

## MULTIPLE INTELLIGENCE ACTIVITIES FOR THE ENGLISH LEARNING

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**Annotation:** *this article is about multiple intelligence activities for English teachers, ways of creating productive lesson plans in order to organize interesting lessons, how to increase student's interests to the lessons.*

**Key words:** *Multiple intelligence activities, movement games, facial expression games, pantomime vocabulary activities, error recognition, interpersonal skills.*

The XXI century we live in is the century when the intellectual values, a high level of knowledge and education are in great demand. The most decisive factor of our progress, the implementation of cherished goals is the human capital, the growing generation of young people possessing modern knowledge and needed professions capable of taking responsibility for the future of the country. Special attention must be given to education, literature, art and others. Education provides creative inspiration for the spirituality of the people of Uzbekistan. It helps us discover the best abilities of the up and coming generation, while continuously improving the skills of professionals. Education helps elucidate and pass down the wisdom and experiences of the older generation to the younger. Young people, with their budding talents and thirst for knowledge begin to understand spirituality through education. We should make improvement in our education system based on traditional methods with improving skills of teachers and supply of modern teaching materials is required. Teaching foreign language is always make difficulties with contrasting mother tongue. So, in this article I will share my opinions about multiple intelligence activities in order to increase student's interests to the lessons.

Multiple intelligences activities are useful for English teaching in a variety of situations. The most important aspect of using multiple intelligence activities in class is that you will be giving support to learners who may find more traditional activities difficult. The basic idea behind multiple intelligence activities is that people learn using different types of intelligences. For instance, spelling can be learned through typing which uses kinetic intelligences. Multiple intelligences were first introduced by in the theory of multiple intelligences was developed in 1983 by Dr. Howard Gardner, professor of education at Harvard University.

This guide to multiple intelligence activities for the English learning classroom provides ideas on types of multiple intelligence activities you to consider when planning English lessons that will appeal to a wide range of learners. Explanation and understanding through the use of words is the most common means of teaching. In the most traditional sense, the teacher teaches and the students learn. However, this can also be turned around and students can help each other understand concepts. While teaching to other

types of intelligences is extremely important, this type of teaching focuses on using language and will continue to play the primary role in learning English.

Student-centered explanations

Essays and written reports

Reading selections

Book based grammar and language function explanations

Gap-fill exercises

Explanation and comprehension through the use of pictures, graphs, maps, this type of learning gives students visual clues to help them remember language. In my opinion, the use of visual, spatial and situational clues is probably the reason learning a language in an English speaking country (Canada, USA, England) is the most effective way to learn English.

Mind maps

Using photos, paintings, etc. to encourage discourse

Creating personal roadmaps / other visual aids to use during discourse

Graphs used to initiate explanations of statistics

Videos

Creating multimedia projects

Highlighting texts in different colors to indicate tense, or function

Games such as Pictionary

Body / Kinesthetic -Ability to use the body to express ideas, accomplish tasks, create moods, etc. This type of learning combines physical actions with linguistic responses and are very helpful for tying language to actions. In other words, repeating "I'd like to pay by credit card" in a dialogue is much less effective than having a student act out a role-play in which he pulls out his wallet and says, "I'd like to pay by credit card".

Typing

Movement games (especially popular in children's English classes)

Role plays / drama

Pantomime vocabulary activities

Facial expression games

For classes with access to athletic facilities, explanation of sporting rules

Interpersonal -Ability to get along with others, work with others to accomplish tasks. Group learning is based on interpersonal skills. Not only do students learn while speaking to others in an "authentic" setting, they develop English speaking skills while reacting to others. Obviously, not all learners have excellent interpersonal skills. For this reason, group work needs to be balanced with other activities.

Small group work

Team competitions

Role plays using dialogues

Peer teaching

Use of logic and mathematical models to represent and work with ideas.

Grammar analysis falls into this type of learning style. Many teachers feel that English teaching syllabi are too loaded towards grammar analysis which has little to do with communicative ability. Nonetheless, using a balanced approach, grammar analysis has its place in the classroom. Unfortunately, because of certain standardized teaching practices, this type of teaching sometimes tends to dominate the classroom. Grammar categorizing activities

Grammar rules study and inductive explanations

Error recognition

Correcting work based on teacher indications

Develop mind-maps and other vocabulary charts

Many teachers of large classes often speak their learners' first language. This means they can use translation not only for checking understanding, but also for language practice, writing and even speaking. However, for many teachers of large classes, given the importance of exams and writing skills, translation is perhaps most useful to help learners develop their writing skills without the need for correction from the teacher. This can be done using a technique called 'back translation' or 'reverse translation', which comes from translation studies. It has four stages. First, learners study the features of a model text in English. The text can be as short or as long as you like. Then, they translate it into the mother tongue. Then, the original English text is hidden, and learners must translate their mother tongue text back to English. Finally, they compare this text with the original English text and can note differences, self- or peer-correct errors and even award marks if criteria are simple and clear.

Even though there are so many lesson plan resources on the net, we believe that there can be no substitute for a lesson plan that is created by you, the teacher that is tailored to the specific student populations you are serving. This tutorial is meant to assist you in developing a plan that is designed to meet the needs of your students and that is framed according to what is considered to be best practices in teaching and learning. It is also our belief that the infusion of technology in teaching is a necessary element to meeting the needs of today's 21st Century digital learner. The following should be considered for lesson planning: 1) Know who your students are. Know ability levels; backgrounds; interest levels; attention spans; ability to work together in groups; prior knowledge and learning experiences; special needs or accommodations; and learning preferences. This may not happen as quickly as you would like, but it is important for designing instruction that will meet the needs of your students. That's key in successful teaching and learning. 2) Know your content. It is important for you to research the subject matter that you will be teaching. You should also utilize curriculum guides published by the state in which you teach and the local school district that employs you. It is also a good idea to know the national standards and state standards that drive curriculum in each subject area that you are responsible for. You can visit web sites that are devoted to curriculum frameworks and that will give you a lot of information relative to your subject area. Teachnology.com has a large number of links that will help you to search for

information relative to the subject matter you are employed to teach. 3) Know the materials that are available to help you teach for success. Take and keep an inventory of the materials and resources that are available to you as a teacher. For example: technology, software, audio/visuals, teacher mentors, community resources, equipment, manipulative, library resources, local guest speakers, volunteers, or any materials that can assist you in teaching.

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