

The Application of Mind Mapping in Junior High School English Teaching

Chunyan Dai

Qingyun Experimental Middle School, Suzhou, Jiangsu Province, 215200

Abstract: With the progress and development of the society, the country, the society, the education departments also pay more and more attention to the education of students, and the middle school students are their important turning point in the learning stage, so we should pay more attention to the education of middle school students. Therefore, in order to improve the learning efficiency of middle school students, a new mind mapping mode has been gradually applied in teaching activities. Mind mapping can simplify complex knowledge and make the content of students' memory and reciting simple and clearly, which is an essential way for students in study and life.

Keywords: Mind map English teaching; Junior high school English

Introduction

Mind mapping is an emerging application of education in reform and innovation in daily teaching, a way for teachers to use graphic skills to apply the text as well as the knowledge learned systematically and concisely in teaching activities. It enables students to use mind maps to memorize more content efficiently in the same unit of time, so mind maps drive the teacher's subject work process by acting on classroom teaching. This paper discusses the application of mind mapping in junior high school English teaching research, in the subject of English, the use of mind mapping, students' listening, speaking, reading and writing skills have been greatly enhanced, on the one hand, has a profound impact on modern education, on the other hand, the practical application of teaching and raising people to produce great value.

1. The overview of mind mapping

1.1 The concept of mind mapping

As the name suggests, mind mapping is the way of thinking, the system of knowledge of the internal linkage together, is the teacher for students to teach the necessary skills. Mind mapping is an effective thinking tool based on the way the human brain thinks, using a form of interconnectedness. Through the method of mind mapping, knowledge and knowledge are constitutively related to each other, so that students can remember the knowledge firmly. A lot of practice has shown that the thinking pattern is consistent with the objective laws of the brain's potential consciousness and the existence of memory, and is applicable to students' academic life. Especially in the learning process of students, the widespread use of mind maps makes the complex and boring knowledge in the textbooks, by finding the connections between them to build the entire body of knowledge. Thus forming a more easily cognizable and familiar knowledge, making it easier and more efficient for students to learn and more quickly understand the content of the theoretical level they are studying. In the process of drawing a mind map, it has the effect of connecting inside and outside of the master and subordinate, through the mutual affiliation between knowledge, layer by layer hierarchy, and gradually decompose the knowledge layer by layer. Ultimately, through the hierarchical relationship, students are directly able to learn the knowledge visually. Ultimately, through the mind map, students summarize the knowledge system and have a comprehensive and systematic understanding of the knowledge. This shows the importance of mind mapping by simplifying the steps.

1.2 Develop a mind map

The mind map is dispersed outward through a key point, and can be divided into multiple branches, with certain connec-

tions between the branches and the key points. The multiple branches form and build a knowledge network, and the key words that need to be kept in mind in the knowledge system are reflected through the primary and secondary relationships, and the key words are used as the basis of the mind map. There are also various classifications of mind maps. In daily teaching, the content that is relatively simple to remember or the number of words to remember is relatively small, you can draw a mind map in the form of a bubble diagram with the center as the subject content and scattered outward as an add-on to the central theme. A large chapter or content is classified in a regular text in the form of a tree diagram, which is presented directly and clearly to the students through its keywords and key phrases, using the laws that exist in it. If the content being taught has a story, something interesting, then this can be mind mapped with a flowchart, which accurately describes the development of things, as well as the specific workflow. This shows the process of developing a mind map, which needs to be developed by thoughtful analysis of its internal elements, rather than filling in the content haphazardly.

2. The role of mind mapping in junior high school English teaching

2.1 Help students build English learning habits of mind

Middle school English teaching is the most important stage in the process of English learning for students. It plays the role of carrying on and starting, both to further expand the content of English in elementary school, specifically by adding more difficult vocabulary and grammatical structures, and to lay the foundation for English learning in high school. In the middle school learning process, teachers should pay more attention to students' learning efficiency, so a teaching tool of mind mapping has emerged in recent years. Mind mapping is a tool that can improve the efficiency of learning, especially at the early stage of English exposure, by simplifying the complex knowledge system so that students can master more content in a shorter period of time. This requires that teachers should gradually teach the creation of mind maps to their students in the case of using mind maps for instruction. Students should be able to master mind mapping, develop a learning style that suits their thinking, and develop the habit of drawing English learning mind maps in the subsequent learning process, through the effective use of mind maps as a way to get rid of traditional, fixed thinking patterns. Students will have the ability to build English learning mindset and stimulate their active hands-on ability and creativity.

2.2 Help teachers to master a comprehensive knowledge system

By drawing mind maps, teachers can better grasp the knowledge system of English learning. In the process of lesson preparation, using mind maps helps English teachers to think more diffusely. For example, in a particular unit using mind maps to divide words into multiple communities, and teachers can fill in the words that fit what students know to expand college students' vocabulary. Teachers can also use mind mapping to prepare lessons, saving a lot of preparation time and reducing text writing. This allows teachers to visualize the content of the lesson preparation and the notes during teaching, and through mind mapping, teachers do not have to find the main content of the lecture for students from a long discussion. This proves that it is also only driven by the mind map that makes the teacher's mind more active and will create a discrete expansion of the teaching content, thus improving his or her knowledge system. When the teacher presents the textbook knowledge in the form of a mind map, it greatly improves the students' learning efficiency, allowing them to focus on the key points in the complex text, find the key words, and follow the teacher's thinking as closely as possible. The teacher's "teaching" and the students' "learning" combine and interact with each other, making the process of learning English full of interest and stimulating students' initiative and enthusiasm in learning English.

3. The application of thinking maps in junior high school English teaching

3.1 Application to junior high school English vocabulary teaching

No matter which language, vocabulary is the basis of learning this language, and the learning of vocabulary is the most confusing and reluctant content for every student. And by constructing a mind map, it greatly reduces the difficulty of students learning English vocabulary in junior high school and improves the efficiency of students learning English words. In traditional vocabulary learning, teachers just mechanically train the words in pronunciation, and then make students recite and dictate them. The traditional method of vocabulary learning cannot find out the inner connection between words, so students also only recite words mechanically, without knowing what they are and why they are. In the long run through this way, students will be bored with the learning of words and their brains will be in the state of carrying out a lot of mechanical memory, so there will be a lot of mistakes, memory loss, low efficiency and other problems, it is difficult to mobilize students' enthusiasm for learning English. Through mind mapping, this series of problems can be effectively avoided. With the role of mind maps, students can

follow the thinking of their brains and connect the memorized content from points to lines, so as to scientifically find a memory method suitable for students.

Take the middle school English Oxford translation version as an example, the teacher constructs a mind map of words according to the spelling rules, each word has a specific practical meaning and has its own rules in the way of composition. Therefore, the teacher can save students' time in memorizing words through the way of mind map, which can further deepen students' memory and make them remember the words without confusion. For example, if the word "impossible" appears in the textbook, teachers can guide students to make a mind map of the spelling category to divide "impossible" into "im", and "possible" two categories. The prefix "im" determines the meaning of the word, and the meaning of "im" is negative, so the words with the negative meaning of "im" can be The word "im" can be used to form a word group. For example, "impolite", "impatient" and so on. This expands the vocabulary of students. Other words can also be used in this way to guide students to take the initiative to classify and group such words into a coherent memory.

In the process of teaching English words, the way of categorization is used for mind mapping, where words of the same category and nature are divided into one category, so that students can fully think and divide the memorized words into different areas, and students can more easily remember what they have learned. "chair" "table" and so on can be classified as furniture. This kind of classification can make students' memory clear and stimulate their interest in learning English in a simple way.

3.2 Application to junior high school English writing teaching

At the present stage, many junior high school English writing methods follow the form of templates, in which teachers give a few model templates for students to memorize mechanically and use them in exams to get higher scores. This kind of mechanical template form can improve students' written performance, but in the long run it will affect students' active thinking about English learning, and in the process of rigidly applying the template will solidify English thinking, thus not fundamentally improving students' English writing ability, and the process of applying the template is also prone to the problem of errors, applying the contents of the wind and oxen, which is prone to the phenomenon of off-topic and off-topic. If the thinking map is used in teaching students' writing, it can greatly improve their writing level and ability. By using their own thinking to create what they are thinking about, and by using the structure of the mind map, students are able to follow the steps in their writing in a structured way. The idea is combined with the topic and corresponds to the text to efficiently extract the central idea and read the central topic. Using mind maps in the English writing process, the central word is used as the key word for writing, and the words and phrases it emanates to create revolve around the key word to make their writing content from the shallow to the deep, from the surface to the inside. Avoiding the habit of writing while students think, the creation process is more fluid and makes the theme of the composition prominent and obvious.

4. Conclusion

In conclusion, the application of mind mapping in junior high school English teaching is a long-term process that needs to be explored, and in its current form, the development of mind mapping in the teaching mode is not mature enough, and there exists a one-sided teaching scope and limitations of the teaching content. Therefore, not only the efforts of teachers and students are needed, but also the joint efforts of schools, society, education departments and the state, which are committed to the successful use of the thinking guide model in the education of students, so that the thinking guide teaching model to promote the reform of the modern education system, so that the learning situation of its students to a higher level, and ultimately can provide a continuous stream of talents for society, injecting fresh vitality into society.

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Author Biography: Chunyan Dai (1986-), female, Han nationality, Suzhou, Jiangsu, secondary school teacher II, bachelor's degree, research direction: junior high school English teaching.