

Research on the Application of Multiple Intelligence Theory in College English Teaching——Taking the Teaching of 21st Century Visual and Speaking Course as an Example

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Abstract: According to the problem that the intelligence is not high of the soccer robot, using the mechanical theory as a guide, making some mechanical analyses and calculations on the pressure and transmutation states of chip kick mechanics, and conducting optimal design too, then making the structure of chip kick mechanics more and more rationalization. Experiments show that the new soccer robot controller features a quick response and high servo rigidity, and provide a kind of method for improving and perfecting the soccer robot control system, at the same time, filling the needs of producing.

1. Current situation of college English teaching

As a public compulsory course offered by domestic universities, college English should pay attention to its training mode and training effect. However, for a long time, college English teaching in China has basically adopted a teacher-centered single teaching mode, which is not conducive to mobilizing students' interest in learning and failing to effectively develop students' ability to use language. Promoting the reform of college English teaching and improving the comprehensive practical ability of college students, especially the listening and speaking ability, requires the active participation and joint efforts of teachers and students.

2. Multiple intelligence theory

In 1983, American educator and psychologist Howard Gardner proposed that "intellectuality is the value of a social or cultural environment or a cultural environment. Individuals can solve the real problems they encounter or produce and create. The ability required for an effective product, that is, the theory of multiple intelligences. The theory of multiple intelligence has the following main features: (1) Difference. Each person has at least 9 kinds of intelligences that are relatively independent at the same time. However, due to the different environments and educational levels, these 9 kinds of intelligence will be combined in different degrees and in different ways, resulting in different characteristics of each person's intelligence. (2) Practical. Intelligence enables everyone to effectively solve practical problems, especially problems. It is the ability to produce and create effective products for society, and it is our ability to discover new knowledge. (3) Integrity. The above nine kinds of intelligence exist in each group in a multi-combination manner. They are interrelated and interact with each other to form a complete intellectual system. They play an equally important role and are balanced. (4) Developmental. Intelligence is improved through education and training.

3. The application of multiple intelligence theory in college English listening and speaking teaching

3.1 The application of multiple intelligence theory in English teaching

"21st Century Visual and Speaking Course" is a textbook for listening and speaking trinity

designed for undergraduate students in China. This textbook is suitable for undergraduates with strong self-learning ability in terms of the difficulty of selecting materials, the setting form of practice questions, and the layout tasks. student. In the process of using the third volume of this textbook, especially for students whose basic knowledge of English is not solid enough, students with weak self-directed learning and poor self-learning ability, they have different levels of fear. Therefore, under the premise of the unchanged teaching materials, how to change the teaching methods of teachers in time to fully mobilize the enthusiasm of students to learn, and effectively improve the students' listening and speaking ability, has become the focus of the majority of English teachers and the problems to be solved.

The theory of multiple intelligence proposed by Dr. Gardner, a psychology professor at Harvard University, is a new theory about intelligence and its nature and structure. Due to the influence of the traditional concept of intelligence, domestic college English teachers tend to inculcate students' knowledge and develop relevant skills in the process of listening teaching, without paying too much attention to developing students' various intelligences. Such teaching objectively promotes the development of student intelligence, but it only stays on the two traditional intelligences of developing language and logic. In essence, it ignores other equally important intelligences, such as music intelligence and limb movement. The development of intelligence such as intelligence, interpersonal intelligence and self-awareness.

3.2. The application value of multiple intelligence theory in English audio-visual teaching

3.2.1 Develop students' language intelligence and promote students' language communication level.

Language intelligence is the core intelligence of English teaching. The ultimate goal of college English teaching is to effectively improve students' English communication level. The focus is on the improvement of listening and speaking ability. It is imperative to combine the theory of multiple intelligences with the practice of audio-visual teaching. The purpose is to guide students to pay attention to the input and output of English language, and ultimately to promote students' communicative competence.

3.2.2 Develop students' visual and spatial intelligence to provide students with a real language learning environment.

The channels for students to receive visual stimuli and related information in the classroom are far less abundant and stereoscopic than the various messages in life. The 21st Century Visual and Speaking Course provides students with a comprehensive picture of life at a specific time and in different contexts. A strong sensory stimulus can significantly reduce the negative attitudes that affect learning outcomes, effectively mobilizing and awakening students' visual and spatial intelligence.

3.2.3 Develop student sports and music intelligence to make students learn easily and happily.

Each student has his own strengths and highlights, and the theory of multiple intelligences provides a platform for teachers to objectively understand what students are looking for. In the specific college English listening and speaking teaching practice, teachers should encourage them to participate in adaptive teaching activities according to their different levels of intellectual development, so that each student has the opportunity to play his or her multiple intelligences.

3.2.4 Develop students' interpersonal skills. Promote learning in communication with each other.

Interpersonal relationship refers to the ability of people to effectively understand and communicate with others. As far as college English audio-visual teaching is concerned, the characteristics of English language make its communication necessary. The relationship between teachers and students and students and students directly affect the mutual cooperation between students and the effect of English learning. The 21st Century Visual and Speaking Course is rich in

subject matter and diverse in multimedia presentation. Students, especially non-natural students, sit together in class, and must unite and collaborate through understanding and communication and having a satisfactory result for a class activity. .

3.2.5 Develop students' self-awareness and intelligence to guide students to self-assessment.

In college English listening and speaking teaching, teachers should affirm and guide students to self-evaluate through a variety of observations and appropriate evaluation methods. Through self-evaluation, students adjust their learning plans, clarify learning objectives, existing problems, and future efforts in different learning stages, thereby mobilizing their enthusiasm and cultivating their self-confidence.

The teaching effect of "21st Century Visual and Speaking Course" under the guidance of multiple intelligence theory

Gardner believes that language, music, mathematical logic, space, physical movement, interpersonal communication, self-awareness, and natural observation are equally important and indispensable. At the same time, due to the individual differences in the theory of multiple intelligences, teachers of college English listening and speaking courses should pay attention to the different intelligences of students and teach students in accordance with their aptitude. In the empirical study of 120 students who taught me two classes of science and engineering class a, the following conclusions were drawn through questionnaires, formative tests, summative tests and statistical analysis: First, universities based on multiple intelligence theory English audio-visual teaching has improved students' ability to learn independently. With the guidance of the theory of multiple intelligences, teachers can adopt different teaching methods according to different teaching contents and learning objects in the process of college English audio-visual teaching, in order to mobilize the enthusiasm and initiative of students, and improve students' self-learning. ability. Second, the college English audio-visual teaching based on the theory of multiple intelligences transforms students from boring learning to enjoyable learning. The theory of multiple intelligence emphasizes the field of students' superior intelligence. Teachers should pay more attention to each student's ability to be smarter, rather than which students are smarter and promote students to learn in a relaxed and pleasant atmosphere. Thirdly, the college English audio-visual teaching based on the theory of multiple intelligences enhances students' ability to use language comprehensively to meet the requirements of modern society for college students and international communication.

4. Conclusion

The teaching practice of "21st Century Visual and Speaking Course" based on the theory of multiple intelligences laid the foundation for teachers to carry out more effective teaching and students to carry out personalized and differentiated learning. College English teaching will gradually realize the teaching thoughts and practices from the teacher-centered, simple teaching of language knowledge and skills, to the student-centered, teaching language knowledge and skills, and paying more attention to the cultivation of language practical application ability and independent learning ability. The transformation of thought and practice is also a change in lifelong education oriented to the development of students' lifelong learning ability.

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