

Integration of Multiple Intelligences Theory and Music Education for Preschool Children

Miaomiao Li

Yuncheng Preschool Education College, Yuncheng 044029, Shanxi, China

Abstract: This paper aims to explore the application and integration of multiple intelligences theory in preschool children's music education, in order to promote children's all-round development and personalized development. Firstly, this paper introduces the concept and characteristics of multiple intelligences theory, and expounds its importance and significance in preschool children's music education. Finally, this paper puts forward practical strategies and suggestions for the integration of multiple intelligence theory and preschool children's music education to provide more scientific and effective guidance for early childhood education.

Keywords: Multiple intelligences theory; Pre-school children; Music education

Introduction

The theory of multiple intelligences emphasizes that each person has a variety of different intelligences, which affect all aspects of people's learning and life in different ways and in different degrees of combination. This theory provides a new perspective for preschool music education, which can better understand and respect the uniqueness of each child, and formulate personalized education programs according to the different characteristics of each child.

Music education for preschool children is an important part of early childhood education, which has a positive impact on children's physical and mental development, cognitive ability, emotional regulation and other aspects. Music intelligence is an important part of the theory of multiple intelligences. Integrating the theory of multiple intelligences with the music education of preschool children can give full play to the advantages of music education and promote the all-round development of children.

With the development of society and the renewal of educational concepts, people pay more and more attention to the diversified and personalized development of children. The application of multiple intelligence theory can help teachers better understand and respect the individual differences of each child, and provide each child with more suitable education methods and content, so as to promote the personalized development of children. By integrating the theory of multiple intelligences and music education for preschool children, the theoretical system and practical methods of music education for preschool children can be further enriched and improved, providing new ideas and directions for the development of early childhood education.

1. Theory of multiple intelligences

1.1 Basic Principles

The theory of multiple intelligences was proposed by American psychologist Howard Gardner in 1983, who believed that traditional IQ tests could not fully assess people's intellectual potential, but should be assessed according to different dimensions of ability. This theory suggests that humans have many different types of intelligence, and that each person has different degrees of talent and development potential in these types of intelligence.

First, the theory of multiple intelligences holds that intelligence is not a single unified intelligence, but is composed of many different types of intelligence. Traditional IQ tests focus on verbal and logical-mathematical abilities, while ignoring other kinds of intelligence. Gardner proposed seven basic types of intelligence, including verbal intelligence, logical and mathematical intelligence, visual-spatial intelligence, musical intelligence, body movement intelligence, interpersonal intelligence and self-cognitive intelligence^[1]. He believes that each person has different strengths and weaknesses in these types of intelligence, and that each type of intelligence can be cultivated and developed to different degrees. Secondly, the theory of multiple intelligences emphasizes the diversity and interconnectedness of

intelligence. Gardner believes that different types of intelligence are not independent of each other, but are interrelated and permeable to each other. Third, multiple intelligence theory emphasizes individual differences and individualized education. Because everyone's intelligence type and degree are different, so the traditional intelligent education can not fully meet the needs of different students. Based on the theory of multiple intelligences, the characteristics of students' multiple intelligences should be fully considered in educational practice, and diversified teaching and evaluation methods should be adopted to provide more personalized and differentiated teaching services for students with different types of intelligences, stimulate students' learning interest and potential, and promote their all-round development. This also means that teaching and evaluation methods need to be more flexible and diverse to take into account the specific needs of each student. Finally, the theory of multiple intelligences also puts forward the idea of plasticity and development of intelligence. According to Gardner, each type of intelligence can be developed through training and exercise, rather than being fixed. This point of view emphasizes the positive effect of education on individual intellectual development, and also reveals that educators and students should hold a positive attitude and believe that they can achieve intellectual growth and perfection through hard work and study.

1.2 Features

1.2.1 Respect and importance for different types of intelligence

Gardner points out that traditional intelligence tests often focus only on verbal and logic-mathematical intelligence, ignoring other types of intelligence, such as music, space, interpersonal relationships, self-knowledge, movement, and nature observation. Therefore, the theory of multiple intelligences advocates that all types of intelligences should be given equal attention and training in education and assessment, so as to give full play to the potential of students.

1.2.2 Multifaceted nature of intelligence

Gardner believes that everyone possesses the potential of these seven types of intelligence, and that these types are intertwined, mutually supportive, and used to varying degrees in different situations. This multifaceted view makes educators and society pay more attention to the respect and understanding of individual differences in order to better meet the learning needs of different students.

1.2.3 Encourage individuals to explore and develop their own superior intelligence

Gardner believes that each person has his or her own unique configuration of intelligence, and that education should enable students to discover and develop their talents and potential. By focusing on individual strengths and intelligence, education can better stimulate students' interest in learning and self-confidence, while also helping them better adapt to changes and challenges in society.

1.2.4 Suitable for curriculum customization and personalized teaching

According to the performance of students in different types of intelligence, educators can design teaching content and activities to meet the needs of students' multiple intelligence development. This means that education can be more personalized and pay more attention to the individual differences of students, providing each student with a better learning experience and room for growth.

2. The necessity of integrating multiple intelligences theory with preschool children's music education

2.1 Help to promote the comprehensive development of preschool children

According to the theory of multiple intelligences, preschool children have different intelligent performances in the field of music, such as musical intelligence, sports intelligence, interpersonal intelligence and so on. The integration of music education for preschool children can meet the individual differences of different children, provide diversified music experience, and cultivate and develop different types of intelligence. Through musical activities, children can develop spatial intelligence and body-kinesthetic intelligence through playing an instrument, interpersonal intelligence through cooperative musical play, and self-awareness and emotional intelligence through creative musical expression. Such comprehensive development helps preschool children build self-confidence, stimulate interest, and promote the formation of independent learning ability, so as to achieve their all-round development.

2.2 Help to improve teaching quality and teaching effect

According to the theory of multiple intelligences, every preschool child has a variety of potentials and intelligent types, and traditional teaching methods are difficult to meet their diversified development needs. As a multi-sensory, diverse and creative form of education, music education can better stimulate children's potential in different types of intelligence and promote the coordinated development of multiple types of intelligence ^[2]. By integrating the theory of multiple intelligences, music education can design teaching content and activities more pertinently, better meet the individual differences of preschool children, improve the pertinence and effectiveness of teaching, and thus improve the teaching quality and teaching effect.

2.3 Contribute to the innovation and reform of preschool education

In today's society, the traditional preschool education model is difficult to meet the diversity needs of individual development, and

more innovation and reform are needed. By integrating the theory of multiple intelligences, music education for preschool children can pay more attention to the respect and understanding of individual differences of preschool children, better stimulate their learning interest and self-confidence, promote the development of preschool education from the traditional “one-size-fits-all” to personalized and differentiated development, and provide useful inspiration and support for the innovation and reform of preschool education.

3. Strategies for the integration of multiple intelligences theory and preschool children’s music education

3.1 Personalized Teaching

According to the theory of multiple intelligences, every preschool child shows different strengths and interests in various types of intelligence, and there are differences in their intelligent development. Therefore, in music education, educators should design personalized teaching content and activities to meet the multiple intelligence needs of every preschool child^[3].

3.2 Interdisciplinary Integration

According to the theory of multiple intelligences, different types of intelligences are intertwined and support each other, and music education can be combined with other disciplines to promote the coordinated development of multiple intelligences in preschool children. For example, the combination of music and art, music and language, music and science and other disciplines promotes the comprehensive development of preschool children’s perception, cognition, language, emotion and body in the field of music through interdisciplinary music education activities^[4].

3.3 Multiple Evaluation

Traditional assessment methods often focus on linguistic and logical-mathematical intelligence and neglect other types of intelligence. Based on the theory of multiple intelligences, music education needs to carry out a diversified assessment, fully considering the performance of preschool children on different types of intelligence. Educators can design a variety of assessment tools, including observation records, student works, learning archives, etc., to comprehensively understand the intelligent performance of preschool children from different perspectives, and formulate targeted teaching and development plans.

In short, personalized teaching, interdisciplinary integration and multiple assessment are important application strategies of multiple intelligence theory in preschool music education. These strategies help educators to better implement the educational concept of the theory of multiple intelligences, meet the development needs of preschool children’s multiple intelligences, promote their all-round development in the field of music, promote the innovation and reform of preschool education, and play a positive role in promoting the healthy growth of preschool children.

Conclusion

The theory of multiple intelligences provides a new perspective and concept for preschool children’s music education, emphasizes the uniqueness and difference of each child, and provides a basis for the development of personalized music education programs. With the continuous development and reform of early childhood education, the application of multiple intelligences theory in preschool children’s music education will be more and more extensive. Future research can further explore the specific application and practical effect of multiple intelligences theory in preschool children’s music education, and provide more scientific and effective guidance for early childhood education. At the same time, for the practitioners of music education for preschool children, it is necessary to constantly update the educational concept, improve the understanding and application ability of the theory of multiple intelligences, and provide each child with more suitable development opportunities and educational support.

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About the author:

Miaomiao Li (1985.1-), female, Han nationality, Yuncheng, Shanxi Province, Master's degree, Associate professor, Major: Musicology.