

THEORY OF MULTIPLE INTELLIGENCES IN TEACHING ENGLISH

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DOI:10.24412/2500-1000-2023-9-1-87-90

Abstract. Today, the theory of multiple intelligence, developed by the American researcher G. Gardner, which states that each person does not have a single intelligence. Article reviews all eight types of intelligence: verbal-linguistic, logical-mathematical, bodily-kinesthetic, musical-rhythmic, interpersonal, intrapersonal, naturalistic, which are becoming more and more popular both in teaching in general and in teaching foreign languages. An analysis of recent publications on the subject shows that it is extremely relevant and in demand.

Keywords: multiple intelligence, methodology, new approach to learning, educational process, teaching.

Orienting the educational process towards the child's personality is one of the most important tasks of a modern school. Mastering new approaches to education based on new ideas and technologies of education is necessary to implement the process of individualization.

In 1983, Howard Gardner proposed theory of multiple intelligence (MI), although over the years he has continued to revise his theory [1]. He felt that the traditional concept of intelligence was incomplete, and instead proposed many different types of intelligence, such as:

- Linguist (knowledge of words and language);
- Logical-Mathematical (logic, reasoning, or number skills);
- Bodily-kinesthetic (ability to control body movements such as sports, dance, etc.);
- Visual-spatial (ability to handle images, spatial judgment and/or puzzles);
- Musical (mastery of sound, rhythm, tone and music);
- Interpersonal (ability to communicate with/relate to others);
- Intrapersonal (self-awareness skills, reflection, etc.);
- Naturalistic (ability to understand / relate to the natural world).

Howard Gardner's theory of multiple intelligence reveals a method for individualizing the educational process. This theory has received worldwide recognition as one of the most innovative theories of human intelligence. The multiple intelligence theory confirms the fact that people think and learn in many different ways, which is what we educators do every day.

According to the classical theory of multiple intelligence, a person has a variety of intellectual abilities, or types of intelligence, not a single general intelligence. The structure and functions of each of these types of intelligence are unique. Every person has abilities for one or another type of intellectual activity. These or those abilities have been developed to different degrees by different individuals. It is possible for most individuals to develop any intelligence to an appropriate level of competence [2].

The use of multiple intelligence theory in school to teach English is based on the assumption that some children can learn more easily than others through their dominant types of ability. To put it differently, every student has the potential to learn different aspects of English, as long as the right conditions are given.

Using a variety of sources, teachers can create exercises and assignments based on the basic characteristics of intelligence types. Teachers have the ability to instill in students knowledge of learning strategies that are necessary for lifelong learning, and utilize multiple forms of control as opposed to traditional tests. The teacher is responsible for organizing learning activities, providing guidance, advice, and actively participating in the process of communication and learning.

Teachers of English are most interested in **Linguistic Intelligence**. Gardner views it as a reflection of the poet's activity, where a basic set of operations can be traced: sensitivity to the meaning of words, with an understanding of the subtle differences between lexical units; word order sensitivity – the ability to follow and, where appropriate, break grammar rules; sensitivity to sound and rhythm, as well as to declension and the size of the verse [3]. Of course, it is not only in the activities of poetry or writing that a highly developed linguistic intelligence is manifested. Gardner also identifies four aspects of linguistic knowledge that are of great importance in human society.

Firstly, there is the rhetorical aspect of speaking - the ability to use speech to persuade others to act, which is integral to the success of a politician, for example. Secondly, language is endowed with mnemonic potential. It is the ability to use this tool to store information. The third aspect of language is the role that it plays in explanation. Learning takes place mainly through the use of linguistic means: either through speaking or through writing. Finally, language has the potential to explain its own activity – this is the ability to use it for its own reflection for 'metalinguistic' analysis [4].

Musical intelligence. Sensitivity to pitch (or melody) and rhythm – sounds produced at a certain frequency and grouped according to an evolved system – are the basic operations of this type of intelligence. While a normal right-handed person's linguistic abilities are almost entirely localised in the left hemisphere, most normal people's basic musical abilities, including pitch sensitivity, are in the right hemisphere.

Logical-mathematical intelligence is linked to what is known as scientific reasoning, the ability to reason by both induction and deduction. People with this type of intelligence are highly developed logical thinkers, capable of abstract, symbolic and numerical reasoning, capable of establishing cause-and-effect relations, and capable of identifying regularities.

The ability to accurately perceive the visual world, to make transformations and modifications based on initial impressions, and to recreate aspects of the visual experience even in the absence of a corresponding physical object, are at the core of **spatial intelligence**. This type of intelligence implies a highly developed capacity for imaginative thinking and is usually characteristic of professionals in the fields of cartography, architecture, design and even advertising.

Bodily-kinesthetic intelligence reflects an individual's ability to creatively express feelings, strength and beauty through the plasticity of movement of individual muscle groups and the entire body.

Interpersonal intelligence is the ability to communicate well, to work in teams, to connect and communicate with people, to feel and understand others. This type of intelligence is inherent in people who are able to notice and understand the differences between other people, especially to see the difference between their motives, their intentions, their moods, their temperaments.

Intrapersonal intelligence primarily involves knowing the internal mechanisms of human mental activity, including feelings, emotions, experiences, self-analysis, intuition, etc. It also presupposes a sufficiently developed ability to think methodically, to reflect, to analyse reality in depth, to perceive objects and phenomena in a systemic way. The development of intrapersonal intelligence enables a person to differentiate between complex and extremely confusing feelings and to give them a symbolic description.

Naturalistic intelligence is the final type of intelligence. People with naturalistic intelligence have a desire for harmony with nature and an interest in the exploration of the environment. There is also a belief that naturalist

intellectuals can do classification and cataloging easily [5].

In the context of English language teaching, the teacher's expectation is to have confidence in the students' language skills. The process of implementing Multiple Intelligences theory in English teaching involves the following steps:

1. Studying literature, revealing the theoretical basis and essence of theory.

2. The intellectual profile of the teacher.

3. Defining students' intellectual profiles (degree of development of certain types of intelligence).

4. Determine the types of intelligence the manual does and does not take into account.

Classifying the activities used in teaching according to the intellectual profiles of the students.

The table below shows a selection of activities aimed at developing language skills for each intellectual profile.

Intelligence	Activities
Verbal-linguistic	Activities with emphasis on reading, speaking, writing, pronunciation, word and text work (crosswords)
Logical-mathematical	Activities related to arithmetic, to the search for a solution to a problem, aimed at the development of critical thinking (logical puzzles).
Visual-spatial	Using visual tools like graphics, diagrams, images, video
Corporeal-kinesthetic	Activities that involve movement, hands-on activities
Musical	Songs and rhymes can be used to provide lexical and grammatical information.
Interpersonal	Allocate personal time to complete tasks, self-assessment. Keep a diary for self-reflection.
Intrapersonal	Working in pairs or groups, communicative tasks, discussing
Naturalistic	Activities involving nature-related textual material, categorisation or classification

To conclude, it is important to emphasise that the theory of multiple intelligence is not uncontroversial. At this stage, it can be successfully applied to the teaching of English as one of the possible ways of implementing

personalised education. It enables the teacher to identify which of the students' intellectual profiles are more or less developed and to adapt the activities used in class to the students' intellectual set.

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ТЕОРИЯ МНОЖЕСТВЕННЫХ ИНТЕЛЛЕКТОВ В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА

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Аннотация. Сегодня широко используется теория множественного интеллекта, разработанная американским исследователем Г. Гарднером, которая утверждает, что каждый человек не обладает единственным интеллектом. В статье рассматриваются все восемь типов интеллекта: вербально-лингвистический, логико-математический, телесно-кинестетический, музыкально-ритмический, межличностный, внутриличностный, натуралистический, которые становятся все более популярными как в преподавании в целом, так и в преподавании иностранных языков. Анализ последних публикаций по данной тематике показывает, что она чрезвычайно актуальна и востребована.

Ключевые слова: множественный интеллект, методология, новый подход к обучению, образовательный процесс, преподавание.