

The Application of Mind Mapping in Junior High School English Reading Teaching from the Perspective of Core Literacy

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Abstract: From the perspective of core literacy, junior high school English discipline attaches importance to the cultivation of students' language ability, thinking quality, cultural character and learning ability. As a visual thinking tool, the application of mind map can effectively realize the interconnection and comprehensive improvement of these four aspects in reading teaching. This paper mainly starts from the connotation of the core literacy of junior high school English subjects, summarizes the application significance of mind mapping in junior high school English reading education from three perspectives, namely, cultivating language ability, cultivating cultural awareness and discovering reading blind spots. On this basis, combined with the author's own teaching experience, this paper proposes the application strategy of mind mapping in junior high school English reading teaching from the perspective of core literacy. That is to say, it carries out specific analysis and discussion on three levels, namely, combing the surface information of the article, summarizing the main content of the article and constructing the hierarchical catalog of the article, in order to promote the innovation of teaching concept, teaching form and teaching means under the background of the new era.

Keywords: Core literacy; Junior high school English; Reading teaching; Mind mapping; Application significance; Application strategy

1. Introduction

With the popularization of English Curriculum Standards for Compulsory Education (2022 edition) and the deepening of the new curriculum reform, the role of junior high school English teaching in shaping students' core qualities, such as language ability, thinking quality, cultural character and learning ability, has gradually been paid attention to. As a key link in junior middle school English teaching, reading teaching urgently needs to be improved in the aspects of teaching concept, teaching form and teaching means. In this context, the application value of mind map, a visual thinking tool, in cultivating language ability, cultivating cultural awareness and discovering blind spots in reading has gradually been paid attention to, and the design and practice of its application strategy has also become an important topic of concern for teachers.

2. The basic connotation of core literacy

As the focus of junior high school English teaching, the concept of core literacy is always the focus, difficulty and key point in the process of teaching activities. There are obvious differences between core literacy teaching theories and traditional teaching theories, which pay more attention to the comprehensive cultivation and overall improvement of students' personality, ability and morality.^[1] Core literacy in junior middle school English teaching mainly includes language ability, thinking quality, cultural character and learning ability from four perspectives, as shown in Figure 1 below, and its connotation is described as follows:

Language ability. Language ability can be summarized as the ability to apply language; As a language subject, junior middle school English aims to cultivate students' ability in language knowledge and language awareness, so as to enable students to form a formed sense of English language and complete communication strategies, and to communicate in English to a certain extent.

Quality of thinking. As a language, English is different from Chinese in its composition logic and expression. Therefore, the core quality of thinking attaches great importance to the cultivation of students' thinking discrimination ability in English environment. Through analyzing, reasoning, discriminating,

judging and examining specific information in English language environment, diversified surface thinking habits and rational bottom thinking logic are formed. So as to serve their subsequent learning activities.

Cultural character. The increasingly diversified and open international development and the development needs of The Times demands a clear requirement on the cultural character of the students. The students need to understand the connotation of different cultures on the basis of understanding and respecting cultural differences, and explore the excellent culture of our country deeply on this basis.

Learning ability. The advent of the era of lifelong education requires students to complete the transformation from passive learning to active learning, so the cultivation of learning ability has become an important part of the core quality of junior middle school English teaching. On the one hand, students should have a complete metacognitive strategy, with basic abilities such as making plans, choosing strategies and analyzing problems, and on this basis, self-review and self-regulation to achieve self-optimization. On the other hand, students should have the transfer ability to draw inferences from one another, and be able to connect knowledge effectively to realize the structure of their own knowledge system.

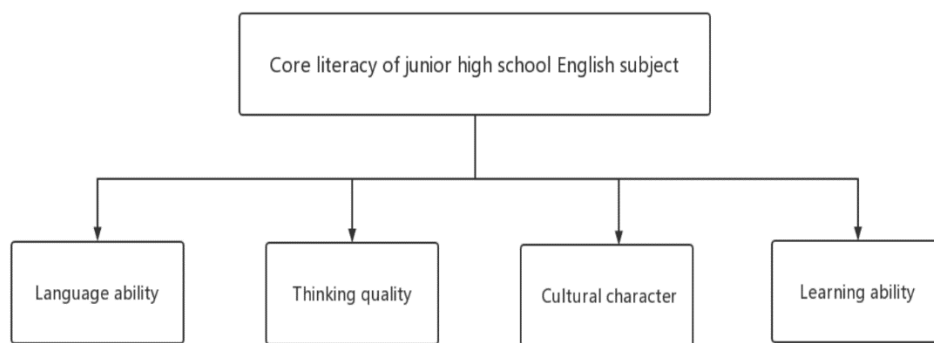


Figure 1: Core literacy of junior high school English subject.

3. The application significance of mind mapping in junior high school English Reading teaching

The application of mind mapping in junior middle school English reading teaching is of great practical significance, which is embodied in the cultivation of language ability, cultural awareness and blind spots in reading.

3.1. It helps to develop language ability

As the main form and important means of cultivating students' language ability, reading teaching is always the key link of junior high school English teaching. However, due to the limitation of teaching mode in traditional English teaching activities, the cultivation of students' language ability is limited to the text content, which fails to help students understand the underlying logic of the formation of English language. Besides, they are not enough to grasp the specific content of reading materials and analyze the central idea of reading materials, which greatly affects the construction of students' language ability.^[2]

By using mind map, a visual thinking tool, students can disassemble, arrange and reorganize the specific content of reading materials with the help of teachers, thus helping students to strengthen their understanding of relevant content, gradually strengthen their understanding of English language habits and writing ideas, and cultivate their sense of English language. On this basis, teachers can design mind maps with visualized materials and use different elements and colors to strengthen the stimulation of reading content to students, so as to help students deepen their perception of reading materials and gradually form a complete language knowledge system. At the same time, teachers can guide students to reorganize and retell the content according to the mind maps. Through English reading teaching to strengthen listening, speaking, writing and other levels of language ability.

3.2. It helps cultivate cultural awareness

Cultural awareness is the concentrated embodiment of personal value. Training students to understand and respect cultural differences can help students have stronger competitiveness in this increasingly complex, open, and diversified society. At the same time, students can gradually enhance their own aesthetic consciousness and optimize their own cultural concepts by recognizing the cultural connotations of different cultures.

In junior high school English reading teaching, the divergence of mind map can help students to understand reading materials from the social, scientific, humanistic and other perspectives, deepen the understanding of reading materials, so as to present cultural differences and cultural characteristics in front of students more clearly. At the same time, with the help of mind mapping, students can integrate and deconstruct the integrated reading materials into objective information and subjective views, which can help students to compare the differences in ways of thinking, living habits and cultural characteristics between different cultures in a more comprehensive and systematic way, so as to make them realize the humanistic value of junior middle school English, so as to enhance students' interest in learning to the greatest extent.

3.3. It helps to spot blind spots in reading

The teaching materials of junior high school English reading teaching usually choose articles with both innovation and logic, and the contents cover science and technology, humanity, history, society and other aspects. Since the physical and mental development of junior high school students is still in a relatively preliminary stage, if the content of this part of the reading material is not consciously analyzed and guided, it will inevitably lead to the formation of many reading blind spots in the process of reading, which is not only unfavorable to the cultivation of students' language ability, but also has a negative impact on the quality of students' thinking.

The application of mind mapping can help students to analyze the reading material, so as to obtain a good analysis results. By systematically organizing articles with complex contents and diverse viewpoints into mind maps with clear structure and subjective and objective contents, students can better avoid blind spots in reading, dig the contents of articles and discriminate the ideas of articles based on the themes of articles, and enable students to learn English subject knowledge in a process and system, so as to cultivate the creativity and logic of students.

4. The application strategies of mind mapping in junior High School English Reading Teaching from the perspective of Core Literacy

According to the process of carrying out English reading, in order to better cultivate students' core qualities, the application of mind mapping in junior high school English reading teaching can be divided into three aspects: sorting out surface information, summarizing the main content, and building hierarchical catalogs. The specific application strategies are described below.

4.1. Use mind mapping to sort out the surface information of the article

The purpose of sorting out the surface information of the article is to complete the introduction of the target content, and help students grasp the main idea and content of the article. In this part of the process, teachers can "ask for answers" by asking "What is the style of the essay? ", "What is the picture about? ", "The connection between pictures and titles" and other questions help students think systematically about the surface information of reading materials, and determine the content basis of mind map based on this, so as to reduce the influence of new words and grammar on students' reading activities.

We use the article "Do You Know When Basketball Was Invented?" from Unit 6 Section B Reading of the People's Education House (Go for it!) Grade 9 textbook as an example to conduct an analysis. First of all, the teacher guided the students to guess the key words of the article based on the picture and title, and focused on the word "Basketball" as the core of the mind map. Secondly, in the reading process, the word "Basketball" as the core gradually radiates its popular scope, inventor, invention reasons, initial rules and development status and other surface information, complete the preliminary information acquisition; Finally, it classifies and organizes the subjective and objective contents of the obtained information, and then uses the mind map to sort out the surface information of the article, as shown in Figure 2.

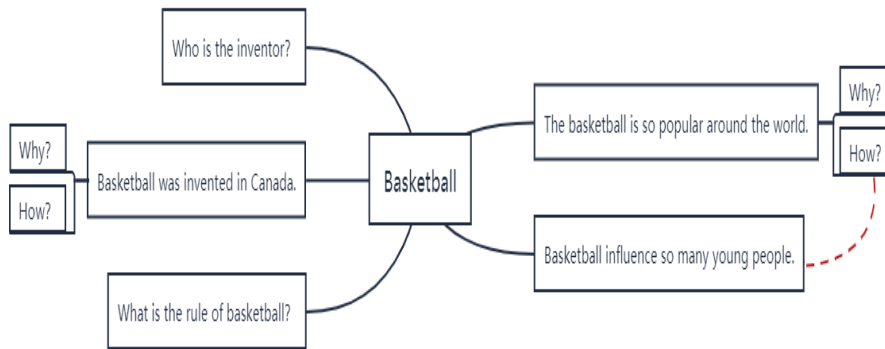


Figure 2: Mind mapping example diagram.

4.2. Use mind mapping to summarize the main content of the article

Summarizing the main content of the article is based on the surface information of the article, and its main purpose is to help the students to complete the analysis of the logic and thinking structure of the article on the basis of knowing the content of the article, so as to further cultivate their language ability and thinking quality. In this process, teachers should attach importance to the principal role of students, encourage students to actively explore and put forward their own opinions, and help them realize the specific characteristics of English in the way of thinking and the logic of content through independent learning, so as to optimize their core qualities.

We use the article "Do You Know When Basketball Was Invented?" from Unit 6 Section B Reading of the People's Education House (Go for it!) Grade 9 textbook as an example to conduct an analysis. After completing the surface information sorting, teachers should guide students to summarize the material content with the theme of "Basketball" as the core on the basis of the primary mind map formed in the previous stage; After students' group discussion and self-analysis, teachers should encourage students to summarize the main content of the article in English according to their own ideas with the help of their own mind maps, and further cultivate students' language organization ability and logical thinking ability through the process of organizing language and forming content, so as to help students complete the comprehensive structure of English knowledge system.^[3]

4.3. Use mind mapping to build a hierarchical catalog of articles

On the basis of the above strategies, in order to further strengthen students' core literacy and optimize students' English foundation, teachers should rely on the mind map to help construct a hierarchical catalog of articles. Detailed analysis of reading materials on the basis of holistic generalization can help students strengthen their understanding of the content of the article. Meanwhile, teachers can further cultivate students' various types of core qualities by virtue of the divergence and innovation of mind mapping.

We use the article "Do You Know When Basketball Was Invented?" from Unit 6 Section B Reading of the People's Education House (Go for it!) Grade 9 textbook as an example to conduct an analysis. Teachers should encourage students to arrange the content on the mind map according to the order of the reading materials, and encourage students to discuss and analyze the actual role of each part of the content in the article in depth, and construct the structure of the content of the article in layers and directories, so as to focus on cultivating students' structural thinking mode.^[4]

5. Conclusions

To sum up, from the perspective of core literacy, the application of mind mapping in junior high school English reading teaching is a comprehensive cultivation of students' language ability, thinking quality, cultural character and learning ability. It breaks the limitation of traditional junior high school English reading teaching which is confined to paper, but helps students to collect information, deconstruct content and analyze hierarchy through the visual tool of mind mapping. Furthermore, it helps students to systematically and comprehensively understand the language logic and cultural features of

English, and forms the transfer ability and learning methods that can be applied in the follow-up learning activities. Under the new era background, junior middle school English teachers should carry out comprehensive innovation of teaching concept, teaching form and teaching means around mind mapping, enhance students' learning interest, optimize students' comprehensive quality, and escort the cultivation of new talents in the new era.

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