

# The Application Value of Mind Mapping in High School English Reading Teaching

Xi Chen

Beijing New Oriental Yangzhou Foreign Language School, Yangzhou 225000, Jiangsu, China

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**Abstract:** Mind mapping is a new learning method that has emerged in recent years. Using mind maps helps to understand the logical process of thinking and allows learners to have a clearer understanding of each knowledge point. At present, some English teachers have begun to bring the teaching method of mind mapping into English reading teaching, and have achieved many good results. This paper makes a detailed analysis of the application value of mind map in high school English reading teaching.

**Keywords:** Mind map; High school English; Reading teaching; Applied value

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## 1. Overview of the mind map

Mind maps, also known as mind maps, originated in the 1960s. It's basically a thinking tool that takes advantage of the radioactive nature of the brain. For learners, it can cultivate divergent and profound thinking characteristics of learners. The main purpose is to enable learners to put the content they are going to learn in their own head space with the application of mind mapping, or use visual images and texts combined with specific events to mobilize people's brain potential. To make it easier and faster to absorb things and things that previously seemed abstract.

## 2. The value of mind mapping in high school English reading teaching

With the continuous change and technological innovation of the teaching industry, teachers are paying more attention to the application of efficient teaching model in the curriculum. Mind mapping stands out from many traditional teaching modes because of its unique advantages and is highly praised by teachers. Its advantages are mainly reflected in the following three aspects: First, when teachers design class content before class, they can summarize and summarize all knowledge points of the whole teaching by making the mind map needed in class, so as to determine the teaching objectives. After class, high school students can also check and supplement the blank knowledge points through the mind map. In this way, high school students can have a comprehensive understanding of the knowledge points. Second, when teachers guide high school students to carry out reading exercises, teachers can also fully mobilize the main role of high school students in the classroom, let them have some independent discussion or group learning, and let high school students in the learning process of the reading material mind map. Thirdly, the thinking map can combine the abstract summary of knowledge points with the specific expression. Expand some abstract concepts and expand their content in the form of links. Meanwhile, by using the retelling mind map, learners can also improve their expression ability from abstract thinking to concrete thinking, which can also improve their English reading and writing level <sup>[1]</sup>

## 3. Current problems in English reading teaching in senior high schools

### 3.1 Low classroom teaching efficiency

Nowadays, most English classes are used to master written knowledge points, and the teaching process is relatively boring. In order to keep up with the teaching progress, some English teachers do not correctly assign teaching tasks, but choose relatively simple teaching methods, which makes it difficult for high school students to fully participate in the course learning, and the classroom teaching efficiency is low.

### 3.2 Poor learning status of high school students

Due to the boredom of English learning at home or in high school, and the resistance of many high school students to English

learning methods, as well as their poor status in the college entrance examination.

## **4. Several mind maps commonly used in high school English reading teaching**

### **4.1 List comparison diagram**

Charts can list and compare characters, data, events, and views in text. Take “An Interview” as an example. This article mainly tells the difference between the ancient Olympic Games and the modern Olympic Games that the Greek poet realized after the interview. But the information is scattered in different pieces of history, and it’s hard for high school students to summarize it after reading it. In the second reading of high school students, teachers can guide them to look for the clues in the following comparison chart, which is helpful for high school students to sort out the scattered knowledge points in the text, so as to consolidate the memory. After high school students finish, let them become writers and return to the ancient world. Improve the oral ability of the ancient people by telling them the difference between the ancient Games and the modern Games with diagrams <sup>[2]</sup>.

### **4.2 Organization chart**

The article “Festivals and Celebrations” mainly tells the origin and meaning of traditional festivals such as festivals of the dead, harvest festivals and New Year’s Day around the world. Each traditional festival in this paper has its own paragraph and subtitle. At the first translation, they were able to easily establish the following organizational chart and clarify the context of the text. Through the chart, high school students will also notice that there are the same cultural festivals in different countries of the world, which also contain different cultural information, which enhances the awareness of cross-cultural communication.

## **5. The application of mind mapping in high school English reading teaching**

### **5.1 Preparation before class**

Before class, the teacher must pay attention to simple and clear, use time should not be too long. Through the mind map, we can first present the educational objective, content, key points and difficulty of this course, so as to ensure that the English reading class is carried out in a targeted way. For example, when reading the English passage “Music from China”, the general meaning of the whole article is Chinese songs, and tells several representative types of songs. Before class, teachers can mark key words in reading articles for high school students, show these key and difficult words through the way of thinking, and then ask high school students to read aloud. On the basis of cultivating high school students’ mastery of reading vocabulary, it is also helpful to cultivate high school students’ interest in English reading lessons.<sup>[3]</sup>

### **5.2 Analyze the teaching content in detail in class**

Before the high school English reading class, teachers can help high school students to correctly understand the key content of this course through the mind map. With the mind map, the text content can be sorted out smoothly, the more concise part of the class can be refined, and the notes can be used for memory. Therefore, in the process of analyzing the classroom content through the thought map, teachers should first select the keywords in each part and establish the thought map for the high school students through the keywords. In this way, not only can help the high school students grasp the main items in the text more clearly, but also help the high school students to form a good knowledge structure, so as to enhance the cognition of the English text content.

## **6. Closing Remarks**

In short, mind mapping is actually a major way to distribute information and effectively express people’s thoughts. By thinking about the map, you can more effectively combine the language with the image, so that the real meaning can be expressed most vividly. The rational application of the thought map in high school reading teaching can enhance the correct understanding of English words for high school students, cultivate the enthusiasm of high school students to participate in English reading teaching, and also help high school students to further improve their English reading and writing level, laying a solid foundation for the all-round development of high school students.

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