

Research on the Auxiliary Role of Thinking Maps in High School Language Reading Teaching

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Abstract: As a visual information processing tool, thinking maps play a huge role in reading teaching, apply the thinking map to the entire book reading teaching, and explore its feasibility and specific strategies in order to reduce the reading of the entire book reading. Difficulty, deepen the understanding of the entire book, and enhance the core literacy of students.

Keywords: thinking maps, high school, Chinese language, reading teaching

Introduction

On the basis of cultivating students' Chinese ability, the entire book reading teaching is extended with a mind map outward, which can not only improve students' reading and writing skills, but also allow students to learn the skills and methods of reading and writing. Here, the author combines the learning method of thinking maps to guide students to carry out practical activities such as analysis and integration, communication and thinking, reading and appreciation, so as to deeply understand the truth in the book and internalize it into students' cultural accomplishment.

1. The role of reading and teaching in the whole book

Reading, as an important section of high school Chinese teaching, plays an important role in cultivating students' core literacy. Because reading is a kind of personalized behavior, it is necessary to rely on the students' in -depth reading to grasp the author's thoughts and emotions, so even if you leave the classroom students, they can realize independent reading. Although students in high school have good self -reading habits, they are futile without forming an effective understanding of the article. As Mr. Ye Shengtao said, "If students can read a book concentrated, it shows that the students have a certain ability to read." Only when students have the ability to read can students grasp the content of the article in the vast books and have a deep understanding of them. It can be seen that the reading of the entire book is of great significance to improving students' reading comprehension.

2.The application of thinking maps in the entire book reading teaching of high school Chinese language

2.1 Reader endorsement

Readers' endorsement is to read on behalf of the reading. The article is not ruthless. One thousand readers have a thousand Hamlet, read instead, read innovation. Different from far, near, and high. Reading instead and reading levels. Initial reading, the overall perception of text; reading reading, thinking about the text; group reading, expanding the internalized text; careful reading, exploring and appreciation of the text; silent reading, imagining beyond text. Fan reading, reading, intensive reading, brief reading, speed reading, dividing roles read aloud, personalized chanting, etc., go hand in

hand, integrate and change. For example, the second unit of the selective compulsory compulsory of ordinary high school Chinese language teaching script is "revolutionary culture".^[1] The author designed the "Lotus" of Sun Li to guide students to experience the characteristics of the character description of the characters. In the "different words of husband and wife", I carefully designed the character to read the training aloud. Then, ask students to comment, and the comprehensive use guidance of the interpolation, reading, grade reading, and reading in the middle. Finally, the focus of voice reading fell on "Aquatic laugh" "What did you?" "Suck" on a few words. Especially the details of "sucking", the author lets students try to replace other words to read, such as "sucking" and "嘬"?^[2] In terms of reading, guide students to gradually master the skills of reading aloud, and deepen their understanding of the content of the text. Then guided students to read the plots such as "Broken Silklian" and asked students to read the charm, thereby revealing the inner world and spiritual character of people during the Anti -Japanese War.

2.2 Highlighting the subject of the student, not "replace it"

The basic characteristics of the entire book reading teaching should be "learning from learners", that is, to build a suitable reading course based on the needs of readers. Specifically, they are committed to analyzing the actual situation of learners, finding the attitude and needs of students when they face the entire book reading, and then determine the teaching content, and organize the corresponding teaching activities according to the requirements of the task group. In the end, students can get the core literacy of the expected language. Although the classroom is the main position of teaching, classroom teaching can only play a promotion of doubts and demonstrations, and cannot replace students' self-learning. As the main body of learning, their reading experience is not valued, or the teachers are not desirable to replace students with their own experience. This is not desirable. The existing reading experience of learners will affect new learning behaviors. Therefore, teachers must fully tap those experiences that can have a positive impact on learners to have a positive impact on the current learning. Students are the main participants, analyze the actual conditions of students on the basis of respecting the willingness of the text, and encourage students Let students read the entire book as readers to strengthen the reader's consciousness. Pay attention to the students' own experience, and use active participation to draw the mind map independently to understand the text content.

2.3 Expanding reading content based on thinking maps

Based on the application of the entire book reading teaching in high school Chinese language, teachers must also encourage students to use the thinking map to expand reading content. While expanding the range of students' vision, it effectively enhances its core literacy. In order to deepen students' understanding of the role of thinking maps, teachers should pay attention to cultivating students' divergent thinking and make good use of Lenovo to expand the content of the entire book. For example, when reading the entire book of "Dream of Red Mansions", the author's characteristics of the heroine Lin Daiyu's crying cry, let students intercept Lin Daiyu's crying clip, and draw the relevant events in the way of thinking maps, and then conduct specific analysis. After the students grasp the reasons why Lin Daiyu crying, and then combine the characteristics of the characters to connect, so as to comprehensively grasp the author's writing method and the author's clever application of the text, to achieve the purpose of reading perceptual materials to explore the inner world of the characters, and enhance the students of the students to rectify the whole. Cognition of this book. The visualization of the mind map allows students to clearly grasp the complexity and character characteristics of the entire book. In particular, every detail of the entire book can be extended independently, which has a positive role in promoting the entire book understanding of the students' ladder. At the same time, high school students are facing huge pressure on learning and further studies. In the case of heavy schoolwork and tight learning, they can extend with a mind map to improve students' reading efficiency and effectively achieve the optimization of the entire book reading.

2.4 Improving the evaluation of the map and mastering the drawing skills

In the entire book reading teaching, teachers should improve the evaluation mechanism of the map to mobilize the enthusiasm of students. Teachers can choose relatively complete and comprehensive maps in the map drawn by students to

display. When showing student works, teachers should encourage students to learn the experience of excellent works and learn good thinking models. By displaying activities, students can skillfully master the drawing skills of the map. Teachers can also use Internet technology to show students 'excellent thinking maps through multimedia, and give evaluation and suggestions to provide guidance and help for students' learning, and help students establish self -confidence in learning. For example, teachers can develop a scientific evaluation mechanism, and evaluate the content includes students' ideas, content expansion, content of content, and neatness of composition screens. Teachers can also issue evaluation forms to students, allowing students to use groups as a unit to conduct mutual evaluation and self -evaluation, and require students to score according to the standards of the evaluation form. Then the teacher recovered the students 'mutual evaluation table, and scored the students' thinking map from the perspective of the teacher to help students find the problems in the thinking map. In this evaluation process, it can improve the scientific nature of students 'thinking maps, stimulate students' interest in making thinking maps, and master the skills of drawing thinking maps.

3. Conclusion

Mind mapping breaks away from the text reading mode and adopts a method suitable for students' brain activities to carry out reading. It can not only stimulate students' interest in reading, but also build a space for students to think and explore independently, providing more information for the whole book reading teaching. Lots of possibilities. Therefore, in order to improve the reading quality of the entire book, teachers need to skillfully use mind maps to help students connect the context of the entire book, sort out the central characters and storyline, and visualize thinking, thereby enhancing students' understanding and memory. Lay a solid foundation for the construction of efficient Chinese reading classes.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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