

The Application of the Mind map in the Primary Chinese Text Preview

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Abstract: Previewing before class can cultivate the students' self-study ability, has a guiding role on students' classroom learning, and helps teachers to personalized teaching. The Visual Thinking Tool: mind map, can help students to make the thinking process present clearly and visually. In this article, we have made an experimental study on the application of mind map in Chinese text preview, and the role of the development of students' thinking ability, so as to improve the situation of the neglect of the preview and the process of "knowledge processing" and "problem solving".

Keywords: *Mind Map, Preview Study, Thinking Ability, Visual Thinking Tool*

1. Research Background

The new “Primary Chinese Curriculum Standard” points out that in the development of language skills, at the same time, enhancing the development of thinking skills, stimulating imagination and creative potential, learning scientific way of thinking, and gradually develop a realistic, true knowledge of scientific attitude(Lulu 2012). Therefore, the language learning process is closely related to students' thinking in language teaching. However, in the traditional teaching class, the process of “knowledge processing” and “problem solving” are not visible, both teachers and students are focused more on the answers but not the thinking process (Hu Jianmin 2011).

Preview study is a very important but easily overlooked aspect by the teachers and students in the language teaching. The effective preview study can improve their language literacy and ability, as well as form their independent study habits.

2. Research Questions

- How to use the mind map to make the Chinese text preview study more effective?
- How to make the generation process of the answer visualization so as to improve their thinking skills?
- What's the application effect?

3. Research Methodology

3.1 Research Objective

In order to make the Chinese text preview study more effective, we introduce mind map to help students do the text preview study, and help them to learn knowledge from all levels, so that they can learn to think, learn to question, and develop the habit of thinking while study.

3.2 Research Samples

32 pupils of grade 5 from Zhongshan Road West Primary School, Tianhe, Guangzhou, China.

3.3 Methodology

Two methodologies were mainly used: experimental research and interview research. We interviewed the teacher and students on how do they do the preview study before this experiment, and after the practice, if they meet some questions while previewing with the mind map and how to overcome it. Besides, we interview them to get the information about the application effect.

4. Analysis of the application activities

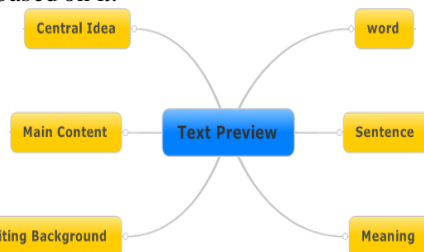
Through interviews, we find that it is not easy for students to use mind map for previewing. As before the experiment, students haven't use the mind map in their study, they have many questions on how to use it and how to better use it. Overall, there are four stages in the experimental period:

Stage One, Beginning (December 2012)

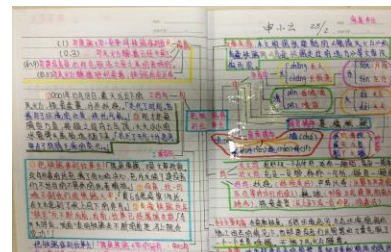
At the beginning, they couldn't preview the text from kinds of perspectives, expand or extend the knowledge points. For an example, one of the student's work—<The discovery of childhood>, it includes the word, words' parsing, text content and paragraph, but as we know ,words and word parsing belong to the same knowledge node, so the integrity, scalability and hierarchy of the text content fail to be reflected.

Stage Two, Skillful (January to February 2013)

Based on the mode given by the teacher, students can preview following by the rules, and gradually develop the preview habits with a mind map. Picture one is the mode given by the teacher, and Picture two is one of the student's word based on it.



Pic. 1 Thinking mode of the text preview study



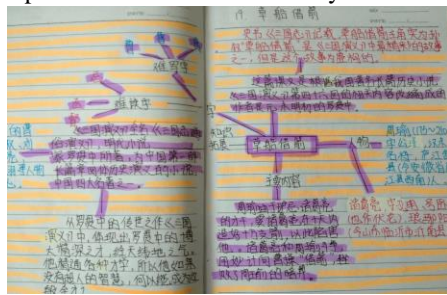
Pic. 2 Student's Word based on the thinking mode

This Mind Map includes seven dimensions of thought: writing background, words, sentences, paragraphs, the main content and the central idea of the whole text.

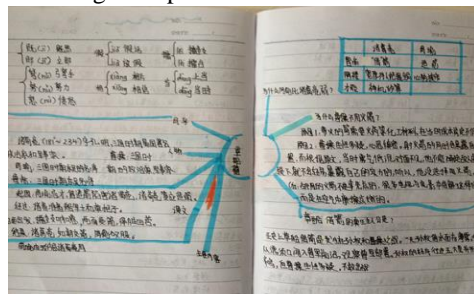
Stage Three, Individuation (March 2013)

After two months, students can carry out personalized learning with the mind map, and draw the mind map

focused on the importance and difficulties they meet. Like the following two pictures:



Pic.3 Student's work



Pic.4 Student's work

By comparing with the two works, we can find that each student think in different angle, and the teacher encourage them to read the text from different points of view to enhance the development of students' personality.

Stage Four, Innovation (April 2013)

At this stage, students are able to carry out creative preview. They are able to choose the right thinking tools for different problems, and combine a variety of thinking tools for preparation flexibly, and develop the capabilities of combing and inducing knowledge.

5. The role of the mind map in the primary Chinese text preview

On the April, 16th 2013, we made an interview with teachers and students, and find that the application of mind map in text preview is of great help for students' learning and teachers' teaching.

For teachers, they can find the difficulties of students' study, so that teaching is more targeted by highlighting the difficulties and complementary of missing points. This teaching method requires teachers to change the traditional teaching concepts, abandon comprehensive indoctrination, non-discriminatory ideas. Finding the differences in the work of students' to apply individualized counseling and individualized teaching.

For students, the impacts are mainly reflected in the following aspects:

- Promote students to self-construct knowledge

The application of mind map is to change students' cognitive style, which is different from the traditional form of cognition based on memory. Using mind map, students learn by understanding, and with the link between knowledge points, construct a complete system of knowledge.

- Facilitate the exchanging and sharing of knowledge

In the beginning of each class, the teacher will allow students to exhibit their works, and some students to report on the work, other students can ask them questions, so that to find their own strengths and weaknesses, which can strengthen the sharing and exchanging of knowledge between students.

- Enhance the ability of students' self-learning

The application of mind map in text preparation can make the preview study concrete and actionable, which stimulates their interests in learning. In the text previewing, students can think to solve problems independently, and to seek knowledge in the investigation, in order to cultivate the awareness of independent learning.

- Promote the development of students' thinking ability

Mind map can help students to specific the information of reading materials' and use drawings to assimilate new knowledge. It can help them to establish the link between knowledge and expand knowledge points, so that to think deeply, and form a good cognitive structure of their thinking process.

6. Conclusion

Experimental results show that, the mind map can expand students' breadth and depth of the thinking, put the invisible process and method of thinking clearly, help students better understand, remember and use knowledge, enable students to understand their thinking process, find the advantages and disadvantages, and promote the development of students thinking ability. The mind map can help students effectively in Chinese text preview study, cultivating students' autonomous learning ability, so as to gradually form a good preview habit.

Literature Reference

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