

Research on the Role of Mind Mapping in English Teaching

Jinxiang Gu

Department of Basic Education, Yantai Gold College, Yantai, 265400, China

Abstract: The current quality-oriented education reform is gradually deepening, the traditional examination-oriented education model cannot meet the needs of the development of The Times, many teachers are also actively exploring the diversified teaching model to improve the teaching strategy, mind mapping also arises at the historic moment. The application of mind map in English teaching can also make the original scattered knowledge points and abstract knowledge points more intuitive, facilitate students to master the overall knowledge points, improve and update the way of education, and also help improve students' learning efficiency. Therefore, as An English teacher, we should start with the characteristics of the subject, actively explore the application strategy of mind mapping, and find effective ways to improve English classroom teaching, so as to inject more vitality into English teaching.

Keywords: English teaching; Mind mapping; Effect analysis

1. Introduction

The so-called mind mapping is a kind of thinking tool proposed in the 1960s. The core idea of this kind of thinking is to combine image thinking with abstract thinking. As a learning strategy, it can enhance students' thinking ability, enhance their attention and memory, and stimulate their thinking ability. Mind mapping is a simple and effective way to visualize various memories or ideas in the brain. It is a practical graphical thinking tool. Mind mapping adopts the method of combining pictures and words. It makes full use of the functions of the left and right brain of the human body to connect various memories, so that the scattered memory points gradually form a huge memory network and a data network similar to the computer database [1].

The mind mapping education model mainly focuses on the age characteristics of students, using images as composition and various colors to enhance students' understanding of knowledge. Mind mapping is a structural model from whole to part. The reason why students learn English is easy to forget is because they do not process the information deeply and do not incorporate it into their existing experience. The application of mind mapping can make the key points and difficult points of the text more prominent, help students memorize and improve their learning efficiency. At the same time, the establishment of mind mapping is also a combination of knowledge. The analysis of old and new knowledge is conducive to the formation of students' unique learning style, which can stimulate students' imagination and creativity.

The application of mind map teaching can not only play a leading role in teaching, but also reflect the subject of

students' learning. From the perspective of the application of mind mapping in English teaching, it plays a positive role in English teaching. It can not only improve students' learning enthusiasm and improve their ability to remember English knowledge, but also improve their mastery of relevant knowledge. However, many English teachers are still unclear about the role of mind mapping, which needs to be explored.

2. Necessity of Mind Mapping in English Teaching

2.1. Students' knowledge needs to construct mind maps

Good teaching methods are easier to be accepted by students. In English learning, students are easy to fall into a strange thinking circle, which is mainly because students pay too much attention to memorizing words and phrases and ignore the overall grasp of the article, which leads them into an extreme thinking process. By making full use of the left and right brains, mind mapping can show the logical ability of the left brain and the visual ability of the right brain, organically combining the two, and displaying knowledge in the brain in the form of visual graphics. Students will have a more intuitive impression and gradually connect the scattered knowledge points to form a knowledge network. Mind mapping can make a lot of rigid English knowledge vivid and improve students' English application ability.

2.2. The thinking characteristics of students are consistent with the teaching of mind mapping

When learning complex content, students need to master certain reading skills in order to grasp the main idea of the text. Therefore, the application of mind mapping in English courses actually conforms to the characteristics of students' visual thinking, and enhances their understanding of articles by connecting keywords and pictures in specific English courses [2]. The construction of mind mapping mode is also conducive to the formation of a good learning framework for students, enabling them to master the overall English knowledge. During the learning process, small knowledge points can be grouped into a network, which can be coordinated from the part and the whole, so as to improve students' learning methods and improve their learning effects.

2.3. Disadvantages of traditional English teaching

In the traditional English classroom teaching, it is generally a "step by step" teaching mode. The teacher talks above and the students listen below. Such a class does not follow the student-centered concept, and also makes the students have no logical thinking. Therefore, in the process of using English knowledge, their ability is relatively poor, which is not conducive to improving their Core English literacy. Even if students answer the questions, they will be limited by the circle set by the teacher. In mind mapping teaching, teachers should not only provide students with background materials, but also create situations and guide the teachers so that students can share experiences and broaden their horizons in the process of learning together. The mind map provides a platform for teachers and students to talk with each other. Students can easily create mind maps, and their cooperation and communication skills have been greatly improved. It solves practical problems and promotes the all-round development of students.

2.4. Mind mapping has infinite academic value of positive energy

Teachers should try to create problem situations so that students can gain practical and cognitive experience from the actual situation. Pay attention to the inquiry method and process of teaching materials for all subjects studied by students, and demonstrate the results of exploring the subject through conclusions. Only by organically combining the concept, system and principle of the subject with the process and method of the subject exploration can students develop and enhance their rationality in the learning process. In the use of mind mapping teaching, teachers are no longer addicted to the explanation and clarification of concepts, conclusions and laws, but mainly guide students to carry out exploratory learning, and in the process of building thinking, deepening experience, and combining learning with discovery. Therefore, teachers must have knowledge structure system. Instead of using the original knowledge

system to solve the new problem, they are free to deal with it as soon as they encounter it. The 21st century is the information age. With the acceleration of knowledge update and dissemination, teachers' professional quality and knowledge structure will face higher requirements.

3. The Role of Mind Mapping in English Teaching

3.1. Stimulate students' interest in learning and enhance their attention

Interest is arguably the best teacher when it comes to learning knowledge and skills. English is a kind of foreign language knowledge, students in the learning lack of the corresponding language environment, will inevitably have certain learning difficulties, which makes many students lack of interest in learning. Students use mind maps to diverge their thoughts in the form of pictures, which can attract students' attention. It can not only stimulate students' interest in learning, but also enable them to deepen their understanding and use of English in the process of thinking. In teaching, if the teaching method of mind mapping can be used to classify different types of words, the time for students to remember words can be greatly shortened and the review can be more relaxed.

3.2. Cultivate students form good learning strategies, improving their comprehensive language using ability

In the traditional English classroom, the teacher takes the lead in teaching and the students have become the containers for passively receiving knowledge. This teaching mode is not conducive to the divergence of students' thinking, the cultivation of students' autonomous learning ability, and the future development of students. Therefore, in English knowledge teaching, teachers should learn to use mind mapping method to cultivate students' good learning strategies and improve their comprehensive language ability.

3.3. Cultivate students' thinking ability and innovative spirit

When students learn knowledge, they should not only remember what the teacher says, but also get good marks in the exam. This is just the bottom of the learning curve. The more important goal of knowledge learning is to train students' thinking ability in teaching, so that they can use knowledge to solve some practical problems, and reflect the role of knowledge in learning. Teachers and students can give full play to their imagination and draw a mind map full of personality. When drawing mind maps, teachers should start from how to make students quickly accept and obey the laws of lan-

guage itself, boldly imagine and find out the essential characteristics hidden behind the phenomenon.

For example, when learning English knowledge, there is a topic about dialogue, similar to oral communication in Chinese teaching. A teacher should not interfere too much with his students in teaching. Instead, learn to apply mind mapping strategies to classroom teaching and encourage students to express their views and opinions freely. As long as teachers express their opinions to students, they can correct some mistakes and shortcomings in order to cultivate their innovation ability.

3.4. Promote knowledge structure and improve students' memory

In fact, the learning of English knowledge is similar to the learning of Chinese knowledge, both of which are based on language learning. The difference is that Chinese is our mother tongue, students have a good language environment, but English learning lack of the corresponding language environment. This makes some students lack of enthusiasm for learning English knowledge, learning knowledge is not complete, which is very harmful to students' learning. Mind mapping is the use of imagination to form a network of connections between scattered knowledge points in the brain, which is far better than rote learning [3]. For example, in traditional English teaching, the teacher directly injects a large number of knowledge points to the students, but because the students' understanding ability is not perfect, it is difficult for them to quickly summarize the knowledge taught by the teacher, so they memorize these knowledge points after class. Mind mapping is to form a chain by using the internal connections of these knowledge points. In this way, students can quickly master difficult English knowledge, help students form a knowledge structure network in their mind, and improve their memory.

4. The Concrete Realization of Mind Mapping in English Teaching

4.1. Use a mind map to help students to accumulate vocabulary

In English teaching, vocabulary plays an important role not only in words but also in understanding articles. Memorizing English words mainly comes from the pronunciation of the meaning of the words. Most students adopt the teaching method of rote learning. Therefore, the effect of memorizing words is not ideal for many students, and their vocabulary accumulation is also less, which will have a great impact on students' learning. Therefore, teachers should establish good mind mapping based on word roots to enhance students' word memory ability and broaden their vocabulary. At the same time, teachers should use the mind map to classify the words

reasonably, so that students can remember the words orderly and improve their vocabulary.

4.2. Use mind mapping to improve students' reading ability

In English reading teaching, teachers and students work together to make mind maps. Through the implementation of mind map analysis, complex content can be made clearer, helping students to understand the reading content in depth and understand the learning content more easily. After learning vocabulary, it is necessary to guide students in reading teaching so that they can understand the general idea of the article and master the author's writing idea. Therefore, teachers should guide students to read the whole article carefully in reading teaching. After the specific meaning is clarified, students can share their understanding of reading materials through group cooperation. In this way, the modular information of mind mapping can be converted into learning materials for students, which is conducive to students' absorption and understanding and improves their reading efficiency.

4.3. Use mind mapping teaching to improve students' writing ability

To write a good article, it is necessary to clear your mind before writing. However, many students say that they do not know how to write, can not organize the structure of the article, and may even deviate from the topic, which is also the main reason for students' poor writing ability. If teachers use mind maps, they can emphasize key sentence patterns over and over again. If students accumulate more sentences in their mind, they can write their own compositions easily, which not only expands their thinking scope, but also stimulates their interest in learning. The application of mind mapping in writing teaching is conducive to students' intuitive understanding and learning of writing structure, so that students can clearly study the structure of writing articles, and thus further improve their writing skills [4].

4.4. Use mind mapping to improve students' language ability

In fact, the ultimate purpose of organizing students to learn English knowledge is to enable them to communicate with each other without English barriers, not just to improve students' academic performance. However, in the actual teaching, although students have mastered a lot of sentence patterns and words, they still cannot express them fluently. Teachers can use mind maps to make students have some communication and dialogue. In this way, students can not only improve their English thinking consciousness, but also achieve quality English teaching.

5. Conclusion

English class cannot be separated from situational teaching. Only by constantly stimulating students' interest in English learning can students know what to learn and cultivate their independent learning ability and positive thinking ability in class. Teachers guide students to express information by drawing mind maps, which greatly deepens students' deep processing of learning materials and further increases the possibility of students' long-term memory. The application of mind mapping in English teaching can not only cultivate students' thinking ability, but also help them actively train their thinking and improve their profoundness, extensiveness and flexibility. It is important for English teachers not only to be able to use mind maps, but also to understand the role of

mind maps. Only in practical application can it be useful and make students interested in Learning English.

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