

# The Application Strategy of Mind Map in Primary School Chinese Oral Communication Teaching

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**Abstract:** Mind map is a new way of thinking that visualizes and visualizes radioactive thinking. The application of mind map in teaching is consistent with the expression of "development of thinking ability" in the "Chinese Curriculum Standards". Its concise construction and clear expression can, on the one hand, convey the ideas of language expressors more quickly and quickly, and on the other hand. On the one hand, it can make the language receiver easier and clearer to understand the message the other party wants to convey. This paper analyzes the application rules of mind map in classroom teaching, and expounds the application strategy of mind map in primary Chinese oral communication teaching from three aspects: picture-text combination, picture-introduction, and picture-introduction. The effective development of primary school students' innovative thinking and logical ability promotes the effective improvement of primary school students' oral communication skills.

**Keywords:** Mind Map; Primary School Chinese; Classroom Teaching; Application Rules; Practical Strategies

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## Introduction

Mind map, also known as "mind map", is a new thinking method that diagrams and imagines radioactive thinking in the form of graphic and graphic. In recent years, it has been widely used in the auxiliary teaching of various subjects in education and teaching, and has played a positive role in improving the quality of classroom teaching. Primary school Chinese curriculum reform needs innovative thinking, so the application of mind map in Chinese classroom teaching has certain reference value. As a very practical learning aid, mind map can help students deepen the understanding of the text, in order to cultivate the sense of innovation and creativity, but also can effectively cultivate students' thinking ability, fully explore the potential learning ability of primary school students.

## 1. Application rules of mind mapping

### 1.1 Images or symbols should be used in the center of the map

Image is the king to attract the audience, image memory is the origin of memory. Children's thinking characteristics are based on image thinking. Image teaching method has a simple, clear and convenient effect. Therefore, when designing the mind map, the center of the map can be used with color images or symbols. Starting from the center of the mind map can reflect a multi-hook characteristic of people's brain thinking program -- ideas emanate from the center to the periphery, people can gain more space and freedom, "a picture is better than a thousand words", flexible use of pictures to cultivate students' memory and creativity.

### 1.2 The map should be linear in structure

The mind map should adopt a linear structure, and each thinking point is connected by lines. Studies have shown that most of the knowledge of today's children is linearly constructed during their growth. The linear connection structure of mind map fully reflects the associative nature of human brain, connecting the subject on each divergent line segment with the central image of the mind map. The connection of the subject is based on the human brain and works by association. If the line is attached to the subject of thought, then it can be similar to "attached" inside. Similar to the war offensive situation map and the current police clues map, both use a linear

structure to clearly reflect events.

### 1.3 Color marks should be used for the guide

Color is the main stimulus of all kinds of external information. The results of psychological research show that more than 80% of all kinds of information obtained by human from the natural and cultural environment around us is transmitted into the brain center through visual transmission. Among them, color perception plays an important role in people's visual activities is incomparable to other things. Color in nature has a strong aesthetic effect, especially to increase people's creativity and memory, has a more unique role. Children's perception of color is more sensitive than adults, more preference. Because of the characteristics of children's psychological development, bright colors are of great benefit to them when they are just beginning to explore the cognitive world. Primary school children are full of strong and simple curiosity about the objective objects in the world, and they have a keen perception of color. When they see any color, they will immediately develop rich associations and imagination. Therefore, the construction of mind maps in teaching should be marked with color as far as possible, so as to increase the pleasure and attention of students' brains through color, so as to maximize its important and unique role in promoting the growth and development of children.

## 2. Application strategies of mind maps

### 2.1 Combination of text and text to stimulate students' interest in oral communication

Sukhomlinsky once said: children think through images. Primary school students because of the age, low level of thinking development, abstract thinking ability is relatively weak. The use of mind map "combination of text and text" refers to the need to do "the picture is not attached to the text, text is not attached to the picture, graphic combination, complement each other". Illustration is the "image language" of textbooks, which can effectively help students to interpret texts. Textbook illustration is one of the most important auxiliary materials in classroom teaching. Text content and textbook illustration should be connected and complementary. When teachers use textbook illustrations to teach, they can allow students to transform abstract thinking into charts, so that their thinking can be visualized, visualized and intuitive. Specifically, it is to guide students to draw a mind map based on the theme of oral communication teaching activities by using textbook illustrations to conduct divergent thinking, and then conduct oral communication based on the mind map in the process of oral communication (at this time, the mind map is equivalent to the speech outline). Students can use the mind map clear, concise characteristics, so that their oral expression in confidence, talk, and not panic, disorderly.

For example, "Little Rabbit Carrying Pumpkin" is the oral communication class of the first grade version of "Chinese Garden Six". In the teaching process, teachers can guide students to develop their thinking by drawing a "mind map" method. First, make full use of the three illustrations in the textbook to create life situation in class and stimulate students' interest in oral communication. The first illustration in the textbook shows the rabbit finding the pumpkin, the third illustration shows the pumpkin being transported to the house, and the second picture is blank. The teacher needs to inspire everyone to think of the picture content of the second picture. At this point, the teacher can ask everyone: "How do you want to help the rabbit carry the pumpkin home", encourage students to "think of a way", guide students to start building a mind map. First let the students draw a big pumpkin in the middle of their paper, will not draw the students can write "pumpkin" two words instead, build the mind map theme, like drawing students can also draw green vine leaves on the pumpkin with colored pens, and then guide the children to observe the pumpkin carefully. Through observation, the students soon made their own discovery -- the pumpkin was round. In a moment, small hands were in the air. The students said, carry the pumpkin back; Families with a car say, use the car to transport the pumpkin back; Like to play football said, pumpkin like a big ball, can roll back... Teachers intervene at the right time and guide students to express their ideas clearly, completely and methodically, and write or draw them on paper. (Figure 1) :

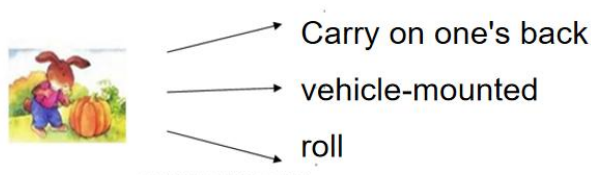


Figure 1

In the process of speaking and writing, the mind map on the blackboard was completed. The students saw that their ideas were affirmed by the teacher, and they all had a sense of achievement. This oral communication class fully stimulates the students' thinking activity, diversity and divergence. We can use our brains and speak freely at the meeting, and carry out all-round thinking and analysis on the topic from different perspectives. In the whole class, the students placed themselves in the story situation created by the teacher, becoming more interested in learning, and the sparks of thinking constantly flashed. Active discussion, active thinking, bold communication, the whole oral communication activity class "lively" but not chaotic, warm atmosphere, far beyond the expected effect.

## **2.2 Encourage students to cooperate and interact with each other by quoting from pictures**

Textbook illustration is the "image language" of text and an important auxiliary teaching means in Chinese classroom. Illustrations can help students interpret the text in depth. Arouse the students' desire to speak. In the process of using textbook illustrations to guide students to draw mind maps in class, teachers should always pay attention to allowing students to explore independently and give full play to their innovative consciousness and ability. Colorful and clear mind maps can help students express the language coherently, completely and concretely.

For example, in the lesson "Interesting Animals" in the first volume of the second grade compiled by the Teaching Department, we can first use the mind map to guide students to determine the theme of oral activity - interesting animals, and then build the mind map around the theme. The mind map should be constructed with the animal's "fun" at its core.

First from the appearance of the animal, specifically talking about the eyes, nose, ears, tail, color, etc. From the animal's ability, divided into natural ability and acquired ability two parts. It is the nature of children to like animals, so they are always interested in the topic of animals. The teacher takes advantage of the situation and asks the students to list their ideas one by one in a certain order. As the sub-theme of the mind map, the list will form their unique map. Next, guide students to work cooperatively in a group of four and try to take turns speaking according to the mind map. When it is one person's turn to speak, the other students must listen carefully and ask their own questions about what is not clear. In this way, the teacher provides every student with a platform for oral expression and communication. In the process of group cooperation, exploration and communication, students' new ideas are constantly formed, inspiration constantly flashes, and in the process of interaction and communication, fierce collision, which may produce new thoughts. Each group will express their opinions according to the requirements assigned by the teacher. After communication, one representative will be selected to take part in the speech of the large group and show the results of group communication to the class. During this period, teachers can guide the thinking of the speakers deeply through questioning, prompting and other means, so that their oral expression is more clear than the group speech.

## **2.3 Train students' oral "white" ability by drawing and speaking.**

A mind map can put a student's thought process on paper. Students begin to draw a mind map according to the topic of oral communication to carry out divergent thinking, and then communicate with classmates according to the mind map in the process of oral communication. Due to the full use of the mind map clear thinking, concise vein of this feature, students in oral expression, it is orderly, not disorderly. In the senior grade, the text content is deepened step by step, and the difficulty of students' understanding is also increased, and the requirements of oral communication are correspondingly improved. Some texts in the language of the narrative often have a jump, thus forming a "blank". In this regard, teachers can guide students to speculate the possible situations in the "blank" left by the text with the help of mind mapping. They can use their brains to restore the "blank" in the textbook by the clever use of "white" techniques. They can also skillfully use mind mapping to grasp the blank in the textbook for oral communication training, so as to improve students' oral expression of organization and creativity. The foundation of organized oral expression is clear thinking and methodical knowledge structure, then you can make full use of the linear structure of the mind map. This can not only effectively broaden the horizon of thinking, but also allow students to organize their rich thinking results in an orderly manner, so that they can be more clear in oral expression, more rich in content.

For example, the teaching theme of Unit 3 of Volume 1 of Grade 5 is "folk tales". The language element of this unit is "understand the content of the text and retell the story creatively". The text stories in the unit are generally long, and the plots are complicated and convoluted. There are many plots left blank in these beautiful folk stories. This text tells the story of the hunter Halib saved the daughter of the dragon king, the dragon king gave him a gem that can understand animal speech. Later, in order to save the villagers, he told them what he had heard the animals say, even at the cost of turning himself into a stone. The story praises the noble quality of hunter Halib who sacrificed himself to save people. The whole story is complete, vivid twists and turns, fascinating.

There is a sentence in the text: "There are many treasures in my father's treasure house." What treasures are there? The Dragon King "bowed his head and thought for a moment, then he spat out the gem in his mouth and gave it to him." What did the dragon King think? ... These blanks in the text are undoubtedly excellent oral communication training points for students. In the text, "Why can't you tell others the news you hear" and "say it exactly as it is" are good materials for training students to summarize and retell oral expressions. The story is long, complicated and convoluted, which increases the difficulty of students' retelling. If the mind map is used cleverly, it can help students complete the retelling requirements. In the text, the "exactly" refers to how Hailib got the gem, how he understood the bird's deliberations, etc., which is actually a summary of the story in front of the text. The teacher can guide the students to draw a mind map, mark the key words of the story one by one in the order of development, such as "get a gem", "change a stone", and write down the prompt words for each level branch. Then in the second branch "save dragon lady" and "capture prey" branch marked the third level of prompts, etc., a simple mind map is produced (Figure 2).

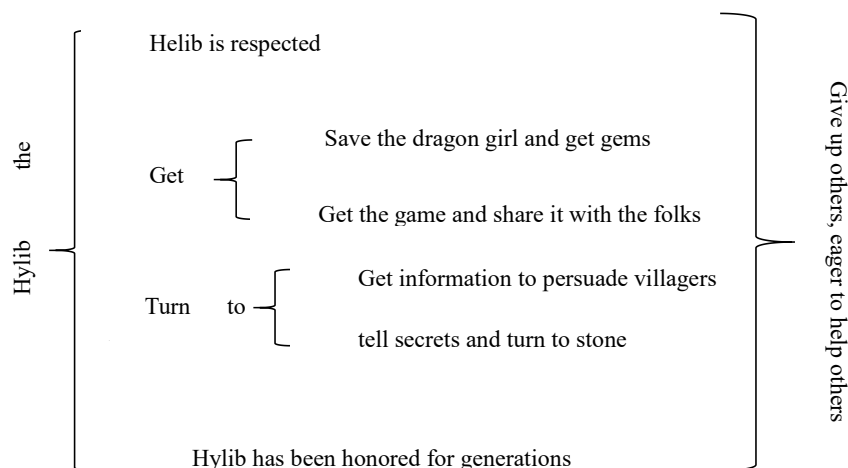


Figure 2

This mind map contains the main points of the plot, the sequence of the plot, like a navigation map and a narrative, clear and complete. The students can retell the story according to the map, then they can speak clearly and the plot is complete.

### 3. Conclusion

To sum up, the scientific application of mind mapping has effectively stimulated students' interest in oral expression. Teachers guide students to draw the mind map, which can visualize the thinking of the brain, achieve the goal of interactive communication of oral communication course, promote students' expression ability, and let students fall in love with Chinese class and oral communication class. In the evaluation of teachers and students, students and students, and self-evaluation, diversified evaluation is achieved to protect children's personality of free expression. Therefore, it can be seen that oral communication teaching should use more mind mapping, constantly strengthen students' thinking training, and finally achieve the goal of making students dare to express and willing to express.

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