

The Application of Multiple Intelligences in Language Classroom

Lan Chen

Qiongtai Normal University, Haikou 571127, China.

Abstract: According to the multiple intelligence theory of American psychologist Gardner, human beings have at least eight kinds of intelligence. Different combinations of intelligence make up the difference of everyone, so each student is a different individual, but has its own strengths and weaknesses. As an important communicative language in modern society, English teaching in primary school is receiving more and more attention. Applying the theory of multiple intelligences to language classes and implementing differentiated teaching can not only enable students to master English knowledge and improve the effect of English teaching, but also fully develop students' other intelligences and realize the development of students' comprehensive quality.

Keywords: Multiple Intelligence; Language Class; Primary English

1. Introduction

The theory of multiple intelligences believes that potential intelligence can be inspired by relevant stimulation and guidance. Under favorable opportunities and circumstances, proper education and guidance will gradually emerge and reflect the value of different intelligences. Different from the traditional teaching mode, the personalized development of students is the more important aspect of the theory of multiple intelligences. According to the different intelligence strengths of each student, teaching in accordance with their aptitude, differentiated teaching, tutoring students to skillfully use the learning knowledge, in order to help students develop multiple intelligences, facilitate the early realization of the new curriculum reform goal, and improve students' language learning ability and comprehensive quality. At present, the problem that needs to be explored is to combine the theory of multiple intelligences with the specific practice of English language teaching, so as to give full play to students' multiple potentials and improve the effect of English teaching.

2. Problems in language classroom practice

2.1 Old teachers' concepts and traditional education concepts

Sticking to the original teaching method is a common problem of the traditional teaching concept. Teachers still use the one-way mode of transferring knowledge to students in the teaching process, which is difficult to adapt to the development requirements of the times. There are some teachers who guide students to use multiple intelligence methods to learn language in teaching, but most students will still learn according to the original learning methods, and the traditional learning habits are not easy to change. Under the long-term exam-oriented education model, teachers, as the main body of the classroom, simply asking students recite knowledge points, students lose the main body status of the classroom, which largely imprisons students' thinking.

Students cannot actively participate in the classroom, their ability to learn independently cannot be improved, and the classroom efficiency cannot be improved. There are also some teachers who rely too much on English textbooks, lack innovation in teaching methods and a sense of responsibility, and do not prepare lessons carefully. In addition, students have different levels of English ability, different understanding abilities, and different combinations of intelligence in each person. Teachers do not pay attention to the development of individual students, nor respect the differences of individual students, and it is difficult to solve the problems in English learning, which will lead to low efficiency in the classroom, and not conducive to the development of students in the long run.

2.2 The classroom atmosphere is dull and students' interest is insufficient

Interest is very important for learning. English is a language, which focuses on the combination of listening, speaking, reading and writing, but it is also a bit boring. Some students are not willing to spend too much energy in the learning process. Because primary school students are at a young age, their physical and mental development is not complete, and it is difficult to concentrate, so it is more difficult to bring up interest in the classroom.

In modern practical teaching, it is found that the atmosphere of the language class in primary schools is dull, there is little communication and interaction between teachers and students, and students' interest in learning English is difficult to be stimulated. In addition, for primary school students, English is relatively difficult, and students are easy to back down when encountering difficulties, and they cannot achieve ideal results in the process of learning English. The classroom atmosphere is not active enough, it is difficult to mobilize students' enthusiasm and interest in independent participation, students are afraid to speak English, and English learning will lose its original learning significance.

3. Application of multiple intelligence in language classroom

3.1 Respecting students' differences and changing teaching mode

It has long been the characteristic of Chinese-style education to judge the quality of students by their academic performance. Such teaching mode and thinking are too one-sided, and students who are not good at examinations will be hit by this, and their interest in learning will not be high. Teachers must pay attention to that each student is a different individual, their starting line has a certain gap, and their interest in English learning and language learning ability have some differences. When setting teaching standards, they should vary from person to person.

According to the theory of multiple intelligences, human beings have at least eight basic intelligences, and each person will have one or several of them. These intelligences affect and interact with each other, and with the development of the learning process, each person's intelligence structure is different, and their fields of expertise are also different, but each student is excellent.

In the classroom, teachers can observe each student's different behaviors and daily performance, fully understand the students' knowledge level and learning ability, and guide students to think independently in daily teaching. Teachers should be student-oriented to ensure that students can develop the habit of independent thinking. In this way, the potential intelligence of students can be inspired by relevant stimulation and guidance, and gradually manifest under favorable opportunities and environment and appropriate education guidance, and reflect the value of different intelligence.

3.2 Creating classroom scenarios and creating interesting classes

The significance of teaching is not only to impart knowledge, but also to develop students' potential. Interesting classes help relax the mood and make it easier for students to participate in learning.

In today's era, good interpersonal skills and oral expression skills are very important. However, the problem in our English teaching is that students are afraid to speak English and good at "writing" English on paper. Interpersonal intelligence pays special attention to interpersonal interaction, encourages students to take the initiative to use English to express themselves, and emphasizes the coordination and cooperation of teams in order to provide motivation for students' communicative ability and cross-cultural communication.

For primary school students, the probability of using English in daily life is very small, and the probability of consolidating knowledge after class is very small, so they have been in a passive state throughout the language learning process. In order to better develop students' language ability and interpersonal skills, we can set up some practical situations in classroom teaching, reasonably carry out some interesting classroom activities, and try to let every student participate in the activities, so that the efficiency of classroom teaching will be greatly improved.

For example, when teaching "My weekend plan", we can prepare several pictures in advance, which can be the weekend scenes of some cartoon characters' outings or parties. We can also let students describe the background and what the characters are doing in the pictures. Next, we can guide students to discuss how they spend their weekends and plan how

to spend them. Because each student's personality and thinking ability are different, the content of imagination and expression is also different. At this time, students can be encouraged to share their life plans in English, and students can exchange and discuss according to these different plans. It also allows students to play the roles in the pictures and perform these life scenes, so that students can actively participate in classroom teaching, and guide students to freely communicate and boldly express in the process of performance.

Using the novel teaching mode, students can not only exercise their oral English in the process of cooperative performance, but also improve their language expression ability and greatly improve the efficiency of the classroom.

3.3 Carrying out creative activities and cultivating comprehensive intelligence

Adopting multiple intelligence classroom activities, paying full attention to the needs of all students, is more conducive to teachers' teaching, and students will grasp and absorb new knowledge more comprehensively, thus improving the quality of classroom teaching.

As mentioned in the textbook "How to teach grammar through classroom activities", there can be nearly 200 classroom activities with strong interest and operability, which can make grammar teaching communicative and even game-based.

To ensure the development effect of multiple intelligences, teachers should make good use of a variety of rich equipment and means. For example, use multimedia equipment to play some pictures or videos to guide students to read and communicate, and help them expand their knowledge of western culture and customs while expanding their vocabulary. Because of the visual display of physical pictures, students express their desire more actively, which can promote the development and expansion of spatial intelligence, and help students learn and understand language visually, in order to enhance students' language cognitive ability and their mastery of language knowledge and skills.

4. Conclusion

In the past primary school English teaching practice, the unitary teaching method adopted by teachers led to students' bad attitude in English learning, showing obvious boredom and resistance, and students were unable to play the main role with the help of teachers. Therefore, in the actual teaching process of primary school language classroom, teachers should change their ideas, keep pace with the times, and use the theory of multiple intelligences and the mode of differentiated teaching to personalize the main body, so as to effectively improve the comprehensive quality of primary school students. In addition, in actual teaching practice, teachers should pay attention to creating classroom situations, lively and interesting language classes, stimulating students' interest in English learning, and focusing on cultivating students' autonomous learning ability, so as to carry out rich creative activities, and cultivate comprehensive intelligence. Teachers should also pay attention to creating evaluation standards that are more suitable for different students, give full play to the teaching advantages of the theory of multiple intelligences, and create excellent classes, in order to lay the foundation for primary school students' English learning.

References

[1] Jin L. Multi-intelligence theory makes primary school English classes more exciting [J]. Education in Inner Mongolia 2015;(14):77.

[2] Huang F. How to use the theory of multiple intelligences to construct diversified primary school English classroom teaching [J]. Intelligence 2015;(19):192.