

Research on the Application of Mind Mapping in College English Reading Teaching

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Abstract: Reading ability can reflect a person's language ability, and the cultivation of reading ability plays a very important role in College English teaching. In the process of College English reading teaching, using mind map as a teaching method to assist English reading can improve the quality and effect of English reading teaching, and improve students' reading ability and comprehensive language ability.

Keywords: Mind map; College English reading; Applied research

English reading plays an important role in the teaching of College English listening, speaking, reading and writing. It also reflects the students' comprehensive ability to use English. Students can consolidate their language knowledge through reading and improve their ability to obtain information through English. In the process of English reading, students need to make effective use of the preserved information, actively understand and analyze the author's intention, so as to obtain new information to the maximum extent. Through reading, students can not only improve their reading ability, but also enlarge their English vocabulary and train their English writing skills. Research on the application of mind map in English reading teaching shows that mind map can assist English reading to a certain extent. Mind map, as a practical and effective English reading tool, can help students solve the problem of confusing reading clues in the process of reading, and help students grasp the essence of reading materials more clearly. Using mind map, students can more clearly summarize the framework of the article, clarify the relationship between the paragraphs and the key and difficult points in the paragraphs, so as to better analyze and understand the reading materials. Based on empirical analysis, this paper discusses the application of mind map in College English reading teaching.

1. Definition and characteristics of thinking map

The mind map was created by Tony Buzan, a famous psychologist and educator in the UK, in the 1960s. The thought map establishes the relation between concepts with visual images, which is an expression of radioactive thinking. The mind map has the following characteristics: the focus of attention is clearly concentrated on the central figure; the main body of the subject radiates from the center to the surrounding; the branch is composed of a key figure or key words written on the lines that produce association. The less important topics are also displayed in the form of branches attached to the higher branches; each branch forms a connected one Node structure and thinking map are tree structure in the form of expression. The mind map has the characteristics of visualization, divergence, concentration, systematization and openness. Following the natural thinking mode of the brain, using the technique of drawing and drawing equally, opening up the infinite potential of the brain can help improve people's understanding and memory, enhance creativity, and can be applied in all aspects of work and life.

2. Thinking map to assist college English reading

First, in the process of English reading, teachers use unfinished and open mind map to guide students to diverge their thinking on the basis of old knowledge points. Teachers and students can further design, modify and perfect the thinking map, which will help stimulate students' enthusiasm for learning, improve their enthusiasm and initiative in reading, help students actively participate in reading activities and integrate more self-directed thinking maps I think, make reading a creative thinking activity. Secondly, in the classroom teaching process, the creative teaching design with thinking map can improve the students' classroom integration, encourage students to actively participate in the teaching interaction activities, which can help to create a good classroom atmosphere, and help the smooth realization of teaching objectives, so as to achieve the teaching effect of rational thinking. Furthermore, the emphasis is prominent and the structure is clear. As an important feature of thinking map, it helps students to understand and grasp the whole reading materials and improve the reading ability of students effectively. Students use mind map to analyze the relationship between paragraphs, find out the theme sentences and key sentences in the paragraphs, analyze the key and difficult points in the sentences, and do not need to spend too much energy on those irrelevant knowledge points, and improve their analytical comprehension and reading ability. In addition, the mind map can help students to remember knowledge for a long time. The clear schema structure makes

students know the knowledge points at a glance, and the interactive conceptual framework helps students to remember the knowledge system for a long time. Students can sort out the knowledge framework system through the thinking map system, and integrate and optimize the knowledge structure in reading materials effectively, making it easier to remember, and also conducive to review in the future, and thus greatly improve the learning efficiency.

3. The practical application of thinking map in College English Reading Teaching

This paper takes the first volume of unit 6 section a to work or not to work - that he questions-tion as an example to illustrate how to use thinking map to assist college reading teaching.

Step 1: use mind maps in the preview and quick reading process. Before the reading activity, the teacher will show the unfinished thinking map to the students in advance, and gradually carry out the reading activities according to the prompts in the diagram, as shown in Figure 1. First, according to the title to work or not to work - that is the question, students can predict the subject of the article according to the keywords in the title. Then, the students are guided to think divergent thinking with the topic of the article to be read as the core by designing corresponding problems, and ask the students to summarize the vocabulary related to the topic through brainstorming teaching. This process is to start the background knowledge and cognitive structure in the mind, stimulate Association, improve the enthusiasm and initiative of students' reading, and then realize the reading to be read The understanding of the article. Then, guide students to start reading quickly, let students use the skills of skimming and searching to understand the overall meaning of the article and structure and comb the whole text, so as to cultivate students' ability to understand the article as a whole. Then, the students are guided to analyze the paragraph, summarize and summarize the central thought, then analyze the style and writing methods of the article, cultivate the students' thinking ability, gradually add the relevant new knowledge points to the thinking map, and further improve the thinking map covering the relevant problems and vocabulary, article structure analysis, subject analysis, central thought, etc., to help students to integrate the thinking with Grasp the structure of the article.

Step 2: combine with the thought map drawn, and then read carefully next, analyze the key and difficult sentence patterns and key words in each paragraph of the article, and help improve the students' comprehensive language skills. First, guide students to find out the key and difficult sentence patterns in the paragraph

Through the analysis of the methods of paraphrase, translation, refining sentence pattern and sentence making, the comprehension and mastery of complex sentence patterns are improved, and the comprehension of the whole text can be further improved. In addition, vocabulary teaching is the focus of reading teaching. Without the mastery of vocabulary, it is impossible to really improve the reading ability. Therefore, the students are required to associate and memorize the key words in the article by using the divergent characteristics of mind map.

Step 3: after reading, some problems based on the extension of the article theme are designed by using the characteristics of divergent and open thinking map to encourage students to think deeply and actively, and then improve their logical thinking and creative thinking. Finally, it is helpful for students to review and remember in the future by reorganizing their thinking maps according to their understanding of reading materials and notes taken in reading.

4. Conclusion

In College English reading teaching, using mind map as an auxiliary teaching tool can help students understand the reading materials more deeply and memorize the knowledge points in the reading materials through the clear structure and prominent figures, so as to improve their English reading ability in an all-round way and cultivate their creativity and association. In short, mind map as a visual thinking tool, its application will effectively improve the quality and efficiency of College English reading teaching, and improve students' comprehensive language ability.

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