

USE OF MULTIPLE INTELLIGENCE IN CLASSROOM SITUATION

Prof. Archana Gatkal Santosh,
Ashoka college of Educational, Nashik.

Teaching is a process that facilitates learning. Teaching is the specialized application of knowledge, skills and attributes designed to provide unique service to meet the educational needs of the individual and of society. The choice of learning activities whereby the goals of education are realized in the school is the responsibility of the teaching profession. Teacher is the mediator within curriculum and learning outcomes from the student. The students having particular learning styles have implications for teaching strategies. Because preferred modes of input and output vary from one individual to another, it is critical that teachers use a range of teaching strategies to effectively meet the needs of individual learners. A number of students will require support to meet the objectives of the prescribed curriculum. This support may be in the form of changes in teaching strategies. Here teacher knows that each and every student is different in their intellectual capacity; so that teachers should be familiar with Howard Gardner's theory on multiple intelligences — that there are eight different types of intelligence and these intelligences guide the way how we learn and process information. The theory of multiple intelligences is a theory of intelligence that differentiates it into specific rather than general ability.

According to Gardner (1989) intelligence means “The capacity to solve problems or to fashion products that are valued in one or more cultural setting”

Gardner's seven intelligences are :

- (1) **Logical-Mathematical Intelligence** -- the ability to detect patterns, reason deductively and think logically. Most often associated with scientific and mathematical thinking.
- (2) **Linguistic Intelligence** – the ability to use language masterfully to express oneself rhetorically or poetically. Also allows one to use language as a means to remember information.
- (3) **Spatial Intelligence** -- the ability to manipulate and create mental images in order to solve problems. Not limited to visual sight, Gardner noted that blind children can possess spatial intelligence.
- (4) **Musical Intelligence** -- the ability to read, understand, and compose musical pitches, tones, and rhythms. (Auditory functions are required for a person to develop this intelligence in relation to pitch and tone, but it is not needed for the knowledge of rhythm.)

- (5) **Bodily-Kinaesthetic Intelligence** -- the ability to use one's mind to control one's bodily movements. This challenges the popular belief that mental and physical activity is unrelated.
- (6) **Interpersonal Intelligence** – the ability to apprehend the feelings and intentions of others.
- (7) **Intrapersonal Intelligence** -- the ability to understand one's own feelings and motivations. With the application of this theory teacher can implement different activities in teaching learning process.

Teacher can use different activity in classroom situation which help them to develop their intellectual level as well as proper leaning ability. Following activity can be done by the teacher-

Learning Activities That Connect With Multiple Intelligences

Verbal-Linguistic Intelligence

Students with this intellectual capacity love words and use them as a primary way of thinking and solving problems. They are good writers, speakers, or both.

Teacher may use activity such as -

1. Completing crossword puzzles with vocabulary words.
2. Playing games like Scrabble, Scrabble Junior, or Boggle.
3. Writing short stories for a classroom newsletter.
4. Writing feature articles for the school newspaper.
5. Creating poems for a class poetry book.
6. Entering their original poems in a poetry contest.
7. Listening to a storyteller.
8. Studying the habits of good speakers.
9. Telling a story to the class.
10. Participating in debates.

Logical-Mathematical Intelligence

Students with this intellectual capacity enjoy working with numbers. They can easily interpret data and analyze abstract patterns. They have a well-developed ability to reason and are good at chess and computer programming. They think in terms of cause and effect.

Teacher may use activity such as -

1. Playing math games like dominoes, chess, checkers, and Monopoly.
2. Searching for patterns in the classroom, school, outdoors, and home.
3. Conducting experiments to demonstrate science concepts.

4. Using math and science software such as Math Blaster, which reinforces math skills, or King's Rule, a logic game.
5. Using science tool kits for science programs.

Spatial Intelligence

Students strong in spatial intelligence think and process information in pictures and images. They have excellent visual receptive skills and excellent fine motor skills. Students with this intelligence use their eyes and hands to make artistic or creatively designed projects.

Teacher may use activity such as—

1. Taking photographs for assignments and classroom newsletters.
2. Taking photographs for the school yearbook, school newsletter, or science assignments.
3. Using clay or play dough to make objects or represent concepts from content-area lessons.
4. Using pictorial models such as flow charts, visual maps, Venn diagrams, and timelines to connect new material to known information.
5. Taking notes using concept mapping, mind mapping, and clustering.

Musical Intelligence

Musical students think, feel, and process information primarily through sound. They have a superior ability to perceive, compose, and/or perform music. Musically smart people constantly hear musical notes in their head.

Teacher may use activity such as—

1. Writing their own songs and music about content-area topics.
2. Putting original poems to music, and then performing them for the class.
3. Setting a poem to music, and then performing it for the class.
4. Incorporating a poem they have written with a melody they already know.
5. Tape recording a poem over "appropriate" background music
6. Using rhythm and clapping to memorize math facts and other content-area information.

Listening to CDs that teach concepts like the alphabet, parts of speech, and states and capitals.

Bodily-Kinaesthetic

Bodily-kinaesthetic students are highly aware of the world through touch and movement. There is a special harmony between their bodies and their minds. They can control their bodies with grace, expertise, and athleticism.

Teacher may use activity such as—

1. Creating costumes for role-playing, skits, or simulations.
2. Performing skits or acting out scenes from books or key historical events.
3. Designing props for plays and skits.
4. Playing games like Twister and Simon Says.

Interpersonal

Students strong in interpersonal intelligence have a natural ability to interact with, relate to, and get along with others effectively. They are good leaders. They use their insights about others to negotiate, persuade, and obtain information. They like to interact with others and usually have lots of friends.

Teacher may use activity such as—

1. Working in cooperative groups to design and complete projects.
2. Working in pairs to learn math facts.
3. Tutoring younger students or classmates.
4. Using puppets to put on a puppet show.

Intrapersonal Intelligence

Students with a strong intrapersonal intelligence have a deep awareness of their feelings, ideas, and goals. Students with this intelligence usually need time alone to process and create.

Teacher may use activity such as—

1. Writing essays from the perspective of historical figures, such as Civil War soldiers.
2. Writing a literary autobiography, reflecting on their reading life.
3. Writing goals for the future and planning ways to achieve them.
4. Keeping journals or logs throughout the year.
5. Making a scrapbook for their poems, papers, and reflections.

Teacher may aware everyone is born possessing the seven intelligences. Nevertheless, all students will come into the classroom with different sets of developed intelligences. This means that each child will have his own unique set of intellectual strengths and weaknesses. These sets determine how easy or difficult it is for a student to learn information when it is presented in a particular manner. This is commonly referred to as a learning style. Many learning styles can be found within one classroom. So its teachers' skill that how he can use it or develop it in the real classroom situation.

References -

1. Advance educational psychology By- S.K. Mangal (2nd ed. Dec. 2008)
2. [http://www.teachers.ab.ca/About the ATA](http://www.teachers.ab.ca/About%20the%20ATA)
3. [www.uncg.edu/aps/multipleintelligences.](http://www.uncg.edu/aps/multipleintelligences)
4. howardgardner01.files.wordpress.com
5. howardgardner.com/multiple-intelligences

