A Study on the Application of the Mind Maps to English Vocabulary Teaching in Primary School

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Abstract: Vocabulary teaching is the enlightenment stage of primary school English education, but bound by traditional teaching methods, primary school students have obstacles in memorizing multiple words at the same time. Using mind mapping as a teaching method to assist teachers' teaching can improve students' learning interests and efficiency in vocabulary learning and enhance teachers' teaching efficiency as well. This paper adopts the research method of comparative experiment to explore which specific vocabularies in English texts should link together using mind mapping and which kinds of vocabularies are suitable for holistic learning method. Helped with the experimental process, this paper explores the problems of mind mapping in primary school English vocabulary teaching, analyzes the causes, and finally puts forward some feasible countermeasures.

Keywords: Mind Mapping; Primary School; English Vocabulary Teaching

1. A study on the necessity of using mind mapping to teach English vocabulary

1.1 Traditional vocabulary teaching

First of all, according to English-Chinese comparison in the word lists in the textbook, teachers usually ask the students to read them together. After hearing the students read the words fluently, and then the teacher will ask the students to remember the spelling of the words. Finally, students will be assigned the homework of copying words for all the students after class, so as to help them consolidate the word memories.

This kind of mechanical teaching method is detrimental to students' learning. In the long run, it will lead to students' boredom and even loss of interests in learning words.

1.2 Mind mapping vocabulary teaching

In the early 1960s, Tony Buzan put forward the concept of mind mapping. It is a visual knowledge representation tool. A clear mind map can hold many words. Using mind mapping teaching can help students integrate new and old knowledge and summarize all kinds of scattered seemingly unrelated words into a large vocabulary system. From the mind maps, we can see the direct or indirect connections among many words.

Using mind mapping, students can remember the words easily and this process helps to cultivate abstract thinking, which improves students' interest. If students are interested in learning knowledge, they will put more energy in learning. And the more they learn, the more they want to learn.

1.3 Analysis on the necessity of mind mapping teaching

Through the above comparative analysis of traditional teaching and mind mapping approach, it is more certain that using mind mapping has a positive impact on education. In short, mind mapping is very important and should be val-

ued and popularized in the educational field. Mind mapping teaching conforms to the new trend of education and makes education vivid.

2. Application of experimental inquiry mind mapping in English vocabulary teaching in primary school

2.1 Experimental hypothesis

My experimental hypothesis: the words in the texts are scattered, and there is no obvious cue to follow among words, which is suitable for mind mapping teaching.

2.2 Experimental method

In view of this hypothesis, I adopted the method of comparative experiment. The experimental class adopted the mind mapping approach, and the control class adopted the traditional vocabulary teaching method.

2.3 Selection of subjects

2.3.1 Selection of experimental site

Due to my personal practice experience, I have a very familiar understanding of the learning environment, student foundation. Therefore, in order to ensure the smooth implementation of the experiment and achieve good control over irrelevant variables, the experimental place I selected for this teaching experiment is the primary school A of city B, which I participated in my internship.

2.3.2 Selection of subjects

I take class 1, grade 5 as the experimental class and class 2, grade 5 as the control class.

2.3.3 Selection of experimental teaching materials

The textbook I selected is the second volume of grade 5 English of Jijiao edition.

2.3.4 Experimental implementation

First of all, I teach the experimental class and the control class the same new content Lesson 8. These new words contain first, second, third...

Analysis: These words are easy to remember. First, second, third, separate memory. First, second, third. The following basically add -th directly to the end of the numeral, fourth, fifth, sixth, seventh, eighth, ninth, tenth. The connection among words is good and obvious to recognize. Therefore, there is no need to help students memorize with the help of mind mapping.

Secondly, I teach the experimental class and the control class the same new content lesson11 how's the weather today? Lesson 11 is a text about the weather. The words listed some related words to the weather. By drawing the mind map and analyzing results, we can clearly know the teaching effect of the experimental class is better than that of the control class. The mind map is showing as the figure:

Analysis: Lesson 11 is a text about the weather. The words listed in the word list are generally related to the weather. Words seem to have no rules to follow. At this time, it is necessary to use a mind map to build the relationship among words for students. A clear map shows all kinds of different weather to help students distinguish and remember words easily.

2.3.5 Empirical conclusion

The words in the English text are scattered, and there is no obvious law to follow between words. It is suitable for mind mapping to help these words establish contact and help students remember.

3. Problems and causes of mind mapping vocabulary teaching

3.1 Teachers lack efficient guidance for students to draw mind maps themselves

When teachers use mind mapping, they pay more attention to the results than the process, and ignore the process of drawing mind mapping. In this way, students can't really master the approach. When there is no teacher's guidance, students won't learn. This is because students don't master this skill at all, which has a lot to do with the fact that teachers usually don't pay attention to cultivating students to independently operate and draw the mind map.

3.2 Teachers' control of the class is too formal

Teachers have made many teaching presuppositions for this class before teaching, but these teaching presuppositions will have a subtle impact on teachers. This influence is a one-sided and insufficient formal teaching.

4. Effective countermeasures of mind map in primary school English Vocabulary Teaching

4.1 Improve teachers' professional level

I suggest that the English teaching and research section adopt collective lesson preparation and joint inquiry teaching. Collective lesson preparation helps teachers brainstorm and improve teachers' professional level.

4.2 Developing innovative teaching of mind mapping

Before teaching, teachers should design the mind maps. The ones designed by teachers should be novel and original.

In the introduction of teaching, teachers should pay attention to help students add new knowledge to the original knowledge structure, then grasp the knowledge as a whole, and pay more attention to cultivate students' cognitive abilities.

After introducing new knowledge with mind mapping, add branches to the learning content in the new teaching class to form the basic layout of mind mapping. This process is not only the layout of basic knowledge, but also the layout of all relevant content processes for constructing new knowledge. In this step, teachers should not only carry out text layout, but also cultivate students' learning ability and ability to find resources, which requires teachers to be good at guiding students to find out by themselves, find out key points and difficulties through understanding and discussion, draw conclusions, and establish some branches by themselves, so that students can master all learning contents and build connections between new knowledge and the old knowledge.

4.3 Teachers effectively guide students to draw mind maps

Prepare a piece of white paper and write the central word in the center of the white paper.

Make association, draw another word that comes to mind on the second branch of the central word, and then use different colors and images to represent the content from the central word.

Think and associate other words on the second branch. At the same time, analyze the whole map of the mind map in the brain and locate the mind map this time, that is, you should know what type of mind map it belongs to.

After the second branch is completed, and so on, improve the third branch, the fourth branch... Each branch should be connected by a curve.

Develop the mind map, check it in time after drawing the complete map, and modify it in time if you think it is inappropriate.

4.4 Guide students to be the real masters of mind mapping

Teachers should encourage students to experience by themselves, and students must be the real masters of mind mapping. Teachers can't simply present the mind map prepared for students before class. They should let students build the mind map independently, and can't let students bear it completely passively in the process of learning. Teachers should guide students to actively ponder, explore and conceive how to draw a mind map to optimize memory.

Take mind mapping as a tool to expand students' personal learning content, and guide students to be the real masters of learners. They should not just imitate teachers. Because there are many differences among students, and everyone's way of thinking and personal experience are also different, students' ideas will make mapping take many forms. After students draw a good mind map, they should learn to communicate with each other, learn from each other, and improve their mind map in time, so that they can understand and remember English vocabulary well.

5. Conclusion

the teaching experiment I did verified that mind mapping is suitable for the teaching of primary school English texts where there is no obvious law to follow among words. Through the research of mind mapping in primary school English vocabulary teaching, I found that mind mapping, as a thinking tool and an auxiliary tool for teachers' Teaching, is helpful for primary school students to memorize words and visualize language information visualization. Let students master and use words flexibly. Achieve the effect of strong word memory. It is hoped that this study can arouse the attention of English teachers and properly introduce mind mapping in primary school English vocabulary teaching, so as to improve the efficiency of students' English vocabulary learning.

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