

Application of the Mind Map in High School Ideological and Political Teaching

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Abstract: Xi Jinping emphasized the need to continuously enhance the theoretical and practical aspects of the reform and innovation of political ideology. To achieve this, the use of the Mind Map as a tool for stimulating and organizing thinking is crucial. Mind maps help deepen the level of thought and improve the processing of ideas by providing a dispersed, systematic, logical, and visual approach. There are a number of problems with the application of the Mind Map in the teaching of political lessons in high school, including: First, the content of the teaching material and the thought guide lack effective construction; Second, students do not fully use the function of the Mind Map; Third, students are not very motivated to use the Mind Map. Based on this, effective responses to the application of the Mind Map in high school ideological and political lessons, mainly include: The first is to deepen the teaching material and use the Mind Map to figure out the logical relationship of knowledge points; the second, in classroom teaching, the use of the Mind Map to guide students to form clear logical thinking; and the third, in the consolidation of the post-class practice, the application of the Mind Map guide the integration of students' knowledge points.

Keywords: Mind Map; High School Ideological and Political Class; Teaching Application

1. The concept of the Mind Map

The Mind Map was proposed by Tony Buzan in the 1960s. In the book "Mind Map," the author argues that the Mind Map are a comprehensive thinking tool that can be used for various cognitive processes, including memory, creativity, learning, and different forms of thinking. Specifically, "the Mind Map combine the human brain's associative thinking method. The brain's thinking center sends out multiple link points, which are interconnected to form a multidimensional stereo structure. the Mind Map are consistent with the brain's working principle. the Mind Map is a non-linear visual thinking tool that stimulates and organizes thinking, leading to continuous deepening of thought processing as the level of thinking increases^[1]. In a combination of methods, the knowledge theme or keyword is characterized by a hierarchical relationship of knowledge.

2. Characteristics of the Mind Map

The characteristics of the Mind Map are as follows: First, logic: from the center to the surrounding, the Mind Map shows the logical relationship of the subjects of the branches, from multiple angles to think about the problem, extended by the level, build knowledge structure, clear your own mind connections, while reviewing the whole process of thinking of yourself and others. Second, systematic: The keywords in each branch can be seen as central themes that continue to radiate the next-level themes, until all the knowledge points are encompassed in the Mind Map, forming a tree-like structure of knowledge. Third, dispersibility: the Mind Map extends from the central theme to the subjects of the center as branches, and the closer to the central part, the higher the level of the knowledge point. Finally, Imagination: the Mind Map uses color, lines and images and other elements, through intuitive visual sensory stimulation, the student's whole brain thinking, makes the intuitive clearer and more impressive.

3. Problems with using the Mind Map in the teaching of political lessons in high school

3.1 Lack of an effective structure for the content of the teaching material and the Mind Map

We interviewed three high school teachers and surveyed students to learn about the implementation of think tanks in high school

political education. Of the 37 teachers interviewed, it was found that their understanding of think tanks was limited, making it difficult for them to analyze the teaching material in depth. As a result, the presentation of their thoughts on think tanks lacked depth, and their ability to effectively analyze the content of teaching materials with the help of think tanks was insufficient. Out of the 332 students surveyed, only 15.8% are well acquainted with the Mind Map. 23.3% of students have a general familiarity with the concept of the Mind Map. A majority of students, 60.9%, do not know about the Mind Map as a skill. Additionally, 25.2% of students know how to use the Mind Map, while 44.9% of those who are not aware of how to apply the Mind Map lack knowledge about its application. This lack of knowledge hinders the effective construction of teaching materials and the use of the Mind Map as a tool for mind cultivation and learning aids.

3.2 Students fail to fully utilize the functions of the Mind Map

64.4% of students were able to enhance knowledge processing when they utilized the Mind Map, whereas only 12.3% of students were able to foster thought development. The level of application of the student to the Mind Map is limited to the simple compilation of knowledge, without applying it to the meaning structure of knowledge and the cultivation of problem-solving consciousness in thinking. We need to understand that the Mind Map is just a tool. Our goal should be to utilize this tool to facilitate structured thinking, transitioning from rigid learning to creative learning, from fragmented learning to systematic learning, and from surface-level learning to deep learning. Ultimately, this will contribute to the development of critical thinking skills. The above analysis shows that students still exhibit clear formalism and functional limitations in their use of the Mind Map.

3.3 Students are less motivated to seek mind map

In high school ideological and political lessons, 17.7% of students regularly use the Mind Map, 59.0% of students occasionally use them, and 22.4% of students never use them. Additionally, 42.9% of students use the Mind Map during class, while 37.5% of students use them for review. Furthermore, 66.3% of students apply the Mind Map through teacher's explanation, and 13.2% of students create their own drawings. It reflects that most students use the Mind Map in high school ideological and political lessons. Students are in a passive state and have consciously low initiative.

4. The measures of the application of Mind Map in teaching of high school ideological and political lesson

4.1 Drill teaching material deeply and use the Mind Map to clarify the logical relationship of knowledge points

Teachers should actively learn about the effectiveness of combining teaching material with the theory of the Mind Map. This includes gaining a deeper understanding of the concept and function of the Mind Map, as well as the theoretical basis behind it. By doing so, teachers can better guide students in using the Mind Map to supplement their comprehensive understanding of textbook content^[2]. In daily teaching, teachers can also supplement corresponding knowledge to enhance the usefulness of the Mind Map in high school political lessons. This will enable them to better implement ideological and political lesson political and academic rationality using the Mind Map. In the process of enhancing teaching materials, it is common to start with the fundamental concepts of core education and then move on to the application of the Mind Map to foster critical thinking skills. Based on the curriculum standards, the characteristics of the materials preparation, and the actual situation of the students, the materials should be organized from a macro to a microscopic level, and then from a micro to a macro level, in order to achieve optimal learning outcomes.

We will use High School Politics as an example to illustrate the process of integrating the material into modules and lessons. Each lesson can be represented by a mind map. These individual mind maps can then be integrated into a module-based mind map, which in turn can be integrated into a comprehensive mind map based on the textbook. By applying this mind map, we can interpret the teaching material, establish a complete knowledge system, and follow a structured learning approach. This will allow us to continuously expand our thinking in terms of depth, breadth, and perspective.

4.2 In classroom teaching, use Mind Map to guide students to form clear logical thinking

Through mastering the core thinking method of deduction and summary, dissemination and aggregation, students respond with thorough academic analysis, when building a mental guide, it is necessary to effectively extract keywords with generality, such vocabulary can clearly summarize the learned knowledge points^[3]. The sequential connection of keywords permeates the basic framework and pulse of the entire knowledge system, facilitating the student's rational arrangement of the content of the branches, achieving proper detail on the content, thus increasing the political effectiveness of high school. We take as an example the fifth lesson "Business management" in the second module of "Economic Life". Understand the Mind Map in practical operations, and

then improve the level of understanding and application of the teacher's Mind Map, and thus improve the logical thinking ability of teachers, to meet the individual needs of students.

From the first branch, we have the "business management" as the central theme, can be divided into "company", "enterprise", "corporate merger and bankruptcy" and "companies management and development" the four core themes, in the teachers to explain the knowledge of the "Company" content, need to guide students according to the content of the teaching and the course of teaching progress one by one to introduce the four Core themes of "Corporate", "Enterprise," "Corpora fusion and insolvency", and "Entreprise business and development of the company", to make it easy for students to understand the logical relationship of the text of the lesson.

4.3 In practice and consolidation after class, use Mind Map to guide students to integrate knowledge points

Teachers use the Mind Map to provide learning support for students to learn cognitive, exchange and collaboration, through teachers' design to provide a Mind Map with a branch or part of the main branch, students to complete the whole the Mind Map provide a learning support or create a Mind Map, stimulate students to study the interest of applying the Mind Map to learn, guide students to discover problems, analyze problems, think problems, in the inspiration to let students to the channel to the knowledge point of merger^[4].

In order to guide students to develop the ability to think independently, on the other hand to the integration of the learning points. This provides students with a profound learning experience, enabling them to utilize the Mind Map to grasp the key concepts and apply them creatively. This process deepens their comprehension and application of the knowledge points, thereby fostering the development of effective thinking strategies.

From the first level, we have the theme of "multi-colour consumption" as the central theme, under the theme "multicolour consumer", as the sub-central theme "consumption and its types", in order to make the students clear the location of the knowledge points, add the core theme of the "multidimensional consumer" to connect the new and old knowledge points.

References:

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