

TEACHING FOREIGN LANGUAGES IN THE CONTEXT OF PERCEPTIVE MODALITY

Multiple intelligence theory is a useful tool to teach foreign languages at technical educational institutions. It goes without saying that it is desirable for teachers to bear in mind the features of each learner thereby improving the efficiency of studying. On the other side all learners must be taught simultaneously. To solve the problem it is necessary to outline the features of the multiple intelligences theory.

The types of students' intelligence were described by Howard Gardner. Learning any subject includes communication. In this process it's necessary to assess partners. Perception also serves as an important component of the process. Generally we receive information through three channels: know three channels of perception: visual, auditory and tactile [1, p.131].

One of them usually responds to external action faster than others. So, we can mark such types of perceptive modalities as: visual, auditory and kinesthetic.

According to these there are three types of intelligence. Besides, Gardner's theory adds another 5 types of mental abilities: verbal, logical, interpersonal, intrapersonal and naturalistic [2, p.125-330]. Each type can be characterized by specific advantages, areas, preferences, problems and ways of learning [3, p.32-41].

Individuals with strengths in visual area often use words and expressions related to images and impressions and focuses in details. Their intelligences can be enforced due to various visual materials. In teaching foreign languages pictures, videos, maps, diagrams and art activities in particular picture dictionaries are helpful. In the process of learning the visual contact is necessary. However such learners have the problem of audible barrier.

Musical intelligence learners usually have strength in auditory area. They perceive voices, intonation, timbre, rhythm and manner of speech easily. So, the best learning activities for them are discussions, reading aloud, songs, audio

lessons or podcasts when they are trying to simulate the speakers or singers. Unfortunately they often have spelling problems.

People with kinesthetic intelligence respond to the signals from their environment being in the process of motion. They mostly pay attention to moving objects, the details of behavior and actions. Teachers should reinforce this type of intelligence through improvisation, practical activities and physical relaxation exercises.

However, an individual can process data in four ways. The fourth one is associated with mathematics. The correspondent type of intelligence belongs to people with the ability to predict and conclude. Such people seem to be unfeeling but sensitive. So, the best way for teachers to communicate with such learners is argumentative practice. Such types of critical activities as cognitive stretch exercises, logical puzzles and sequential presentation of subject can be useful.

Linguistic intelligence is inherent in operating and understanding language. It includes different types of verbal communication, e.g. writing and speaking. So, the learners should keep a diary and take part in different word games.

The feature of individuals of interpersonal intelligence is strong empathy for others. They are highly sensitive to moods, feelings and emotions. Therefore such learners have very good communication and interaction skills. This is expressed in different group activities, e. g. interviews, discussions, collective games, speaking clubs, community events etc.

The intrapersonal intelligence is peculiar to people who are aware of their feelings and emotions. Since they analyze their own advantages and disadvantages, the reasonable goals must be set. Thus, the best choice for them is independent learning such as writing articles, essays, keeping journals or blogs to express own feelings and ideas. This intelligence embraces all others since it is necessary to develop individual abilities.

Naturalistic intelligence individuals are good at observing, understanding and organizing especially the objects of nature, i.e. plants, animals and minerals. So, teacher can increase the effectiveness of teaching by stimulating their interest.

In this case the education process for such individuals should deal with classifying, comparing and ordering exercises containing the relationships among different objects of nature.

The last type of intelligence refers to people who indulge in the concepts of life and death. The occurrence of this type is under consideration. Naturally, such people are inherent the mind of philosophic cast. In educational process they would enjoy studying and analyzing the literature in this field and writing compositions.

The theory of multiple intelligences implementation into educational process is highly promising. However not all types of learners can be dealt with in equal measures. Nowadays the problem is looked from two points of view, namely: project-based learning and problem-based learning.

ЛИТЕРАТУРА

1. Ананьев Б. Г. Психология и проблемы человекознания / Б. Г. Ананьев. – М.: Изд-во «Институт практической психологии», 1996. – 384 с.
2. Гарднер Г. Е. Структура разума: теория множественного интеллекта / Г. Е. Гарднер. – М.: Вильямс, 2007. – 512 с.
3. Armstrong T. Multiple Intelligences in the classroom / T. Armstrong. – Alexandria: ASCD, 2009. – 246 p.