

FOREIGN LANGUAGE FOR MULTIPLE INTELLIGENCES

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Present-day requirements of the labor market pose new challenges to the university graduates regardless of their field of expertise. One of the major aspects of the competence employers expect the applicants to possess is the foreign language command at the level sufficient for both everyday and professional communication. Therefore, the language teaching shall become increasingly field-specific while taking into account personal characteristics and needs of every student as far as possible which is most vividly expressed in the theory of multiple intelligences (MI) of H. Gardner. The psychologist identified the following types of intelligences [1]:

- ☐ linguistic intelligence accounts for efficient and masterful use of language;
- ☐ logical/mathematical intelligence deals with reasoning and calculations;
- ☐ spatial intelligence provides for the ability to perceive forms and shapes as well as represent them graphically;
- ☐ bodily/kinesthetic intelligence transforms a person's body into a powerful tool of understanding the world;
- ☐ musical intelligence is based on the sound and rhythm;
- ☐ interpersonal intelligence presupposes penetration into other people's feelings, moods, aims, adaptation to them and possibly their management;
- ☐ intrapersonal intelligence involves a better understanding of oneself;
- ☐ naturalist intelligence covers the natural phenomena, their essence and classification.

Obviously, all of the intelligences mentioned above are equally essential and inherent in every person. However, certain of them are dominating, thus, determining the most productive manner to learn. The MI model is of paramount importance for language teaching as it gives the opportunity to teach students more

efficiently, to ensure a more personalized approach in testing their progress, but, more significantly, it allows motivating.

Today, teaching a foreign language without taking into account the psychological aspects of the process is hard to imagine. Though covering all the intelligence types may appear to be difficult, it engages students in the activities which appeal to their natural endowments most, so this is a path worth pursuing.

The students with pronounced linguistic intelligence will benefit from virtually all the activities used in the foreign language teaching. Mathematical or logical intelligence can be promoted through tasks where students are asked to draw conclusions on the basis of quantifiable values or to solve a puzzle which conceals a consistent pattern they are supposed to reveal. Visual aids constitute a fruitful method of stimulating the learning efficiency in the students for whom the spatial intelligence prevails.

Mind maps offer another appropriate technique. Despite the fact that physical activities are not easy to arrange, students may use their body language to “show” certain words, situations, etc. to encourage their kinesthetic intelligence. Songs are widely used in the language classrooms for various purposes ranging from the review of a grammar construction to the introduction of a topic for discussion. Teamwork is a perfect option for developing interpersonal intelligence of those who are always willing to interact, while intrapersonal intelligence welcomes any tasks connected with self-reflection. “Naturalist” intelligence is probably the hardest to cater for in the language classroom; still, “naturalists” will appreciate at least occasional exposure to natural features through videos or pictures, environmental projects or nature-related discussions.

Although implementation of the MI theory in language teaching requires careful profiling of every student, it is also a promising method of enhancing the learning process as well as building learning strategies, students will be able to apply in order to improve their performance in any sphere they choose.

References

1. Gardner H. Frames of mind: The theory of the multiple intelligences / H. Gardner. – New York : Basic Book, 1983. – 529 p.