

Research and Application on Mind Map in College Japanese Reading Teaching

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Abstract: Mind mapping can help students build a personalized knowledge framework, help stimulate reading motivation, and cultivate creative and divergent thinking. This article analyzes the importance and existing problems of college Japanese reading teaching, studies the connotation and characteristics of mind maps, points out the role of mind maps in college Japanese reading teaching, and proposes mind maps in college Japanese reading teaching application strategies: give full play to textual functions and understand the cultural information carried by the language; cultivate interest in using mind maps and expand the scope of mind maps; read rough and grasp the direction of the article, read and understand the knowledge points; promote the development of students' thinking; highlight students' subjective status, and cultivate autonomous learning ability.

1. Introduction

Reading is a process of actively thinking, understanding, and receiving information. Reading is a complex cognitive activity. The reader uses information from textual materials, receives and extracts information from language materials, and combines it with existing knowledge in the brain to construct meaning. According to Tony Buzan, the inventor of the mind map, reading consists of seven steps: identification, absorption, internal fusion, external fusion, retention, recall and communication. Successful readers have five basic qualities: first, they are good at reading judgments through text. Second, they value the overall understanding of the article. Third, they have more mastery strategies and can use them flexibly. Fourth, you can consciously adopt reading strategies. Fifth, you are proficient in discourse and text structure and have reasoning skills.

Language learning is to develop the ability to "listen, speak, read, and write". Among them, listening and reading are the input of language, and speaking and writing are the output of language. As a language input method, reading and listening are equally important, and it is an important way to learn and perceive language. Through reading, students can effectively improve their ability to understand and use language. In the Japanese teaching process, most students have low reading comprehension ability and slow speed. They use the same reading speed and method when treating different reading materials, which cannot only complete the reading volume within the prescribed time, but also affect the reading comprehension effect. The reasons for the above problems are summarized as follows: poor reading habits formed in the past Japanese learning process and lack of corresponding reading skills. Teachers were too focused on grammar and vocabulary explanations, lacked chapter analysis and skills teaching, and insufficient guidance for students' extracurricular reading. Reading materials are difficult, too many words are not consistent with students' level, and students' reading volume is not enough.

The research and application of mind maps have a deep theoretical foundation, including left-right brain division theory, constructivism theory, cognitive psychology theory, and knowledge visualization theory. Mind maps, as an efficient representation method and a powerful thinking tool, not only guide and broaden the students' thinking process, but also record this process, opening a window for clear visual expression. The application of mind maps in reading comprehension teaching will help to build an individualized knowledge network, help students to read quickly, and improve their ability to read texts. First of all, mind maps can help students build a personalized knowledge framework and use lines, symbols, and graphics to promote a deeper understanding of

knowledge. Second, mind maps can embody radioactive thinking and stimulate students' creative thinking. The interrelationship between branches can train students' logical thinking. In addition, in the process of creating mind maps, students can internalize knowledge from externalization. Aiming at the plight of college Japanese reading teaching, this article studies the application of mind maps in college Japanese reading teaching, and provides new methods and new paths for college Japanese reading teaching.

2. Importances on College Japanese Reading Teaching

According to Stephen D. Krashen, language learning is divided into "acquisition" and "learning". "Acquisition" is a subconscious process, and "learning" is a conscious process. Mother tongue learning is the process of "acquisition". The development of second language ability must rely on "acquisition", and the results obtained by "learning" means can only play a monitoring role in the use of language, and cannot become a part of ability of the language itself. Reading, as a special form of communicative behavior, integrates language ability and communicative ability, and is the most important "acquisition" means for learning language. The use of language knowledge is a necessary method to obtain the required direct knowledge. It uses various reading skills to judge, analyze, reason and extend information. It also evaluates the views carried by these contents and presents the way of communication between readers and authors in order to achieve the goal of communication activities. Therefore, the improvement of reading ability complies with the development trend of Japanese teaching, highlights the important position of college Japanese reading teaching, and provides a favorable guarantee for the smooth development of reading teaching. Reading is also a two-way process. Through reading, we continue to deepen our understanding of the language and the culture and civilization it carries. These understandings also promote and promote reading, form a virtuous circle, and improve the level and ability of Japanese. Reading is a very useful exercise for thinking. It uses a variety of background knowledge reserves to help understanding. It enters the context in which the author constructs the text, truly develops Japanese thinking habits, and then deeply understands the culture and civilization contained in Japanese. In this sense, a language can provide a perspective on the world, and reading is both a way to help readers find the way and a way to view the world from this perspective.

3. Problems on College Japanese Reading Teaching

Reading teaching is the basis of Japanese teaching, and all teaching revolves around reading. Because listening, speaking, and writing are based on reading, the content of "listening, speaking, and writing" can only be completed under the premise of understanding. Therefore, reading teaching is the top priority of Japanese teaching. In the teaching practice of college Japanese reading, the following problems exist:

(1) Curriculum goals are unclear, and lessons are allocated. Japanese reading is not only a course, but also a skill that Japanese major students must master. It is also an important means of learning Japanese. It is the main way for students to obtain information and improve their abilities. At the present stage, college Japanese teaching pays more attention on textbooks and language knowledge. Lexical and grammatical interpretation has always been the focus, ignoring the cultivation of reading ability. Many colleges and universities offer Japanese reading courses only in their sophomore year, and there is a serious problem of insufficient class hours.

(2) Affected by the concept of exam-oriented education, students' main body status is ignored. In order to achieve excellent results for students, most of the teaching content is centered on test sites. In traditional indoctrination education, teachers speak directly and students listen passively, ignoring students' dominant position. As a result, students will only do the questions and cannot really gain reading ability. Many teachers mainly explain problem-solving skills when teaching, and rarely analyze the structure of the article and reading methods. In the long run, students' reading ability will be weak.

(3) Poor grammar and unscientific reading habits. Although grammar learning was completed at the basic education stage, students' grammar skills were uneven, which resulted in deviations in understanding sentences, paragraphs. And even the entire article, which caused reading problems and affected reading results. Poor reading habits affect reading efficiency. For example, when a student encounters a new word, he or she looks up in a dictionary, which not only results in a diversion of attention, but also focuses on the meaning of a word, ignoring the coherence of the text, and making it difficult to understand the article.

(4) Lack of textual ability lead to the understanding of context-directed relationship biased. In Japanese articles, the system words "こ, そ, あ, ど" appear frequently. Whether or not the content indicated by the deixis can be accurately grasped is crucial to the correct understanding of the context. The simplest case is when the content being referred to appears in the previous sentence, which is easier. If the demonstrative pronoun refers to more than just a word, sometimes a sentence, or even a paragraph, you need to understand the article according to the discourse. It is easy to make mistakes when encountering such demonstrative pronouns.

4. Connotations and Characteristics on Mind Map

The mind map intuitively reflects the thinking process of the human brain. It uses multiple colors of lines and symbols to effectively tap the right brain function, and reflects the potential visibility, comprehensiveness, geometry, and painting. The mind map maps the mixed information content, draws into colorful graphics that stimulate the brain, establishes links between the key words, lines, and pictures and other elements, and displays the relationship between the topics at all levels through the hierarchical map. Under the guidance of mind maps, students can give full play to their left and right brain functions, and promote the coordinated development of reading and thinking. With the help of mind maps, an organized knowledge network structure has been formed, which has changed the previous mechanical memory, formed a hierarchical information structure, and formed a long-term memory of the learned content, which helps to clarify the order of thinking and improve the ability of divergent thinking .

According to the scale of the mind map, it can be divided into micro map, macro map, integration map and progress map. Mind maps have the following characteristics: First, there is only one central theme. Any mind map has a central theme, which is used to explain the core problem or precise topic, clearly draw the purpose or want to solve the problem. The second is that branches diverge around. Each branch relies on the author's imagination to diverge outwards layer by layer. Branch lines can be straight or curved. Third, branches consist of key figures or words. Branches include one or more key images, as well as keywords on the lines, which can be accessed around the keywords. Four is colorful. Different levels and content use different colors to deepen memory, highlight points, create structures, stimulate creativity, stimulate vision and enhance the image in the mind. Colors can be used in layers or themes.

5. Effects on Mind Map in College Japanese Reading Teaching

Mind mapping has an important role in college Japanese teaching. First, it helps to stimulate reading motivation. The long Japanese reading materials make students feel fear, affect their reading interest and enthusiasm, use mind maps to assist Japanese reading, and display boring text content with vivid graphics, which is conducive to the students' imagination increase interests in reading. The second is to help develop organizational capabilities. When there is a lot of content in the whole article, students cannot grasp the core content and waste time. Drawing a mind map can quickly grasp the main content and context of the article. After the main content of the article is extracted, an overall structure is formed, and the context of the article is drawn in a timely manner, which helps to cultivate students' ability to organize the article. Third, it helps to cultivate creative and divergent thinking. It helps students think about problems from multiple perspectives and develop divergent thinking skills. Each person's ideas and perspectives on things are different, and the structure drawn must be different, which reflects personal creativity and is conducive to the

cultivation of creative ability. Fourth, it helps to understand and memorize articles. Use images to highlight key content and show the core content of the article through changes in font color and branch structure. You only need to memorize the core content of the keywords. You can probably memorize the entire content, reducing the memory burden. Fifth, the drawing methods are diversified. It can be drawn by hand or by computer. Computer graphics have the advantage of being easy to save, transfer, and disseminate. Hand drawing can promote left and right brains to work together, reflecting the timeliness of thinking changes.

6. Application Strategies on Mind Map in College Japanese Reading Teaching

Aiming at the characteristics of mind maps and the application analysis in college Japanese reading teaching, in order to further improve the application effect of mind maps, this article proposes the following application countermeasures:

(1) Use textual functions to understand the cultural information carried by language. Discourse analysis is based on the overall analysis, comprehension and generalization of the article, and summarizes the central idea of the whole discourse. It takes into account the author's writing characteristics and the method of creating words and sentences, and the relevant social and cultural knowledge of the overall performance of the article. Teachers can use the guidance method to build mind maps with students, so that students have a deeper interest in the text, look at the central idea of the whole article, clarify the overall context of the article, guide students to broaden their horizons, and experience social and cultural phenomena from the discourse. And also understand the author's thoughts and intentions, and develop reasoning and association skills.

(2) Develop interest in using mind maps and expand the scope of mind maps. Interest is the best teacher, which motivates students to think positively and to explore the motivation and source of knowledge. By organizing mind map contests and carrying out extra-curricular activities such as the mind map culture month and knowledge contests, students are actively involved and the motivation to use mind maps is stimulated. The use of mind maps should not be limited to college Japanese teaching and reading classes. The usual reading teaching should also focus on enlightening students. Cultivate students to use mind maps for autonomous reading and extracurricular reading, broaden students' reading breadth, and promote the sustainable development of students' Japanese reading behavior.

(3) Grasp the direction of the article and read the knowledge points carefully. Mind maps are divided into first-level maps and second-level maps. When rough reading Japanese articles, teachers should draw first-level maps with students, understand the context of the article, and summarize the central idea of each paragraph. The reading articles are classified by type and direction, and combined with previous learning. After intensive reading, you should read carefully, draw a second-level map, analyze the reading article from grammar and use, find out the knowledge points in the details, strengthen the nodule learning, and expand the knowledge of Japanese students to achieve the purpose of improvement Japanese teaching quality.

(4) Seize the opportunity to build a mind map to promote students' thinking development. The Japanese reading teaching needs to pay attention to the students' thinking process, and the mind map can reflect the students' thinking process in a visual form. If students have previewed and mastered the key points and difficulties of the text, the teacher can draw maps while asking questions. The process of drawing maps is synchronized with the students' thinking, which is equivalent to sorting out the students' thinking process. If the students do not understand the text thoroughly, the teacher explain first, then draw a mind map, and give guidance and inspiration to students' problems in time to promote students' thinking development.

(5) Give prominence to students' subjective status and cultivate self-learning ability. During the teaching process, students appear as the main body of learning activities. Teachers, teaching materials, and teaching methods should serve students' learning. Students should motivate their own subjective consciousness with clear goals, and teachers should promote the realization of student's subjective status with correct ideas. Students are the main body of college Japanese reading teaching. Teachers should train students to master reading skills and improve their reading

motivation. Before reading, teachers guide students to draw the core of mind map. During reading, teachers guide students to draw the branches of mind map. After reading, students further improve the mind map.

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