

Практически каждый студент имеет несколько друзей по переписке, что способствует совершенствованию лексико-грамматических навыков и говорения при общении по Skype.

Благодаря достаточному количеству часов, отведенных на иностранный язык, использование всех вышеперечисленных заданий ведет к более эффективному изучению языка и лингвострановедческих особенностей.

Таким образом, процесс формирования межкультурной компетенции должен включать в себя три необходимых компонента: формирование достаточного запаса фоновых знаний о национальной культуре страны изучаемого языка, формирование адекватного и дружественного восприятия иностранного языка и его реалий и, наконец, практическая тренировка в межкультурной коммуникации.

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A. O. Shatokhina

National Research Tomsk Polytechnic University

MULTIPLE INTELLIGENCES IN ENGLISH CLASSROOM

Long years the scientists have been investigating the factors which influence the effectiveness of learning. One of the theories devoted to this issue is the theory of sensory modalities – auditory, visual and kinesthetic. According to this theory each person has one or two stronger channels (hearing, eyesight or tactile sensation) and prefers gaining information through them. For instance, an ear-minded person gets deeper understanding of the information when he reads aloud or when somebody is reading for him etc.

Another theory was developed by psychologist Howard Gardner, it is the theory of multiple intelligences. «Intelligence is a biopsychological po-

tential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture» [3]. According to this theory each person has a set of intelligences: verbal-linguistic, logical-mathematical, visual-spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal and naturalist.

Verbal-Linguistic intelligence is the intelligence of words [3]. If verbal-linguistic intelligence prevails, a person is good at dealing with words, texts and speech. Such people learn easily through reading, making notes and listening to the teacher's lecture, they are usually keen to take part in discussions and debates and perform well in such activities. So, they are good at writing essays, telling stories and learning languages.

Logical-Mathematical intelligence is the intelligence of numbers and reasoning [3]. There is a popular belief that such people tend to be good at mathematics, computer science, chess and everything connected with figures and numbers. In fact, they usually have logical way of thinking that is why they can demonstrate high achievements in science and scientific research, complex calculations and abstract pattern recognition.

Visual-spatial intelligence is the intelligence of pictures and images. [Gardner, 1983] People with spatial intelligence acquire information through images and operate images while thinking. They have good visual memory and are usually gifted in the sphere of art, for this reason they can make good designers, artists, architects etc.

Bodily-Kinesthetic intelligence is the intelligence of the whole body and the hands [3]. Those possessing the bodily-kinesthetic intelligence are good at everything connected with movement and making something with their hands. They naturally excel in sports, dancing, building and making things. Thus, they learn better when they are given an opportunity to move around the class and create something with their hands.

Musical intelligence is the intelligence of tone, rhythm, and timbre [3]. People with strong musical intelligence usually have ear for music, can sing, and play musical instruments. So, they learn better when the music is playing in the background, they memorize better when songs and rhythm are implemented in the classroom activities. And, similarly to the students with verbal-linguistic intelligence, they can learn through listening to the lectures.

Interpersonal is the intelligence of social understanding [3]. Representatives of this group are usually extraverts. They tend to be emotional, are good team players and even leaders. Thus, they learn best through cooperation with other people, and, as well as verbal-linguistic students, through debates and discussions.

Intrapersonal intelligence is the intelligence of self-knowledge [3]. Unlike the previous category, representatives of this one are normally introverts. They are self-concentrated and prefer working by themselves. It is necessary to mention that they often have a tendency to perfectionism.

Naturalist intelligence is the intelligence of the natural world [3]. People with naturalist intelligence get pleasure and succeed in activities connected with objects of nature. They are good at collecting things related to nature and making classifications.

All of us possess these eight intelligences, but, similarly to sensory modalities, they can not be equally strong, naturally, some of them are stronger and some are weaker. Schools and other educational establishments are more focused on verbal-linguistic and logical-mathematical intelligences. It is obvious that students who are weak in the two most popular intelligences will certainly encounter a lot of difficulties in the classroom and, consequently, will not reach their full potential. Besides, they develop negative attitudes to school and studying, because motivation is closely connected with success. It is similar to a chain: if a student copes with the task he experiences the situation of success, he is praised by the teacher, approved by his groupmates and is given a high mark. For this reason he wants to succeed again and again, it develops into a kind of addiction. But, as far as traditional learning is oriented to verbal-linguistic and logical-mathematical intelligences, those with weak verbal-linguistic and logical-mathematical intelligences have tiny chances to show good results. Thus, traditional and nontraditional approaches should be combined to formulate a method of education that is best suited to the students who populate our classrooms.

To find out about the effectiveness of application of multiple intelligences in the classroom a survey was conducted. The experimental group consisted of 34 students studying American Literature course at a high school in Chicago, Illinois. At the beginning only half of them were ready with their homework, but by the end of the experiment this number increased to 91 per cent.

The data of the experiment confirmed that the implementation of multiple intelligences in the classroom gives good results. But how can it be applied in the class of English? It has already been said that gaining information via reading texts, listening to the lectures or analyzing some complicated data is effective with learners having strong verbal-linguistic and logical-mathematical intelligences. But how shall teachers work with the rest of the class? For students with visual-spatial intelligence we can use colourful

pictures and schemes while explaining new material. And later you can ask them to draw something and then give comments. When I was working with a group of future designers I asked them to draw a portrait of an ideal teacher and then explain why he looked that way. It helped to revise the vocabulary and practice speaking skills. Students with bodily-kinesthetic intelligence need to be actively involved in the process of learning. For them it is not enough just to tell the dialogue, they need to act it out, if you are teaching the verbs expressing movements or actions, you can ask your students to demonstrate these actions. Practicing order of words students can be asked to perform parts of sentence and change their places to show the word order of an affirmative, interrogative or negative sentence. For learners with musical intelligence songs and rhymes are very helpful. For example, irregular verbs can be introduced through rhymes, and new vocabulary and grammar can be practiced through songs. As for learners with interpersonal intelligence, they always need a team to show off their natural abilities. They are irreplaceable in designing different projects; they can inspire the team and make the atmosphere in it warm and comfortable for the members. Learners possessing intrapersonal intelligence work better by themselves. Due to this fact and high degree of perfectionism they'd better be given individual tasks, which require responsibility and concentration, for example, they can prepare articles or reports. Naturalist learners enjoy collecting things and analyzing them. So, they learn better if they are provided with a set of examples to design the rule by themselves.

So, the use of multiple intelligences in the class is effective because it creates more comfortable atmosphere by giving students an opportunity to think and gain information in the ways that are natural for them. It also increases their motivation by setting them in the situation of success and allows them to develop thought processes that they do not normally use. Students with nontraditional intelligences often feel that they are not as good or smart as their classmates, while multiple intelligences approach gives all students an opportunity to study on equal terms with the others.

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