

# Application of Mind Mapping in Primary School English Teaching

Ziyue Gan

College of Education and Sports, Yangtze University, Jingzhou, Hubei, 434000, China

---

**Abstract:** With the continuous progress of society and the continuous development of education, English teaching in primary schools has also been reformed. In order to make primary school English teaching more in-depth, primary school English teachers need to actively innovate teaching ideas and improve the efficiency of English teaching. Therefore, this study focuses on the application of mind mapping in primary school English education, from the aspects of learning methods, letter teaching, word teaching, conversation teaching, reading teaching, discourse teaching and writing teaching, in order to improve pupils' English learning ability and lay a solid foundation for future English learning.

**Keywords:** Mind Mapping; Primary School English; Teaching; Apply.

---

## 1. Introduction

The New English Curriculum Standards for Primary Schools clearly point out that teachers should make full use of modern educational technology, make use of computer and multimedia teaching software, explore new teaching models, improve students' learning methods and improve learning results. However, how to effectively integrate information technology into primary school English classroom teaching and improve the efficiency and quality of classroom teaching is an important topic of current primary school English teaching research. Literature analysis shows that there are a lot of studies on mind mapping in college, high school and junior high school English, but the studies on primary school English are obviously insufficient. Therefore, the author explores the use of mind mapping to promote primary school English classroom teaching, trying to find out an effective way to carry out primary school English classroom teaching practice.

## 2. Overview and Basic Features of Mind Mapping

Mind mapping was invented by British psychologist Tony Bozan in the 1970s. It is a simple and efficient thinking tool based on "reflective thinking". In the form of diagrams and network structure, it is used to store, organize, optimize and output information in order to improve the efficiency of work and study. It is known as "the revolutionary thinking tool of the 21st century", and many world-renowned companies have made mind mapping one of the required courses for staff training. World-famous universities such as Harvard University and Cambridge University have widely used mind mapping in the classroom. Mind mapping is widely used in teaching and students' learning process, which helps to fully develop students' brain function. Mind mapping was introduced into our country in the 1990s. Through long-term practice, mind mapping plays an important role in students' learning and teachers' teaching. At the same time, in the process of continuous application, teachers are also constantly innovating, paying more attention to mind mapping to inspire students' learning interests and teach theoretical knowledge. The application of mind mapping can effectively promote the

physical and mental health of primary school students and provide a strong boost to their learning ability. The concept of exam-oriented education directly hinders the transformation of teachers' teaching ideas towards diversification. Monotonous teaching methods and boring classroom atmosphere are difficult to attract students' full attention, and some students even become tired of learning, which makes the teaching efficiency and quality of primary school English become low, and the teaching effect cannot meet the requirements of teachers and schools.

The characteristics of the mind map are as follows: First, the structure of the mind map is composed of a trunk as the center figure, and then a number of branches are derived around. According to research, people's brains are good at remembering knowledge by association, and mind mapping gives full play to the function of association. Second, the branch of mind map consists of keywords and key graphics. So students can use mind mapping to improve their memory efficiency. Mind maps are composed of keywords and key maps, which are in line with people's memory characteristics and can help students remember better, so that students can not only remember fast, but also remember for a long time.

## 3. Advantages of Mind Mapping in Primary School English Teaching

### 1. Stimulate students' interest in learning

As the saying goes, interest is the best teacher, as long as students have an interest in a thing, they will work hard to study and learn, and finally get a certain result. However, this interest also needs teachers to cultivate students slowly and use good methods to guide them. The mind map makes use of this feature to guide students to think through drawing. Since primary school students are young and curious about everything, the mind map attracts their attention through drawing. In this way, the mind map can just be applied to primary school English classroom teaching to stimulate their interest in learning and actively activate the classroom atmosphere. This will make students have a strong love for primary school English classroom, so that students will slowly accept and take the initiative to learn, and their grades will gradually improve.

### 2. Help students consolidate their curriculum knowledge

Mind mapping is suitable for students' retelling and reciting of the course content. Some students adopt the method of rote memorization. Although they can recite English texts fluently in the end, they have not established a systematic content structure in their minds, and their understanding of knowledge points is not thorough enough, and they lack the flexibility to draw inferences from one example to another. Traditional education may cause students to cram knowledge points into their minds in bits and pieces, and lack a clear understanding of the logical links between knowledge points. When they really need to use English, students have to look for fragmented memorized materials in their minds, and the learning effect is not good. English teachers should guide students to retell and memorize the text with mind maps to improve the quality and speed of review.

### 3. Highlight memory

Mind mapping saves valuable learning time by focusing students' attention on the key points of knowledge and not wasting time on irrelevant content. In addition, mind mapping can also be recorded by drawing the key parts, which is more convenient for students to remember, is a good tool to help.

### 4. Cultivate students to form a systematic habit of learning thinking

Due to the divergent characteristics of mind mapping, students' thinking mode has been transformed from the traditional linear thinking to a radioactive systematic thinking mode, which has greatly strengthened their imagination and innovation, and slowly developed a systematic thinking mode.

### 5. Improve students' comprehensive information ability

It is conducive to improving students' comprehensive information ability, and can effectively stimulate students' association and creativity. The use of mind mapping can help cultivate students' creativity, and integrate various scattered wisdom views into a system, and actively guide students to association. It is no longer like traditional education, which should follow the concept of linear thinking. And it is necessary to combine the brain thinking structure to achieve radioactive network thinking, which can greatly improve the imagination and creativity of students.

### 6. Enhance students' creativity and imagination

Tap students' creativity and expand students' imagination thinking. Human potential is unlimited and needs to be tapped. Students' creativity and imagination are unimaginable, based on this situation, teachers can give students a fixed point, let students use the way of mind mapping, to free association, so that students form a radioactive network thinking! To create a better and more beneficial form of creativity and imagination.

## 4. Application of Mind Mapping in Primary School English Teaching

### 1. Using mind mapping to teach English learning methods

Mind mapping is an innovation in the process of primary school English teaching, so mind mapping and its rich expression of information and colorful forms cater to the students' psychology of seeking novelty and difference. When teachers use mind mapping in primary school Chinese English, they can teach students more intuitive learning methods through the way of mind mapping, so that students can see the steps of English vocabulary memory and text reading at a glance, so as to improve the efficiency of students' memory. For example, when teaching English words, teachers can not only teach according to the units and letters, such a way is too scattered is not conducive to memory. Teachers can

ask students to use the way of mind mapping, according to the method of roots and affixes or according to related topics, so that students can find ways to memorize vocabulary, build vocabulary network for students, and improve their learning efficiency.

### 2. Application of mind mapping in primary school English alphabet teaching

Letters are the basis for primary school students to learn English, and it is necessary to strengthen students' attention to letters in the primary school English alphabet stage, so that they have an interest in learning English letters. When teaching letters, teachers can first let students listen to a simple English song, let students listen to how many English letters in the song, so that students can really understand how many letters the basic content. It can be memorized using the summarized letter writing format. For example, b, d, f, h, i, k, l, etc., those without tails occupy one space in the middle, and those with tails down such as a, c, e, m, n, o, r, s, u, v, w, x, z, etc. occupy two Spaces, while those with tails on and under g, p, q, y, etc. occupy the upper, middle and lower three Spaces, so that students can remember the letters more deeply.

### 3. Application of mind mapping in primary school English word teaching

Words are the basis of learning English. If students want to learn English well, they must strengthen their memory of words, so as to lay a better English foundation. English teaching experience shows that many primary school students do not have good memory of words. Many of these students use the traditional way of memorizing words by rote, which not only wastes the time of learning, but also fails to achieve the desired memory effect. In this case, primary school English teachers can use the teaching method of mind mapping to strengthen students' memory of English words. The teacher can first categorize the words, and can distinguish them in combination with specific forms. For example, words with the same characteristics in letter prefixes or suffixes can be classified and memorized, and words such as week should be ended with the suffix "day", so that teachers can guide students to memorize. In addition, in the process of memorizing words, teachers need to combine the synonyms and antonyms of words to classify them. In this way, mind mapping can be used to let primary school students have more comprehension of English words, which is more conducive to the cultivation of primary school students' image thinking and deepen their memory of English words. For example, when teaching school, teachers can first guide students to recall the meanings of "school" and "book", and then they can draw a mind map, which makes "school" easier to understand. In addition, when learning fruit words, teachers can classify fruits according to color or size, and ask students to associate fruits with related colors every time a color is mentioned. All of these can help students strengthen their memory of words by using mind mapping.

### 4. The application of mind mapping in primary school English conversation teaching

In primary school English teaching, English conversation teaching is very important, which can not only improve pupils' oral English expression ability, but also lay a good foundation for pupils' English knowledge learning. When teaching English conversation to primary school students, teachers can use the way of mind mapping to enrich the teaching content, so as to improve the good environment of primary school students' language communication. For example, in the self-introduction teaching of English

conversation, teachers can use the teaching method of mind mapping to design the content of conversation teaching. In English textbooks, the self-introduction content involved is based on name, age, family and other aspects, but if the way of mind mapping is used, teachers and students can add more content such as interests, hobbies, ideals and other aspects. In this way, it can be more conducive to cultivating pupils' oral expression ability and English logical thinking ability, so as to improve pupils' English conversation ability.

#### 5. Application of mind mapping in primary school English reading teaching

The implementation of mind mapping in English reading is mainly embodied in the overall perception of reading materials, overall understanding of reading materials, understanding of language knowledge in reading materials and so on. In this way, through teaching practice, teachers can find some appropriate mind mapping methods, so as to improve the effectiveness of students' reading teaching. First of all, when reading English articles with long length, many new words, and complex article structure and level, teachers should first draw a mind map to briefly summarize the general meaning of the full text and guide students to understand the article. In combination with the central theme, the corresponding questions are put forward, so that students can carry out hierarchical reading with questions, and deepen their understanding of the key points and difficulties. After reading, students can communicate and share in a group in the form of a group, and then teachers can use multimedia courseware to map the knowledge. Present the key words of the answer, and then help the students to organize the knowledge point. In addition, teachers can also actively guide students to use the mind map to retell the text content. Since classroom teaching is limited by time, length and difficulty of the text, teachers need to let students choose the place they are interested in to retell. For the English text teaching with moderate length, few new words, clear structure and level, the teaching process is to use the mind map to read independently. In this process, teachers' knowledge played a helpful and guiding role, helping students to get familiar with and sort out the basic ideas and methods of mind mapping, actively encouraging students to draw mind mapping in small groups, and allowing students to carry out the discussion activities of mind mapping according to their own understanding. In this way, students' comprehension of English reading can be improved.

#### 6. The application of mind mapping in primary school English discourse teaching

The most basic learning of English is words, but if you want to use words well, you must put words in sentences and texts to understand, can not let students memorize words for the sake of memorizing words, memorizing words for the sake of the exam, which is not conducive to the cultivation of students' comprehensive quality, can not improve students' English literacy. Textbooks now come in the form of units, each of which has the same topic. For example, if a unit mainly explains the theme of tourism, teachers can ask students to use the unit theme as the keyword to accumulate relevant sentences and grammar, and improve students' comprehensive language skills.

#### 7. Application of mind mapping in primary school writing teaching

Writing teaching is a difficult point in primary school English. Most pupils are not interested in English writing teaching, which makes students' writing ability decline.

However, because of the small vocabulary of primary school students, the mastery of English grammar is not solid, and they can not effectively apply what they have learned. Therefore, this makes writing teaching a test of pupils' comprehensive ability to use English, so teachers should use effective teaching methods to promote the in-depth development of teaching activities. The application of mind mapping in English writing teaching can effectively help pupils clarify their writing ideas. First of all, teachers can carry out special training for primary school students and actively encourage them to copy the sentences in the course materials. Secondly, the teaching method of mind mapping is used to help students understand the meaning of sentences, including subject-predicate object and other content, so as to improve the understanding of English sentence patterns of primary school students, so as to improve their English writing ability.

## 5. Conclusion

To sum up, mind mapping is a tool that can help primary school students better understand English knowledge. The application of mind mapping in primary school English teaching is the innovation and progress of teaching, which is conducive to broadening students' thinking, improving students' expression, and finally forming their own divergent thinking mode and improving students' English level. Mind mapping is an advanced teaching tool that can effectively tap students' learning potential, improve students' interest and efficiency in English, and will certainly be more widely used in the future English teaching process. The key points and difficulties of English are more visually presented in front of primary school students, so that students can learn English more easily, and students can give full play to their unique way of thinking and use mind mapping to learn efficiently. Therefore, this paper summarizes the advantages of mind mapping, and introduces the application of mind mapping in primary school English teaching in detail, hoping that this paper can provide reference suggestions for the application of mind mapping in primary school English.

## References

- [1] Sun Durong. The application of Mind Mapping in Primary School English Teaching [J]. Curriculum Education Research: Study of Teaching Methods, 2017(12):10.
- [2] Ju Jing. The application of Mind Mapping in Primary School English Teaching [J]. Primary School Students: Teaching Practice, 2017(11):25.
- [3] Jiang Wei. The application of Mind mapping in Primary School English Teaching [J]. School English, 2018(9):131.
- [4] Huang Sheng. The application of Mind mapping in Primary School English Teaching [J]. Happy Life Guide, 2019(11):1.
- [5] Guo Baoyan. The application of mind mapping in Primary school English Teaching [J]. Examination Weekly, 2017(97):117.
- [6] Pan Bing. The Application of Mind Mapping in Primary School English Teaching [J]. School English 2017(35)189.
- [7] Yang H. Application of Mind Mapping in Primary School English Teaching [J]. Science of Education (Full Text), 2016. (in Chinese)
- [8] Zhu T. Application of Mind mapping in Primary school English Teaching [J]. Chinese Youth, 2017 (32):67. (in Chinese)

- [9] Wang Xingrui. The application of Mind mapping in Primary School English Teaching [J]. Intelligence,2015(23):244.
- [10] Li Fengxiao. Thinking on junior Middle School English Teaching based on Mind mapping [J]. English Teachers. 2020 (02): 174-175.
- [11] Lu Mingyue. Research on Mind mapping teaching method in junior middle School English [J]. New Education Times Electronic Journal (Teachers Edition).2016(7):13.
- [12] Chen Xiaofang. Application of mind Mapping in Junior Middle School English Topic composition Teaching [J] Teaching Reference for Middle School,2021(7):32-34.
- [13] Zhu Qilu. Application of Mind mapping in junior middle School English Writing: A case study of Jijialou Experimental School in Huai 'an City, Jiangsu Province [D]. Guangxi Normal University, 2019.