

The Application of Mind Map in Junior Middle School English Review

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Abstract

Mind map is a thinking tool that can make knowledge exist in vivid, vivid and concrete form. According to the characteristics of the divergent thinking of the human brain, it uses its rich colors, lines, graphics, etc., to express knowledge in the form of structural diagrams according to different themes, focuses, and relevance, so as to promote the human brain's knowledge of knowledge. Understanding and memory. In review classes, how to use effective methods to improve students' grades and the ability to organize knowledge is a topic of common concern for educators. This article takes students from a class of the No. 1 Middle School in Sunan Yugu Autonomous County, Zhangye City, Gansu Province as the research object, and tries to use mind maps in the English review class of junior high schools. In order to provide the necessary reference for the further smooth development of the junior high school English review class.

Keywords

Mind Map; Junior High School English; Review Class; Knowledge Structure.

1. Introduction

In our country, due to the lack of a real language environment, students' use of English is limited to the class. A good review method will play a vital role in improving the effect of English learning. However, at present, the teaching of junior high school English review courses is quite difficult. On the one hand, because students have to learn more subjects, the study time is tight, and teachers are also busy with the teaching of new lessons. There are few fixed time schedules. Review. According to the characteristics of the divergent thinking of the human brain, the mind map can not only express knowledge in the form of a hierarchical map according to different themes, focuses, and relevance, but also promote the human brain to organize and organize knowledge through its rich lines and colors. memory. It can help students sort out the inner connections of knowledge, make the context of knowledge clearer, and help cultivate students' general thinking and logical thinking ability.

2. The Role of Mind Maps

English mind maps are of great significance for improving the teaching efficiency of junior high school English courses, which are manifested in the following aspects: First, when junior high school English teachers were reviewing and teaching, students would use the mind maps to carefully use their brains and think about problems. In this process, the English learning autonomy of junior high school students is cultivated. Second, the drawing of English mind maps can improve the efficiency of students' review and deepen students' understanding and memory of English knowledge. Third, mind mapping is an important way of learning, it has a multiplier effect. In short, the role of mind maps is greater. Junior high school English teachers should not only apply mind maps to review classes, but also teach students to draw mind maps by themselves to improve the efficiency of learning.

3. Strategies for the Application of Mind Maps in the Junior High School English Review Class

3.1. Use Mind Maps to Help Students Remember Words

English words are composed of letters, and letter combinations, roots, prefixes and suffixes can expand many words. Making word spelling mind maps helps to solve students' word spelling problems. Usually words with similar spelling have similar pronunciation, and some words have very similar spelling structures. Therefore, words with similar spelling structures can be combined for learning and memorization, so that students can use some old words to help memorize new words. In the vocabulary mind map teaching class, the teacher guides, displays and reviews words through the mind map, so that students can associate and memorize the words they have learned, and connect the connected words in series, which can effectively improve the efficiency of memory.

3.2. Use Mind Maps to Review Grammar

In the English grammar review class, the use of mind maps can visualize and network abstract grammatical rules, making them more vivid and simple, helping students find the connections between grammatical points, and forming a complete knowledge tree in the brain. In the grammar review class, students need to personally participate in the production of mind maps, and through active participation, students' independent learning ability can be exercised. Teachers can use the mind map to make the sentence structure clearer and more reasonable when designing the mind map for grammar teaching. First, the teacher should choose keywords, and then the grammatical terms that students should learn. Secondly, teachers can explain grammatical terms in the mind map, and then provide some examples for students to summarize and review grammar. In addition, some relevant grammatical points can be reviewed during the design process. According to constructivist theory, if students use old knowledge to construct new knowledge, they can learn more effectively.

3.3. Use Mind Maps to Improve Students' Reading and Analysis Ability

The mind map is based on associative logic. Through the main clues of the reading material, it can help students better understand the reading material. First of all, teachers need to guide students to analyze the theme of the article and find the basic framework of the article. Determine which type of article this article belongs to. Generally speaking, every article has a simple main line, so it is easy to find the topic of the article, and students can get the answer through the title or quickly browse the article to find related words. Second, analyze the structure of the article, extract its meaning, and complete the first-level branch of the mind map. Let students quickly scan the article, divide the whole article into several parts, and use words or pictures to summarize the main ideas of each part. Teachers need to control the speed and require students to complete within a limited time. Finally, analyze the details of the article and construct the language schema of the mind map. In this step, teachers can add new words and grammar that appear in the article, allowing students to learn language knowledge naturally in the mind map. These knowledge points are usually classified into secondary or tertiary branches. In this way, students are more receptive to learning these knowledge and require students to associate these knowledge points with the main content of the paragraph.

3.4. Use Mind Maps to Improve English Writing

With the help of mind maps, students can grasp the logical relationship between the various parts of the content. From the perspective of constructivism, the mind map provides a "scaffold" for each link in the process of processing language materials. With its help, the logical relationship between the contents is clearer, and students pay more attention to the cohesion between the texts and the fluency of the context. The mind map drawn with colored stripes

turns the abstract and monotonous text into vivid charts, and also makes boring writing into a lively and interesting article generation process. Students have fun, so their writing interest has also increased. As a junior high school English teacher who practices first-line teaching, he should conform to the requirements of current curriculum reform and new teaching concepts in teaching practice, strive to explore scientific teaching concepts, break through the shackles of traditional writing teaching thinking, and find ways to conform to the society and the development level of students To change the status quo of teaching. The mind map is an important divergence tool. In the junior high school English review class, the use of mind maps for effective review should be promoted to improve students' comprehensive language ability.

4. Conclusion

Compared with the control class, the English scores of the students in the experimental class have improved significantly after the end of the experiment. Using the structural and visual characteristics of mind maps, students can construct the scattered knowledge they have learned into a knowledge network with a logical system. In addition, this article puts forward some enlightenments on the application of mind maps to the teaching of English review courses. First of all, teachers must be aware of the importance of review methods. Secondly, in different teaching stages, teachers should have different emphasis on the evaluation of students' mind maps. Finally, in teaching, teachers should constantly remind students not to pay too much attention to the form of mind maps and neglect the true value of mind maps for summarizing knowledge. This research fully proves the feasibility and effectiveness of mind mapping applied to junior high school English review classes. However, the research has shortcomings such as small experimental samples and limited experimental time. This article hopes that this research can provide experts and teachers with a certain reference in the teaching of review courses.

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