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Slobodianiuk Anna

GRAPHIC ORGANIZERS AS A MEANS FOR DEVELOPING CREATIVE THINKING IN THE PROCESS OF TEACHING WRITING

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Abstract. *The article deals with the usage of a graphic organizer as a visual representation of knowledge. In a variety of formats dependent upon the task, graphic organizers facilitate students' learning by helping them identify areas of focus within a broad topic. A number of different variations of graphic organizers is observed in the article. Also, a step-by-step instruction of using graphic organizer for developing writing skills through visualization is presented.*

Keywords: *graphic organizer, visualization, learning theory, meaningful learning.*

Written assignments, such as descriptive paragraph or subsequent essay, are usually among the assignments students must complete while taking school-leaving exam, state exam, any kind of international exams (IELTS, TOEFL). Most students, especially learners of English as a foreign language (EFL), have

difficulty beginning the assignment. Visualization can be a useful tool for solving this problem. As Jeffrey Wilhelm states, "once students see something in their minds, they find it much easier to write about." [6, p.52]

The aim of the paper is to observe such technique as the usage of graphic organizer as a means of visualization to improve students' writing skills.
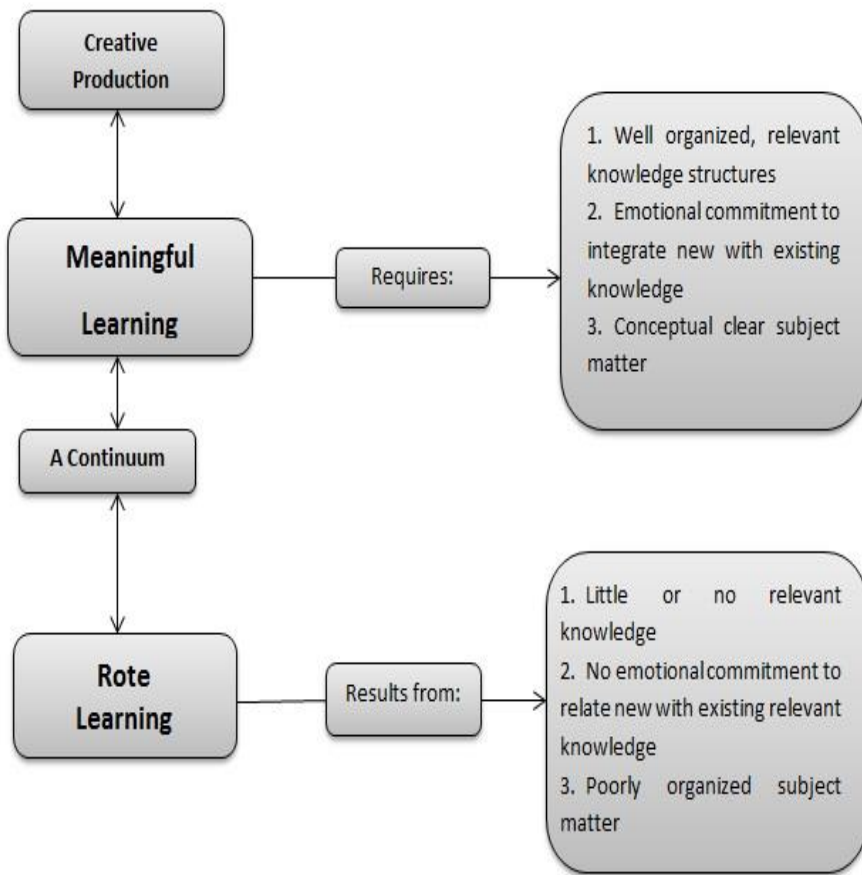
Graphic organizers are some of the most effective visual learning strategies for students and are applied across the curriculum to enhance learning and understanding of subject matter content. In a variety of formats dependent upon the task, graphic organizers facilitate students' learning by helping them identify areas of focus within a broad topic. Because they help the learner make connections and structure thinking, students often turn to graphic organizers for writing projects.

A graphic organizer is one of the forms of visual/spatial activities used in developing writing skills. It is "a visual representation of knowledge that structures information by arranging important aspects of a concept or topic into a pattern using labels."[3, p.6]

Graphical organizers can be used with any subject matter at any level. As Daniel H. Robinson suggests, teachers and researchers use only those organizers that are easily created by amateurs [4], thus they are effective for using by students of almost all ages.

Let us consider various reasons for using graphic organizers:
- Graphic organizers help students focus on what is important because they highlight key concepts and vocabulary, and the relationships among them, thus providing the tools for critical and creative thinking.[3, p.6]
- The information in graphic organizer is visual as well as verbal; highlights the relationships between the ideas; and focuses on the most important information. Thus, the learner is better able to understand and retain the material.
- According to David Paul Ausubel's learning theory, the human mind organizes and stores information by constructing a network of concepts and adding to them.[1] Graphic organizers are visual depictions that resemble networks and allow students to add or modify their background knowledge by seeing the connections and contradictions between existing knowledge and new information. Thus Ausubel focuses on meaningful learning as opposed to rote memorization; he believes that knowledge is hierarchically organized; that new information is meaningful to the extent that it can be related to what is already known.

Creative Production

Meaningful Learning — Requires: — 1. Well organized, relevant knowledge structures 2. Emotional commitment to integrate new with existing knowledge 3. Conceptual clear subject matter

A Continuum

Rote Learning — Results from: — 1. Little or no relevant knowledge 2. No emotional commitment to relate new with existing relevant knowledge 3. Poorly organized subject matter

Figure 1. The rote-meaningful learning continuum showing the requirements of meaningful learning.

There are many variations and possible combinations of organizers, but most of them fall into four basic categories:

► *Conceptual.* These types of graphic organizers include a main concept or central idea with supporting facts, evidence or characteristics. Some common examples are webs, central question organizers and Venn diagrams.

►*Hierarchical.* These organizers begin with a topic or concept and then include a number of ranks/levels below the topic. The key characteristic of the pattern is that there are distinct levels that proceed from top to bottom or bottom to top. The position on the

organizer denotes the level of the label within the organization. Among the examples can be found Main Idea Pyramid or the Hierarchical Organizer.

►*Cyclical.* The cyclical organizer depicts a series of events without beginning or end. The formation is circular and continuous. An example is the Circle Organizer.

►*Sequential.* Sequential organizers arrange events in chronological order. This type of organizer is extremely helpful when event have a specific beginning and end. It is also appropriate for cause-and-effect, process-and-product and problem-solution types of writing. The pattern is linear, as in a timeline. Examples are the Plot Diagram and the Multiple Timeline.

The number of variations and combinations of these basic types are only limited by the ingenuity of the students and teachers who create them.

The content and organization of material usually determines the type of organizer to be created. Another factor is the learning or cognitive style of the person creating the organizer. Individuals will often have a preference for one type of graphic organizer or another. The nonlinear and open-ended quality of the conceptual organizer is often appealing to more holistic, creative thinkers. The super-ordinate structure of the hierarchical organizer and chronological structure of the sequential organizer may appeal more to those who think linearly and logically. More importantly, having experiences with a variety of organizers allows students to pick and choose the type most appropriate for the subject and purpose.

Further we offer a step-by-step instruction of using sequential graphic organizer (the Plot Diagram) for developing writing skills through visualization.

Preparation. Before giving students a written task (to write a descriptive essay "My summer memories"), choose any text that is particularly vivid and appeals to the senses. We chose the extract from "Dandelion Wine" by Ray Bradbury:

Dandelion wine.

The words were summer on the tongue. The wine was summer caught and stoppered.

And now that Douglas knew, he really knew he was alive, and moved turning through the world to touch and see it all, it was only right and proper that some of his new knowledge, some of this special vintage day would be sealed away for opening on a January day with snow falling fast and the sun unseen for weeks or months and perhaps some of the miracle by then forgotten and in need of renewal. Since this was going to be a summer of unguessed wonders, he wanted it all salvaged and labeled so

that any time he wished, he might tiptoe down in this dank twilight and reach up his fingertips.

And there, row upon row, with the soft gleam of flowers opened at morning, with the light of this June sun glowing through a faint skin of dust, would stand the dandelion wine. Peer through it at the wintry day— the snow melted to grass, the trees were reinhabitated with bird, leaf, and blossoms like a continent of butterflies breathing on the wind. And peering through, color sky from iron to blue.

Hold summer in your hand, pour summer in a glass, a tiny glass of course, the smallest tingling sip for children; change the season in your veins by raising glass to lip and tilting summer in.

"Ready, now, the rain barrel!"

Nothing else in the world would do but the pure waters which had been summoned from the lakes far away and the sweet fields of grassy dew on early morning, lifted to the open sky, carried in laundered clusters nine hundred miles, brushed with wind, electrified with high voltage, and condensed upon cool air. This water, falling, raining, gathered yet more of the heavens in its crystals. Taking something of the east wind and the west wind and the north wind and the south, the water made rain and the rain, within this hour of rituals, would be well on its way to wine.[2, pp.22-23]

Procedure:

Step 1: With your students read/listen to the extract. Afterwards, ask students to share with a partner their visualizations, saying: "what did you see in your mind as you were reading/listening to the extract? Describe that picture." Talking about their visualizations and personal memories allows students to share what was meaningful to them from the text.

Step 2: Draw the graphic organizer for visualizing the senses (Figure 2) on the board as an example and let your students create their own graphic organizers.
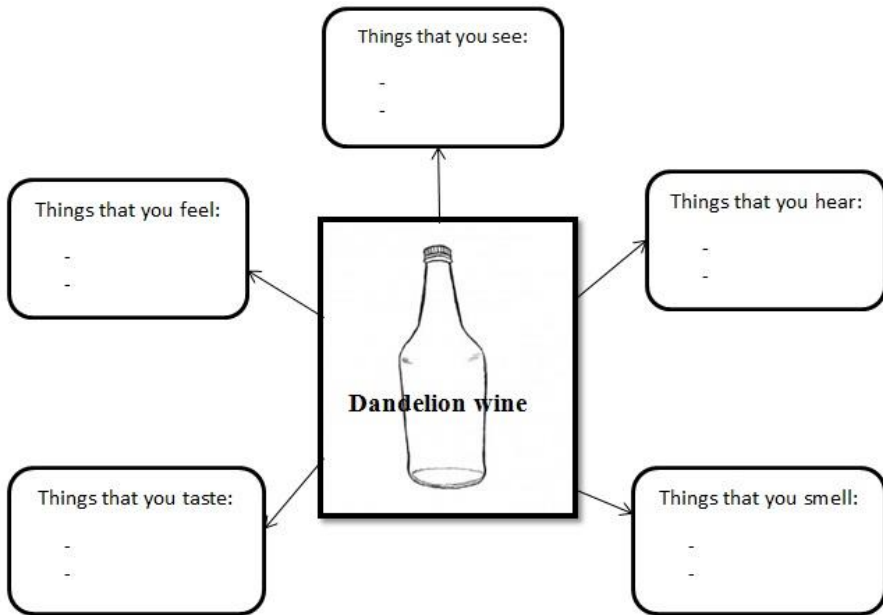
*Figure 2. Graphic organizer for visualizing senses.*

Step 3: Let your students take brief notes after each headings in their graphic organizers, recalling the extract.

Step 4: Ask your students to recall any event happened to them in summer and fill in the graphic organizer they have created for visualizing the senses.

Step 5: Have students discuss the notes in their charts with a partner. Then ask students to return to their organizers and, based on their conversations, add details, thoughts and emotions.

Step 6: After students visualized their five senses of the event, they are ready to turn to the whole story. Draw your plot diagram on the board, fill it along with the students taken as an example a well-known fairytale "Cinderella". (Figure 3)[7]

Climax
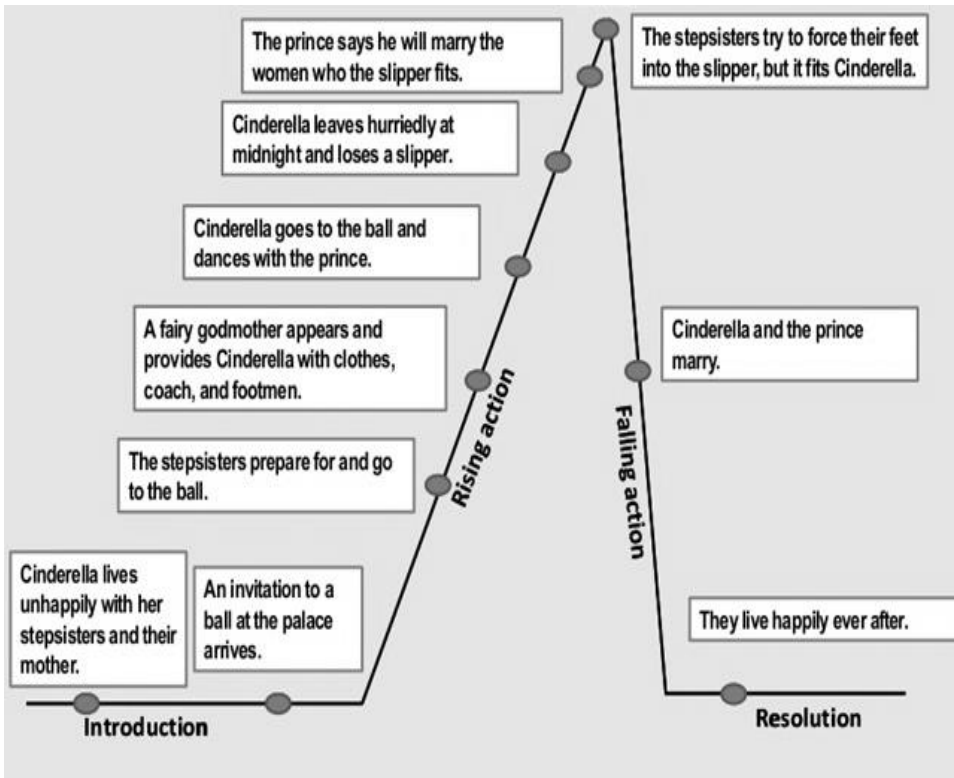
Figure 3. Plot Diagram for "Cinderella".

Step 7: Now ask your students to create their own plot diagram for their stories, bearing in mind the main points of this type of graphic organizer. Place an example of the plot diagram on the board for students not to lose these core points.
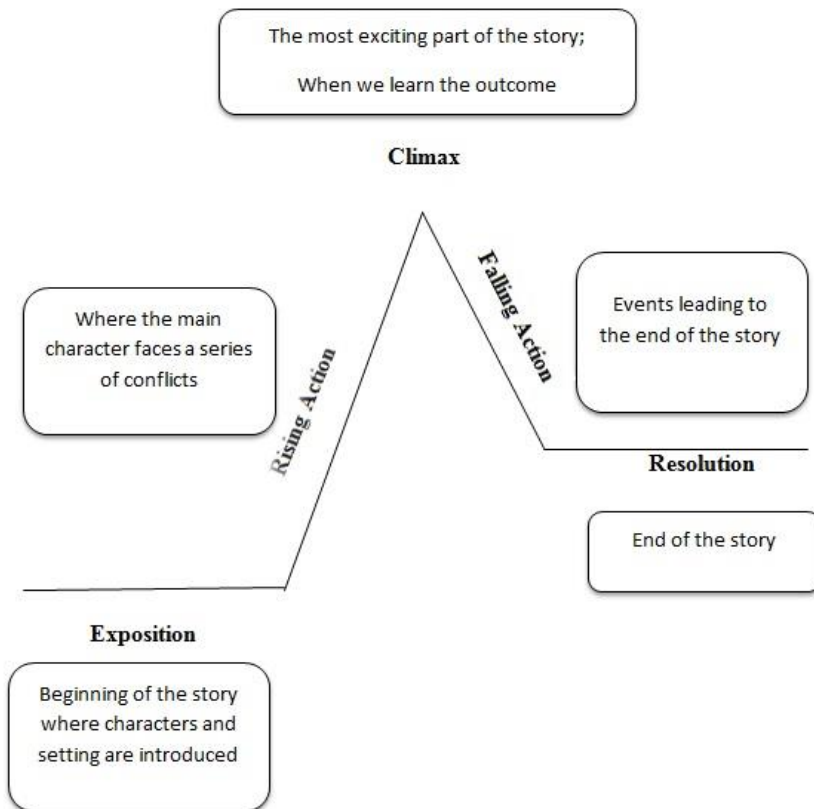
Figure 4. Example of the plot diagram

Step 8: Now have your students write their essays using the information from their graphic organizers.

Conclusions. Thus, after observing different learning theories, according to which the human mind organizes and stores information by constructing a network of concepts and adding to them, we came to conclusion that graphic organizers are effective means for developing creative thinking and can be successfully used in teaching writing.

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Strelbytska Svitlana

PROFESSIONAL REFLEXION AS A NECESSARY CONDITION FOR FORMATION FUTURE SOCIAL WORKS SPECIALISTS' COMPETENCE AT THE UNIVERSITY

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Abstract. *The article has reviewed and analyzed scientific views in psychological and pedagogical literature of well-known scientists on the notion of "professional reflexion". Presented is the essence of the concept of "professional reflexion" as a necessity for the formation of competence of the future social workers specialists in the course of education at the university. The relationship between "professional reflexion" and future professional activity of social workers is shown. It describes the main features of "professional reflexion" of future social workers in the process of their jobs' obtaining.*
Keywords: *professional reflexion, social worker, competence, professional activity.*

In modern conditions of Ukraine's transition to new educational standards a priority of modernization of professional training system is the introduction of competence-based approach, as the main means of improving of educational quality. The main task of university is to ensure a high quality of future specialists education to be competitive, capable for productive professional work, ready to further personal and professional growth, able for social and professional mobility with critical thinking and high level of responsibility for the results of their work and social activities. Under such circumstances, one of the most current tasks facing the university students as future specialists, is the formation of competence, as a result of maintenance of professional education process of study. A necessary condition for the formation of competence of