DOI: 10.17117/na.2015.11.02.049

<http://ucom.ru/doc/na.2015.11.02.049.pdf>

Поступила (Received): 01.11.2015

Бебешина И.В. Применение Теории множественного интеллекта в учебном процессе

Bebeshina I.V.
The use of the multiple Intelligence Theory in the learning process

Статья рассказывает о том, как применять на практике принципы Теории множественного интеллекта Говарда Гарднера в работе преподавателя со студентами

Ключевые слова: Теория Множественного интеллекта, Говард Гарднер

Бебешина Ирина Васильевна

Старший преподаватель

Московский государственный технический университет им. Н.Э. Баумана

г. Москва, ул. 2-я Бауманская, 5, 1

The article tells us how to use the Multiple Intelligence Theory by Howard Gardner in the classroom

Key words: The Multiple Intelligence Theory, Howard Gardner

Bebeshina Irina Vasilievna

Senior teacher

Moscow state technical university named N.E. Bauman

Moscow, 2nd Bauman st., 5, 1

The Multiple Intelligences theory was introduced by Howard Gardner in 1983. I liked the idea that all people are smart but each person in his/her own unique ways. "With MI theory the question moves from "How smart are you?" to "How are you smart?" [1] This theory doesn't only distinguish your type of intelligence but it also shows that "people's intellectual strengths are demonstrated through their unique combination of intelligences" [2]. As a result we need to conduct some research e.g. in a form of a questionnaire and come up with the whole personal pictures of the individual's abilities.

Another idea, which I appeals to me, is that "both nature and nurture have a role in each individual's intelligence" [3]. For this reason as a teacher I should not only concentrate on the student's "strong" intelligences but also try to develop other types of intelligences that are not as well developed.

It is really important to be aware of your students' intelligences as you can adapt or change your task according to their learning styles. So ideally in your lesson you should provide a variety of learning options to give your student opportunity to uncover their own strengths and interests. So I need to give my students a chance to work on the same material using learning ways that are most comfortable for them. A good example of this would be project work. I need to divide the task between the students so that each of them deals with things that correspond to his/her type of intelligence.

For example, one writes down an itinerary of a trip, another one draws the map, the third presents this project to the class.

I have developed a questionnaire to be used in my classroom based on the questionnaire from the Internet which was recommended as one of the best in the article about the theory published on the British counsel website (Please see Appendix 1). Finally, my students come up with pie charts which showed the whole pictures of their intelligences.

Unfortunately, on the day of research there were only two students in the classroom. But as we can see both students have well developed Logical intelligence which means they would appreciate asking questions, categorizing and working with patterns and different puzzles. One of them has very well developed Intrapersonal intelligence. This means that she would prefer working alone rather than working in pairs or groups. The other student has well developed Musical and Visual/Spatial Intelligence so pictures, flashcards, projects, music, songs and drilling would appeal to her. But on the other hand, this student doesn't have Bodily Kinesthetic intelligence at all so she wouldn't like miming, standing up and moving around.

To sum it up, I can say that in my lessons with this group I should minimize standing up and moving around the classroom, I should give students opportunity to work individually and categorize especially when presenting grammar. Using visual and music in the classroom from time to time would be also useful.

Students had to tick the sentences which were true for them then unfold the lower part and circle their answers, after that we drew pie charts.

1. I have a good sense of balance and like to move around a lot.
2. I like to make lists.
3. I am good at mathematical problems and using numbers.
4. I learn best when I have to get up and do it myself.
5. I enjoy social events like parties.
6. I enjoy games involving other people.
7. I like to use charts and diagrams in my learning.
8. I am sensitive to the moods and feelings of others.
9. I keep or like pets.
10. I enjoy being outdoors when I learn.
11. I am an independent thinker. I know my own mind.
12. I have a good sense of direction.
13. I can pick out different instruments when I listen to a piece of music.
14. I like to work with my hands.
15. I learn well from listening to others.
16. I can take things apart and put them back together easily.
17. I enjoy making music.
18. I get restless easily.
19. I always do things one-step at a time.
20. I enjoy logic problems and puzzles.
21. I am interested in why people do the things they do.
22. I enjoy writing things down.
23. I am observant. I often see things that others miss.

24. Pollution makes me angry.
25. I like to think out loud.
26. I enjoy working on my own.
27. I can sort out arguments between friends.
28. I like to think through problems while I walk or run.
29. I like to work with a team.
30. I can recognize and name different types of birds, trees and plants.
31. I know myself well.
32. I like working and thinking on my own and quietly.
33. My mood changes when I listen to music.
34. I remember things like telephone numbers by repeating them to a rhythm.
35. I find it easy to explain to others.
36. I can remember pieces of music easily.
37. I can link things together and pick out patterns easily.
38. I can picture scenes in my head when I remember things.
39. I can use lots of different words to express myself.

Linguistic: 1,15,22,35,37

Logical: 2, 3,19,20,39

Interpersonal: 5,6,8,27,29

Intrapersonal:11,18,21,26,31

Musical:13,17,25,33,34,36

Visual/Spatial:7,12,23,38

Naturalistic:9,24,30,32

Kinesthetic: 4,10,14,16,28

Список используемых источников:

1. Julie Viens. *Understanding Multiple Intelligences // The Theory Behind the Practice*. 1999.
2. Jeremy Harmer. *The Practice of English Language Teaching // Longman*. 2012.
3. Jo Budden. *Multiple intelligences*.

© 2015, Бебешина И.В.

Применение Теории множественного интеллекта
в учебном процессе

© 2015, Bebeshina I.V.

The use of the multiple Intelligence Theory in the
learning process