

Discussion on the Construction of College English Teaching Model Based on Multi-intelligence Theory

Yanhan Duan

Changchun University of Architecture and Civil Engineering, Changchun, 130032, China

Abstract: *The theory of multiple intelligences is a theoretical analysis based on human cognition, an important international education concept, and a diversified development model. In talent training, teaching analysis should also be carried out from this perspective. Based on the analysis of the current teaching problems, this paper puts forward suggestions and strategies for the construction of college English teaching model from various aspects, combining with the relevant contents of the theory of multiple intelligences education. In teaching practice, by integrating multiple intelligence education theory, teachers can respect students' individual differences, reflect students' personalized development characteristics, and constantly update teachers' teaching concepts, in order to enrich teaching content, create a new college English teaching model, and realize the innovative development of college English teaching reform.*

Keywords: *Multiple Intelligence Theory; College English; Teaching Mode; Construction Ideas*

1. Introduction

According to the theory of multiple intelligences, students at any stage have the advantage of self-development of students' abilities, and the intelligence field and learning content also have certain particularity. Based on different students need to adopt different learning methods to maximize their self-learning potential. Therefore, in college English teaching activities, teachers need to respect the individual differences of each student, create different learning scenarios for students according to their unique intelligence, and let students play the advantages of self-learning to explore effective learning methods from their own learning. The construction of different teaching models based on the theory of multiple intelligences allows each student to attach importance to the growth and development of self-intelligence, realize the cultivation of students' comprehensive ability and personalized development, and give students enough attention, so as to fundamentally show the important content of education at this stage.

2. Relevant characteristics of multiple intelligence theory

2.1. Universality

From Gardner's theory of multiple intelligence, we can see that everyone has a kind of possible or real wisdom, which depends on their growth environment and growth environment. At the same time, these intelligences are independent of each other and exist in various forms. Through integration, different results can be obtained. Some show excellence, while others are not significant. It can be seen that human intelligence is universal.

2.2. Developmental characteristics

From the theory of intelligence, we can see that the development of human intelligence is diverse, which is determined by the intelligence of all people. However, due to the development and cultivation of the day after tomorrow, everyone's intelligence is different, so today's colorful society will emerge.[1] It can be seen that human intelligence is developed and strengthened through continuous learning and education. In this process, the higher the level of human intelligence development, the more significant its performance and development, and the higher its intelligence level.

2.3. Difference characteristics

Everyone in the world is unique, just like there are no two identical leaves in the world. People and people are independent individuals, not exactly the same, but different individuals. Although each person has eight different kinds of intelligence, their intelligence will also have different development due to different environment, space and culture.

3. Construction of a new college English teaching model based on multiple intelligences

3.1. Innovating teaching methods and creating multiple situational content

The college English teaching model is based on multiple intelligences. Teachers should emphasize students' subjectivity and insist on cultivating students' learning personality.[2] When constructing college English courses, teachers should grasp the basic characteristics of students' learning, pay attention to differences in intelligence, and flexibly use teaching methods such as case teaching, discussion teaching, and autonomous learning. Adopting flexible and diverse teaching methods can fundamentally solve the needs of students at different levels, thus fully mobilize students' enthusiasm for learning and improve their interest in learning. Secondly, we should be good at using network technology to innovate in English teaching. [3]At present, modern information technology and computer technology have been fully popularized, and teachers can reform and innovate in teaching by combining online independent learning and classroom teaching. Through the analysis of real life, we must make full use of courseware in classroom teaching, and combine classroom teaching with practical teaching, in order to improve students' hands-on ability, and enhance the communication and interaction between teachers and students. At the same time, under the current information technology conditions, making full use of online courseware resources and providing a complete set of auxiliary resources can further expand the field of English learning and improve teaching quality. Teachers can create a diversified teaching environment according to the needs of students. In this environment, students' self-development can be comprehensively improved. In the current teaching practice, teachers should, according to the current actual teaching requirements, constantly design diverse English environments, establish autonomous learning platforms, and fundamentally enhance students' autonomous learning awareness.

3.2. Making full use of modern information technology to realize the diversification of curriculum resources

Teachers should apply modern information technology to the construction of high-quality courses and clarify the relationship between modern information technology and resource integration. In English classroom teaching, teachers should make full use of modern information technology and multimedia means to carry out teaching and make classroom teaching activities more diversified. This way can enrich teaching forms, improve teaching interest, and attract students' attention, so as to make students better remember what they have learned, and improve the overall level of English teaching. Secondly, according to the actual needs of students, teachers can constantly enrich the curriculum resources of English teaching. Teachers should introduce the latest technology of the discipline in terms of teaching resources, teaching contents, teaching methods, etc., to fully reflect the basic, progressiveness and scientific nature of the discipline. Specifically, it is to achieve the requirements of "extending from the fundamental to the application, from the traditional to the contemporary; combining teaching and scientific research, and combining specialty and foundation." [4] We should "combine advanced methods and traditional methods, science and humanities", so as to maximize the learning interest, initiative and sense of participation of English courses. Finally, according to the teaching purpose, we should make full use of Internet technology, improve the network teaching platform, and build a standardized English teaching website according to the needs, in order to fully reflect the personalized needs of teachers and students, enhance students' autonomy in learning and learning content, and improve the overall level of college English courses.

3.3. Building diversified and differentiated objectives of college English courses

In the real college English teaching, the teaching purpose is to guide students to conduct classroom teaching, which is the starting point and motivation of the whole teaching activity, and also an important basis for teachers to organize teaching activities and conduct teaching evaluation. Howard Gardner, a famous professor of psychology at Harvard University, put forward the concept of multiple intelligences.

Its goal is to create diverse classroom teaching activities for contemporary educators and cultivate students' multiple intelligences.[5] According to Gardner's "real intelligence" theory, students are placed in a dynamic and open learning atmosphere, so that students can show themselves more and discover their strengths. Under the guidance of multiple intelligences, the teaching of college English courses should not only meet the requirements of the new curriculum standards, but also take into account students' different interests, abilities, learning purposes and other contents. Therefore, in practical teaching activities, teachers need to create an open environment for students to understand their own learning characteristics and learning differences between other students. We should provide students with a comprehensive learning platform, set different teaching tasks in the platform, and formulate teaching objectives with hierarchy, diversity, differentiation, etc., so that each student can choose their own learning content and learning methods according to their learning level, maximize the learning potential of students, and achieve personalized development of students. This is also an important practical path to construct the goal of college English curriculum teaching differentiation, which requires every teacher to think and analyze from the perspective of students' individual differences

3.4. Developing diversified college English teaching contents and methods

Gardner's multi-energy theory believes that in practical teaching, teachers should take students as the core of teaching, give full play to students' subjectivity, so as to stimulate students' enthusiasm and initiative, and actively participate in classroom teaching. In English teaching, teachers should understand the relationship between topic selection, students and teaching methods, focus on students, and take inquiry as the basic goal, to make full use of modern teaching equipment, combine the actual professional knowledge of students, according to the actual situation of students, and write the teaching content and methods suitable for students' English expression skills, so as to cultivate students' ability of multiple intelligence and professional knowledge. In the actual English teaching, teachers should fully understand the characteristics of each student's English learning, design a variety of teaching entry points, and formulate corresponding teaching methods and means for different learning tasks and teaching contents, in order to make teaching adjustments according to the actual situation, and finally form a new college English classroom teaching model with comprehensive ability training in listening, speaking, reading, writing, and translating. College English teachers pay attention to the relationship between students' individual ability differences and current English teaching by formulating diversified classroom teaching contents and methods. We should make full use of modern teaching methods to change students' learning thinking and improve students' learning efficiency. On the basis of understanding the development characteristics of each student, we should design diversified teaching methods to meet the requirements of teaching tasks at different learning stages and form a unique college English classroom model.

3.5. Constructing and improving the multiple evaluation mechanism of college English classroom teaching

At present, most college English classroom teaching evaluations are based on the evaluation of students' learning achievements, rather than the comprehensive evaluation of students' learning effects. This single method of classroom teaching evaluation can no longer meet the needs of teachers and students. However, the college English classroom teaching evaluation system based on the theory of multiple intelligences can not only overcome the disadvantages of single evaluation, but also realize the dynamic evaluation of the teaching process, realize the qualitative and quantitative evaluation, and thus achieve the interaction between students and students. Therefore, in the actual college English classroom teaching, it is necessary to build a sound and diversified English classroom teaching system, which can not only make the teacher-student relationship closer, establish a more perfect teaching management mechanism, but also guide students to constantly think, find problems, and communicate with teachers in the process of learning, which can promote the development of students' multiple intelligences, their individual development, enhance self-cognition and improve learning efficiency and language expression ability. In the activities of multiple assessment of college English teaching, teachers can consider adopting the method of multiple assessment, so that each student can have a deep understanding of the current learning state and the strengths and weaknesses of self-learning through self-evaluation, evaluation between students, and teacher evaluation. By adopting diversified evaluation methods, different evaluation methods such as process evaluation and comprehensive evaluation, we can let each student understand the comprehensive learning process of himself, pay attention to the difference characteristics of self-learning, and the cultivation and development direction of his intelligence ability, so as to establish the next learning task and learning goal.

4. Inspiration of college English classroom teaching based on multi-intelligence theory

4.1. Classroom teaching should focus on personalized and differentiated classroom teaching strategies

The English classroom teaching conducted under the guidance of Gardner's multiple intelligence theory emphasizes the differences of students and the development of individual students. There is no difference between good and bad. Therefore, its teaching is relatively fair. In the actual college English teaching, the principle of multiple intelligences, combined with students' basic English knowledge and language expression skills, is used to teach students according to their aptitude, improve self-confidence, and cultivate personalized and differentiated English talents to finally form a personalized teaching model.

4.2. The teaching mode should reflect the diversified and diversified characteristics of English teaching

The most prominent feature of Gardner's multiple intelligence theory is that it can provide students with eight possible learning paths, namely, language, mathematics, logic, visual space, body movement, music, interpersonal relationship, natural environment, and self-reflection. These are all possible learning methods. Therefore, under the guidance of multiple intelligence, college English classes should give full play to this advantage to create diversified classroom and teaching methods to enable students to fully develop their various potentials. A good English teacher must conform to the trend of the times and create a new, diversified and flexible classroom teaching mode from the perspective of multiple intelligences to achieve better teaching results. It can be seen that the influence of multiple intelligences on college English has been deeply rooted. Gardner's multiple intelligences theory applied to English classes can create a diversified intelligent teaching environment for learners, thus stimulating students' potential and improving their comprehensive quality.

5. Conclusion

To sum up, as the pace of development of the current era is getting faster and faster, the requirements for comprehensive English talents are becoming higher and higher. In college English teaching, teachers are based on the theory of multiple intelligences, thinking about teaching from the perspective of students' personalized differences, and cultivating more comprehensive English application talents. In teaching, we should make full use of the theory of multiple intelligences, enrich the teaching contents and methods, and promote the comprehensive development of students. We should constantly update teachers' self-teaching concepts, examine students with a new perspective, and teach students according to their aptitude based on students' learning, thinking, processing, and recognition abilities according to their personalized actual development, in order to create a new college English teaching model and realize the innovative development of college English teaching reform.

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