

LEARNING STYLES LEADING TO NEW OPPORTUNITIES

Vinnitsia National Technical University

Анотація

Робота Ховарда Гарднера, яка базується на чисельних розумових здібностях має значний вплив на освітні методики. У даній статті вивчаються новітні підходи до викладання іноземних мов у технічних вишах.

Ключові слова: чисельні розумові здібності, активність, мультимедія, стилі навчання, толерантність.

Abstract

Howard Gardner's work based on Multiple Intelligence has had a significant influence on educational practices. New approaches to teaching foreign languages, their implementation in the domain of the technical education are explored in the article.

Key words: multiple intelligence, activity, multimedia, learning styles, tolerance.

Howard Gardner has questioned the idea that intelligence is a single entity, that it results from a single factor, and that it can be measured simply via IQ tests. Howard Gardner viewed intelligence as the capacity to solve problems or to fashion products that are valued in one or more cultural setting [1]. He reviewed the literature using eight criteria or 'signs' of an intelligence.

Howard Gardner initially formulated a list of seven intelligences. His listing was provisional. The first two are ones that have been typically valued in schools; the next three are usually associated with the arts; and the final two are what Howard Gardner called personal intelligences. Gardner claimed that the seven intelligences rarely operate independently. They are used at the same time and tend to complement each other as people develop skills or solve problems [1].

The theory validates educators' everyday experience: students think and learn in many different ways. It also provides educators with a conceptual framework for organizing and reflecting on curriculum assessment and pedagogical practices. In turn, this reflection has led many educators to develop new approaches that might better meet the needs of the range of learners in their classrooms [2]. All seven intelligences are needed to live life well. Teachers, therefore, need to attend to all intelligences.

Seven kinds of intelligence would allow seven ways to teach, rather than one. The learning styles are as follows:

Linguistic - using words effectively. These learners have highly developed auditory skills and often think in words. They like reading, playing word games, making up poetry or stories. They can be taught by encouraging them to say and see words, read books together. Tools include computers, games, multimedia, books, tape recorders, and lecture.

Logical-Mathematical - reasoning, calculating. Think conceptually, abstractly and are able to see and explore patterns and relationships. They like to experiment, solve puzzles, ask cosmic questions. They can be taught through logic games, investigations, mysteries. They need to learn and form concepts before they can deal with details.

Visual-Spatial - think in terms of physical space, as do architects and sailors. Those are very aware of their environments. They like to draw, do jigsaw puzzles, read maps, daydream. They can be taught through drawings, verbal and physical imagery. Tools include models, graphics, charts, photographs, drawings, video, 3-D modeling, videoconferencing, television, multimedia, texts with pictures/charts/graphs.

Bodily-kinesthetic - use the body effectively, like a dancer or a surgeon. Having keen sense of body awareness, they like movement, making things, touching. They communicate well through body language and can be taught through physical activity, hands-on learning, acting out, role playing. Tools include equipment and real objects.

Musical - show sensitivity to rhythm and sound. They love music, but they are also sensitive to sounds in their environments. They may study better with music in the background. They can be taught by turning

lessons into lyrics, speaking rhythmically, and tapping out time. Tools include musical instruments, music, radio, stereo, CD-ROM, multimedia.

Interpersonal - understanding, interacting with others. These students learn through interaction. They have many friends, empathy for others, street smarts. They can be taught through group activities, seminars, and dialogues. Tools include the telephone, audio conferencing, time and attention from the instructor, video conferencing, writing, computer conferencing, e-mail.

Intrapersonal - understanding one's own interests, goals. These learners tend to shy away from others. They're in tune with their inner feelings; they have wisdom, intuition and motivation, as well as a strong will, confidence and opinions. They can be taught through independent study and introspection. Tools include books, creative materials, diaries, privacy and time. They are the most independent of the learners.

At first, it may seem impossible to teach to all learning styles. However, as we move into using a mix of media or multimedia, it becomes easier. As we understand learning styles, it becomes apparent why multimedia appeals to learners and why a mix of media is more effective. It satisfies the many types of learning preferences that one person may embody or that a class embodies [3].

A variety of decisions must be made when choosing multimedia that is appropriate to learning styles. Visual media help students acquire concrete concepts where words alone are inefficient. We wouldn't recommend audio record if it is not part of the task to be learned. There is a distinction between verbal sound and non-verbal sound such as music. Sound media are necessary to present a stimulus for recall or sound recognition. To develop reading ability texts need to be well-illustrated. Pictures facilitate learning, especially for poor readers. Testing which traditionally is accomplished through print may be handled by electronic media.

For the moment there is not a properly worked-through set of tests to identify and measure the different intelligences. For the first, there must be developed several measures for each intelligence, for the second, it leads to labeling and stigmatization [1]. While there are some questions and issues around MI, it still has had utility in education. It has helped a great number of educators to review curriculum and testing. Instead of using traditional tests - multiple choice, short answers it would be better to fulfill creative tasks and independent projects.

As was mentioned by O. Stoliarenko, the main task of a university education is preparing a specialist who differs, first of all, in tolerant attitude to different thoughts, points of view, convictions, unbiased to colleagues, partners and events, capable of building independently both his own and the country's life [4]. As students do not learn in the same way, they cannot be assessed in a uniform fashion. Therefore it is important that a teacher create an "intelligence profiles" for each student. Knowing how each student learns will allow the teacher to assess the student's progress properly. This individualized evaluation practice will allow a teacher to make more informed decisions on what to teach and how to present the information.

Every year an annual scientific conference takes place at our department. Participants of the last one have shown a good command of English as well as a great desire to learn and communicate. Revision of the made reports proves that the students of VNTU have diverse deep interests in many fields. Reports were made on British, American and Ukrainian culture and history; language aspects (American slang, Australian English, dead and alive languages); personal relations (problems of keeping friendly relations between friends, children and their parents, solving what is love, how to avoid depression). Moreover many reports were devoted to arts, especially music (their favorite groups and singers).

So we can suggest that musically intelligent young people learn English better by listening to the familiar and beloved songs. We choose songs for presenting studied grammar (verb tenses and voices, modals, conditionals, non-finite forms of the verb). Students like making short reports about interesting scientific, cultural and sport events. It facilitates their interest especially when they choose and prepare it themselves. When a student is active he is learning.

Many learning styles can be found within one group. Therefore, it is impossible as well as impractical for a teacher to accommodate every lesson to all of the learning styles found within the group. Nevertheless the teacher can show students how to use their more developed intelligences to assist in the understanding of a subject which normally employs their weaker intelligences.

REFERENCES:

1. Howard Gardner. *Frames of Mind: The theory of multiple intelligences* (10th Anniversary Edition) NY: Basic Books, 1993.
2. Smith, M. K. 'Howard Gardner and multiple intelligences', the encyclopedia of informal education, 2002.

3. Carla Lane. Distance Learning Technology Resource Guide, 2005.
4. Гуманізм та освіта/ Збірник матеріалів X Міжнародної науково-практичної конференції ВНТУ, м. Вінниця, 14-16 вересня, 2010р. – Вінниця: УНІВЕРСУМ, 2010. – 548с. – 196-199.

Магас Людмила Миколаївна, викладач кафедри іноземних мов, Вінницький національний технічний університет, м.Вінниця, [ludmag71 @ gmail. com](mailto:ludmag71@gmail.com)

Magas Liudmyla Mykolaivna, teacher of Foreign Languages Department, Vinnytsia National Technical University, Vinnytsia, ludmag71@gmail.com