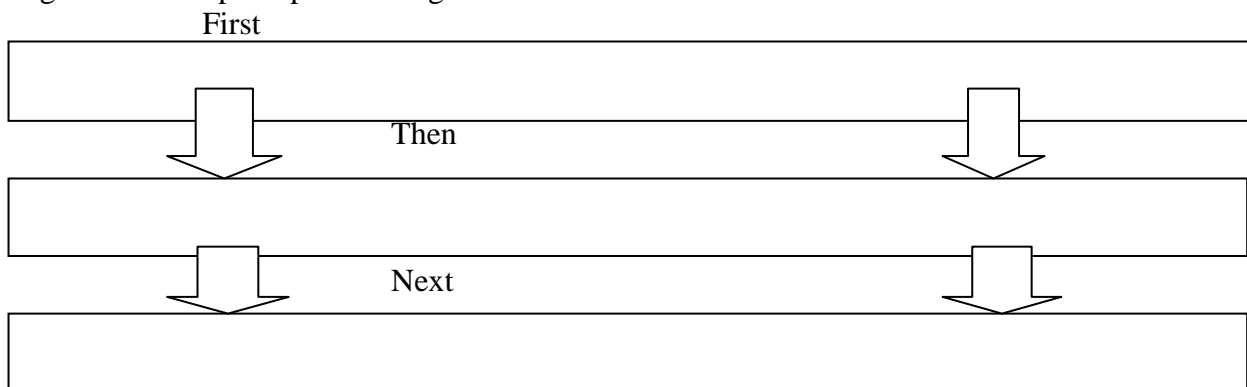| Definition of the words	Hunter	Swan	Widow	Gamble	Pluck	Dream
to loose money						
to see real life in sleeping						
a nice, white bird with long neck						
a person who hunts animals						
to take away feathers						
a female whose husband died						

Figure 2. Concept map- matching

First

Then

Next

Figure 3. Concept map for making predictions

What I Read

1._____
2._____
3._____
4._____
5._____

_____

_____

What I Found Out

1._____
2._____
3._____
4._____
5._____

Figure 1. Concept map- webbing: Here teacher gives this concept map to practice on them in order to reinforce vocabulary retention of the students. For example, he places the word "hunter" in large print in a circle in the center of the concept map. And several examples with hunter on the brunches of that map.Having finished practicing on vocabulary. Teacher asks the students to draw their own concept maps for other words. The students work in groups and after finishing every group puts up their own concept maps on the board.

Figure 2. Concept map- matching: After it teacher shows another concept map that consists of several columns. The first column is meant for definition of the words, and other columns are given for those words which are close in meaning. The students read the definition of the words and write necessary ones in other columns.

According to these concept maps students increase their vocabulary, in addition, enhance learning skills of the language.

Figure 3. Concept map- making predictions: Having learned the vocabulary teacher draws the students' attention to making concept map- predictions. First for the title of the story "The Golden Swan". He asks the students what "Golden Swan" means? The students try to think what this story is about. Teacher gives the first part of the story. Students will read, discuss and predict other parts of the story. They will do the same predictions for several parts and read more of the story until the students are comfortable with making predictions.Finally, teacher have the students work with their group members to write their prediction on a concept map- prediction figure 3. Last students discuss between their own predictions and what actually happens in the story. They share predictions and justify their answers with the class. In the meantime, the teacher assesses whether the students were able to make predictions effectively.

Figure 4. Concept map-making inferences: On the last step teacher introduces the students by the ready concept map for making inferences figure 4. Students are asked to write for the first column "what I read", then "what I found out". They work in groups, when they finish, they will discuss and present their inferences. Having learned to make inferences, teacher have the students work in pairs to draw their own concept maps; encourage them to be creative. For example, instead of drawing the concept map as in the example, they can draw a character of their own choice from the story "The Golden Swan".

Some students choose a chief hunter, some a golden swan or a widow. They write necessary descriptive words on their characters' heads, bodies and legs. Then the students rewrite their own versions of the story on their concept maps, including the four main story element categories: 1) characters, 2) settings, 3) events, and4) time order. In this way they learn to make inferences by using concept maps.

Assessing the students' reading comprehension and skills in making inferences by concept maps teachers are ensure that the students understand easily; can activate recourses from their background knowledge with newly learned materials, and they will be confident and capable of analyzing texts on what they read.

Conclusion

Having taught this concept mapping lesson described in this article, we came to the conclusion that readers learn to visualize their thoughts and organize their ideas by using concept maps created for them by the teachers and those they developed on their own. According to concept map activities, the learners reinforce previous knowledge with newly ones into a visual representation, and overcome their reading, writing and memorizing vocabulary difficulties by efficient strategies of concept mapping. I hope, that other teachers who use concept mapping activities in their lessons, will get good results.

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