

Research on the application of mind map in the teaching of reading in the lower grades of primary school Chinese

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Abstract: with the deepening of the new curriculum reform, quality education has become the focus of basic education, which also puts forward higher requirements for primary school Chinese teaching. Mind map, as a teaching tool to activate students' thinking, is applied to the teaching of reading in the lower grades of primary school, which helps students learn more clearly and build a systematic learning framework. Based on this, this paper analyzes and studies the application of mind map in the teaching of reading in the lower grades of primary school Chinese, expounds the role of mind map in the teaching of Chinese reading, and puts forward the strategies of mind map in the teaching of reading in the lower grades of primary school Chinese for reference.

Key words: mind map; Primary school Chinese; Junior reading

Preface

Mind map is a tool that combines the thinking route with the diagram. Using mind map to carry out teaching can help the thinker better understand the problem and establish a clearer connection. When teachers use mind map to carry out teaching, students can understand the teaching content of the course through words, so as to establish a deep impression on the learning course. Therefore, compared with traditional teaching, mind map teaching helps to guide students to establish clearer learning ideas, so as to build a systematic knowledge network framework. Therefore, using mind map to carry out teaching has become a teaching tool that can not be ignored in the context of modern education.

1. The role of mind map in Chinese Reading Teaching

Mind mapping is a tool for thinking training. It is a revolutionary learning tool, which helps to mobilize students to form good thinking habits, mobilize the functions of the left brain and the right brain, and coordinate the functions of the two, so that the brain function can be fully tested. Among them, in Chinese learning, reading teaching is the core part. The content of reading materials is complex and extensive, and students will encounter a complex amount of information in the process of learning. Whether teachers can reasonably formulate teaching strategies to guide students to achieve efficient learning and improve the quality of reading teaching has become the key to teaching. Teachers' use of mind map in teaching can help students better understand the reading content and improve the overall learning effect. The role of mind mapping in Chinese teaching is reflected in the following aspects:

1.1 Applying mind map to preview helps students perceive the text

Students use mind map to preview before class and draw the corresponding mind map in combination with the learned articles. They need to study the text in advance to think and find the answers to the questions. Students use mind map to preview, which helps to strengthen the overall understanding of the article, grasp the main context of the article, and sort out the problems after class, so as to truly express their own views and opinions, and deeply understand the connotation of the article.

1.2 The application of mind mapping in the classroom can help students strengthen their understanding

Primary school students are in the stage of transition from image thinking to abstract thinking. If they want to understand the context of the article during reading, they need to combine the tools of image thinking. As a thinking tool, mind map can make full use of words, symbols and images to display relevant knowledge. In the process of reading, students draw a mind map, construct a theme and spread out, clarify the keywords of each branch, enable students to mobilize their personal senses to actively think and understand problems, and transform text information into intuitive images, so that students can present the whole idea according to their own understanding, and guide students to form good logical thinking.

During this period, teachers can also use mind maps to help students understand the ideas of the article and guide students to read efficiently. In the reading classroom teaching, teachers can share and communicate with students, so that students can gradually change from autonomous learning to cooperative exploration, learn the main expression methods of the article, appreciate the central idea of the article, and learn to taste the central idea of the text. Teachers should explain from the perspective of teaching, pay attention to students' learning process, and sort out the mind map on the blackboard. When watching the mind map made by the teacher, students can listen to the teacher's explanation in detail, so as to form a preliminary impression in their own minds. Students can integrate this impression into their own understanding, and then summarize it into specific ideas, showing different personality characteristics.

1.3 Applying mind map to review is helpful for students to find out omissions and fill vacancies

In the review and consolidation stage, adding your own understanding and memory methods will help to form a good learning ability. In the review stage, the application of mind map helps to test students' learning effectiveness. Teachers can set aside a certain amount of time for students to make a mind map through their own memory, and complete the production according to their own understanding and

views on the knowledge points of the article. Then, open the book to check for leaks and make up for deficiencies, which helps to give play to students' imagination, stimulate brain memory, find memory methods, enhance the interest of classroom learning, and make students' learning not boring.

2. The application strategy of mind map in the teaching of reading in the lower grades of primary school Chinese

As a high-quality learning tool, mind mapping has been widely used in various disciplines. In primary school Chinese reading teaching, mind map can play an unexpected application value if applied properly. Taking the text of Cao Chong's image as an example, this paper discusses the application strategy of mind map in the teaching of reading in the lower grades of primary school Chinese.

2.1 Create situations to pave the way for mind mapping

In the initial stage of reading teaching, teachers should combine the content of classroom teaching, build a good teaching situation, and introduce corresponding topics according to the learning characteristics of students. The creation of teaching situation helps to stimulate students' learning enthusiasm, mobilize their learning activity, so as to arouse students' ability of independent thinking, and lay a solid foundation for subsequent learning. In the stage of situation creation, teachers should pay attention to the pertinence and interest of teaching situations, and stimulate students' reading enthusiasm by combining relevant teaching themes.

For example, before the teaching of Cao Chong's image, the teacher combined the creation background of Cao Chong's image, led the students to understand the content of the author Chen Shou and the annals of the Three Kingdoms, and let the students understand the general story and experience of Cao Chong's image. Teachers use multimedia to design teaching situations, cooperate with music and picture information to carry out teaching, and let students strengthen their understanding of the text through intuitive learning forms. In teaching, teachers combine the characteristics of teaching situation to stimulate students to form good reading thinking quality and lay a solid foundation for subsequent teaching.

2.2 Construct a map to inspire students' independent thinking

In the process of students' reading the text, teachers can draw a mind map as an example, and list the basic keywords and branch structures of the article, so as to inspire students to form the ability of independent thinking, help students better grasp the key knowledge points of the article, and effectively connect the old and new knowledge. During this period, teachers can also directly guide students to draw a mind map at the stage of preparing the text. In the follow-up study, students can review the article according to their own mind map to further strengthen their understanding and understanding of the article.

For example, before the teaching of Cao Chong's image, the teacher assigned a small task after class to let the students preview the text, draw a mind map according to the content of the article, and focus on commenting on the students' mind map. During the teaching period, in order to let students understand the whole process of image weighing, the teacher guides students to draw a mind map of "image weighing process", which is drawn in combination with the story development experience of the article. In this way, students can be familiar with the writing ideas of the article under the guidance of teachers, so as to master the key information of the article and deepen their understanding of the article. At the same time, students can compare their mind maps with teachers' mind maps to really deepen their understanding of knowledge.

2.3 Review the article and refine the mind map framework

When students first read the text, they can draw a mind map according to their own thinking characteristics. Teachers should guide students to return to the text and let students think in the process of reading and learning. During this period, teachers should try to set aside more thinking time for students, so that students can think about the theme of the article and the central idea of the author, guide students to learn the basic writing techniques, writing background and writing content of the article, deepen the understanding of the article, and achieve the function of reviewing the old and learning the new.

For example, during the teaching of Cao Chong's image, in order to enrich students' knowledge reserves and refine their understanding of the article, teachers should try to set aside more thinking time for students to think about what stories Cao Chong's image tells, what basic writing techniques he uses, and what rich philosophical content it contains. Teachers set small classroom tasks, Let students analyze according to the central idea of the article, so as to draw the corresponding mind map.

2.4 Cooperative learning to improve the content of mind map

At the end of the previous stage of teaching, teachers can divide students into several different groups, so that students can explain the process and methods of mind mapping in turn in groups, so as to adjust the content of mind mapping. After the interaction, the teacher should send members of each group to analyze and summarize the discussion results of this group, so as to produce works representing the crystallization of group thinking, reflecting the opinions and opinions of all students. This form of teaching helps to enhance students' self-confidence. In addition, teachers should guide students' common problems in the teaching process, and analyze the important and difficult problems that students still can not solve after communication and discussion, so as to find out the missing points and supplement the contents of blank parts. During this period, teachers should take effective methods to inspire students' thinking, adjust the pace of teaching combined with students' classroom feedback, and give students more support and affirmation to guide students to improve the quality of learning.

For example, in the teaching process of Cao Chong's image, teachers set up group cooperation tasks, divided students into several

different learning groups, and combined with specific articles, let students draw mind maps in the form of group cooperation, which should include the views and opinions of all students in the group. Then, students participate in group cooperative learning activities. Among them, some teams draw mind maps according to the elements of Cao Chong's image description, analyze according to time, place, people and events, and draw relevant contents from this perspective. Some students draw a comparative mind map to compare the image weighing methods of adults and Caochong, thus showing Cao Chong's wit and intelligence. Another group drew the central idea of the article into a mind map, and wrote the good qualities of the hero Cao Chong.

2.5 Show the evaluation and deepen the understanding of the article

Students should strengthen their understanding of the article in reading and revising and perfecting the work. During this period, teachers should let students think from the specific framework, keywords and thinking process, and listen to the ideas of other students. Students should also understand the connotation of the article and analyze the content of the article according to their own understanding, so as to strengthen their personal learning ability. Teachers should make a good evaluation of students and give specific guidance and suggestions, so as to help students adjust and improve. In addition, at the end of the reading, the teacher should comprehensively summarize the content of the article and the students' learning situation, so that the students can understand the learning situation of this class. In addition, teachers can also extend the extended task of mind mapping to homework, encourage students to divergent thinking quality, and realize personalized learning and development.

For example, at the end of Cao Chong's image, the teacher evaluates the students' use of mind map in the whole class, praises and encourages students with excellent performance, enhances students' learning confidence, and guides students to strengthen their enthusiasm for mind map learning, extending mind map to other texts and even other disciplines, Form good quality and ability in the process of learning.

Epilogue

To sum up, in the teaching of reading in the lower grades of primary school Chinese, teachers' rational use of the teaching tool of mind map can help to improve the overall teaching effect, so as to guide students to deeply understand the content of the article and better achieve the goal of talent cultivation. Therefore, teachers should innovate and apply mind map teaching in the follow-up teaching, so as to improve the overall learning effect of students, promote students' high-quality learning and development, and better ensure the overall quality of primary school Chinese teaching. Compared with the previous teaching mode, mind map teaching can help guide students to establish clearer learning ideas, so as to build a systematic knowledge network framework. Therefore, using mind map to carry out teaching has become a teaching tool that can not be ignored in the context of modern education.

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The title of this paper is: A study on the strategy of using mind map to guide students to learn reading methods in the lower grades of primary school Chinese. Phased results of the project.