The Necessity Analysis of Periodic Theory Sublimation in English Language Teaching Based on Multiple Intelligence Theory

Hui Xu

Wuhan Huaxia University of Technology, Wuhan Hubei, 430223, China

Abstract: In the 1980s, Harvard University educational psychologist Howard Gardner first proposed the theory of multiple intelligence. He proposed the concept of "smart home evaluation" and expanded the foundation of student learning assessment. For a long time, due to the profound influence of exam-oriented education, English classroom teaching has overemphasized "knowledge transfer". Teachers often concentrate on the explanation of grammar rules and the mode of mechanical drills. The theory of multiple intelligences explains the way of intelligence and the development of intelligence in individual students from a new perspective. It goes beyond the previous practice of focusing only on speech language intelligence and logical and mathematical intelligence while ignoring the development of other intelligence. The theory of multiple intelligences provides new ideas and references for our education and teaching reform from another angle. English language teaching should proceed from students' reality, fully embody students' principal position, and improve and develop students' intelligence.

1. Introduction

At present, there are many experiments and reforms in English language teaching in China. Teachers have also made many useful explorations and made some achievements [1]. Everyone is a unique individual, and they are born a combination of all kinds of intelligence. Through appropriate education, the development of individual intelligence can be effectively improved and promoted [2]. The individualized and pluralistic ideas of intelligence get rid of the restriction of traditional ideas of intelligence on education. And it has greatly impacted the traditional educational concept of our country [3]. In the 1980s, Howard Gardner, an educational psychologist at Harvard University, first put forward the theory of multiple intelligences. He proposed the concept of "smart home evaluation" and expanded the foundation of student learning assessment. The "scenario" assessment was advocated, which corrected the functions and methods of previous education evaluation [4]. For a long time, due to the profound influence of exam-oriented education, English classroom teaching has overemphasized "knowledge transfer". Teachers often concentrate on the explanation of grammar rules and the mode of mechanical drills. In the classroom, students are rarely given the opportunity to practice language, ignoring the cultivation of practical language skills.

The theory of multiple intelligence emphasizes the fundamentals of students and pays attention to the development and utilization of various "smart" students. This has certain reference value for deepening the reform of English language teaching and improving the quality of English language teaching [5]. Frequent exchanges in various fields of the world, the mutual integration of various disciplines, and the continuous development of scientific information technology have enabled us to have the opportunity to learn a variety of excellent educational theories [6]. The theory of multiple intelligences explains the way of intelligence in the individual students and develops intelligence with a new perspective [7]. Beyond the previous practice of focusing only on verbal language intelligence and logical mathematical intelligence while ignoring the development of other intelligence. Teachers usually play a central role in English classroom teaching [8]. The lack of space for students to learn independently and the lack of equality and democracy in classroom teaching inhibit the development of students' ability to learn independently [9]. The theory of multiple intelligences provides new ideas and references for our education and teaching reform from another angle. It provides a good theoretical guidance for our teaching, especially for English

language teaching. It is helpful to improve the effect of English teaching and cultivate talents with multiple intelligences.

2. The Application of Multiple Intelligences Theory in English Language Teaching

The theory of multiple intelligences enables us to deeply understand the essence of human intelligence and provides important enlightenment and direction for educational theory and practice. English language teaching is not only the focus of English teaching, but also the difficulty of teaching. For a long time, English language teaching has focused too much on the explanation of grammar and vocabulary. This kind of mechanical monotonous teaching activities cannot stimulate students interest in learning grammar. The core of the theory of multiple intelligences is to respect each student's personality and treat them fairly. Finally, a comprehensive evaluation of student achievement, development of students' potential, in order to cultivate students' self-confidence and interest in learning. Teachers should respond in a timely manner to the performance of students in the classroom. In the process of completing the task, the students have the ability to fully display their time and space, and can use a variety of abilities to solve the problem. At this time, if the teacher gives appropriate performance evaluation, it will stimulate the students' enthusiasm for learning. Teachers should respect students' awareness of their cognitive style and give students the opportunity to manage their own learning.

While developing all aspects of students' intelligence, the school must pay attention to the fact that each student will only be particularly intelligent in one or two aspects. Maintaining students' self-esteem in classroom evaluation does not exclude the denial and criticism of students' performance. Even so, teachers should protect students' self-esteem and personality, and the negative evaluation of students should be adequate. The theory of multiple intelligences believes that each person has nine kinds of intelligence that are relatively independent to varying degrees. Teaching methods and means should be flexible and varied according to the teaching object and content, and teaching according to aptitude. Language teaching pursues accuracy and fluency, and the combination of implicative and explicit grammar teaching has become an ineviTable trend in language teaching nowadays. Most teachers show positive and positive attitudes towards this trend. Based on the design and implementation of task-based teaching with multiple intelligences, teachers should base on students' cognitive development differences and individual psychology. The corresponding tasks are designed according to the characteristics of different language materials.

Due to teachers' one-sided understanding of communicative grammar teaching, many teachers tend to neglect grammar to varying degrees in the process of implementing English teaching. Most students' subjective desire to learn English is good, but the actual action is often negative. Teachers should be aware of their own intellectual tendencies and know how to develop and utilize resources in a smart classroom that they obviously lack. On the whole, the model fit is verified by the path analysis between the three dimensions of the teaching process and the three-dimensionality and learning effect. The results of the multi-intelligence theory and context support for learning behavior are shown in Table 1.

Table 1 the results of multiple intelligence theory and context support for learning behavior

Constant	Standard error	Standard coefficient
Learning behavior	3.012	0.418
Theory of Multiple Intelligences	1.203	0.176
Situational support	0.648	0.324
learning effect	0.397	0.438

The "student-centered" teaching philosophy emphasizes the main position of students in English learning, and students are the masters of learning. In the process of teaching practice, through the mining and exerting students' English language learning advantages and intelligence, help students establish self-confidence in learning English language. The theory of multiple intelligences provides teachers with a positive and optimistic view of students. That is, every student has a bright spot and

a good place, and almost everyone is smart. It is only the category and nature of intelligence that presents differences [10]. If you use a variety of teaching resources properly in your teaching. That is, multimedia network can stimulate students' interest in learning and open up their thinking. Thus a better teaching effect can be achieved. In order to unify the accuracy and proficiency of English language structure in teaching. Teachers should pay attention to the organic combination of form, meaning and usage in grammar teaching. In grammar teaching, attention should be paid to the combination of explicit and suggestive grammar teaching. Make full use of the advantages of combinatorial intelligence to stimulate and cultivate students' interest in learning English language. So as to achieve the teaching goal of improving the quality of English language teaching.

3. Teaching Evaluation Based on Multiple Intelligence Theory

Students are the main body of learning. Students' knowledge of English language directly determines the quality of English language and even English subjects. At present, English teachers have a certain understanding of the new concept of grammar teaching. However, in the process of English classroom teaching, the traditional grammar teaching method, which is teacher-centered, is still the most frequently adopted teaching method by English teachers. We should treat students' differences objectively and regard them as a valuable resource rather than a burden on education. In grammar teaching, teachers should determine teaching methods and design training methods according to the actual situation of students. Only by truly teaching students in accordance with their aptitude can they effectively improve the efficiency of grammar teaching and effectively cultivate students' comprehensive ability to use English.

It is necessary to change the concept of students in the past, to understand the specialties of students in many aspects, to look at students with appreciation and discovery. The core idea of English language teaching method based on the theory of multiple intelligences is to broaden students' grammar learning channels and explore students' English language learning talents. In the actual English teaching, you can try a variety of teaching methods and play the role of multiple intelligences in English teaching in vocational schools. Figure 1 is a path analysis model for the English classroom environment construction dimension and learning effects.
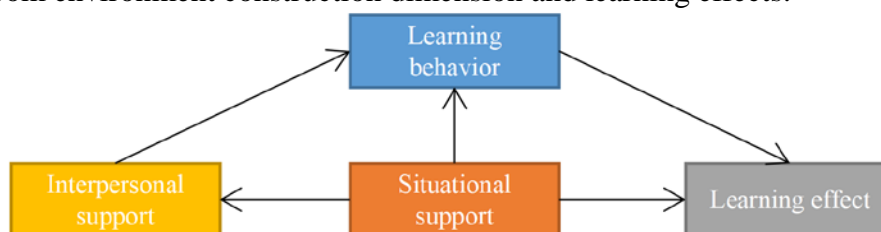

Fig.1. Path analysis model

Education is highly individualized, and teaching should be carried out in different ways according to different mental combinations of students. English teachers should know each student's background, hobbies and learning strengths. So as to determine the teaching methods and strategies that are most conducive to students' grammar learning. At present, the initiative and autonomy of most of our college students are still weak. The cultivation and improvement of their multiple intelligences mainly depend on the English language teaching in the main classroom and the learning in the second classroom. Students should be allowed to make mistakes, treat their mistakes with a developmental perspective, and give them opportunities to correct their mistakes. Teachers should not use right or wrong to evaluate, but pay attention to evaluation skills. The study of the application of multiple intelligence theory to teaching proves that the more appropriate methods students use in learning, the more motivation they really understand. It is necessary to reconsider that each student is a talented person and adopt an effective method that suits his or her characteristics so that his or her expertise can be fully utilized. The intelligence that human beings possess is not a fixed and static entity, they can be strengthened and expanded.

English language teaching based on multiple intelligence theory includes individualized,

autonomous and diversified educational connotations. Over-emphasizing the analytic explanation and rote memorization of the grammatical structure, the students are almost completely passive. This not only hinders the interest of students in learning English language, but also hinders the development of students' language learning and language application ability. In the process of teaching multiple intelligence grammar, English teachers should consciously activate students' intelligence at more levels. Find out students' superior intelligence, and help students use it to learn. In the era of information explosion, school mental health counseling service cannot be limited to one-to-one service in counseling room. Instead, we should help college students with more diversified forms and services. English teachers are practicing English language teaching based on the theory of multiple intelligences. When the training of other kinds of intelligence conflicts with linguistic intelligence, the principle of priority of linguistic intelligence should be followed. Then consider whether it can promote the development of other intelligences while designing grammar learning activities.

4. Conclusion

English language teaching based on the theory of multiple intelligences can effectively improve the efficiency of English classroom teaching and students' comprehensive ability to use English language. It can also effectively stimulate students' interest in English language learning and promote students' all-round development. In grammar teaching, teachers should determine teaching methods and design training methods according to the actual situation of students. Only by teaching students in accordance with their aptitude can students' interest in learning English language be stimulated and their language application ability be effectively improved. Multiple Intelligence English Language Teaching uses a variety of teaching activities and methods to link grammar learning with students' intelligence development. This can help students to have fun and a sense of accomplishment in their studies, and effectively stimulate students' interest in English language learning. English language teaching should start from the actual situation of the students, so that the students' main status is fully reflected, so that the students' intelligence can be improved and developed. Multi-intelligence English language teaching is based on the theory of multiple intelligences. English language teaching activities in various language practice activities are carried out from the perspective of grammar and language knowledge and grammar and language skills. Can effectively improve students' English language comprehensive ability.

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