Personalized Teaching of Vocational English Based on the Theory of Multiple Intelligence

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Abstract: In the current field of education, diversified and personalized education has received widespread attention, emphasizing respect for the uniqueness and potential of each student. Howard Gardner's theory of multiple intelligence provides theoretical support for personalized education. It breaks the traditional definition of intelligence and proposes that human intelligence is diverse, including language, mathematical logic, visual space, body movements, music, interpersonal communication, self-awareness, and natural observation. This theory is particularly important for vocational English teaching, as it encourages teachers to conduct personalized teaching based on the intelligence characteristics of students, utilizing their strengths to enhance their English application and cross-cultural communication abilities. English teachers need to use diverse teaching methods, such as images and role-playing, to meet the needs of students with different types of intelligence. In addition, personalized English teaching emphasizes students' subjectivity and self-learning ability, encouraging them to choose a suitable learning path based on their interests and abilities. This personalized and autonomous teaching model helps to improve students' motivation and participation in English learning, laying a solid foundation for their comprehensive development.

1. Introduction

In today's education field, the call for diversity and personalization is increasingly high, which reflects the respect and exploration of the uniqueness and potential of each student[1]. The theory of multiple intelligence proposed by renowned American psychologist Howard Gardner provides strong theoretical support for our understanding and implementation of personalized education. Professor Gardner believes that human intelligence is not singular, but diverse, covering at least language intelligence, mathematical logical intelligence, visual spatial intelligence, physical movement intelligence, music intelligence, interpersonal communication intelligence, self-awareness intelligence, natural observation intelligence, and other aspects[2]. This theory breaks the limitations of traditional definitions of intelligence, allowing us to examine and evaluate a person's abilities and achievements from a broader perspective.

The importance of the theory of multiple intelligence in education is self-evident. It reminds us that each student is unique, with different intellectual strengths and interests. Therefore, personalized education has emerged, which emphasizes respecting the individuality of students, acknowledging differences, and emphasizing the potential of each student. In this educational

model, students are no longer passive recipients, but become the main body of the learning process. They can learn the content they need according to their own pace and methods[3]. The role of a teacher has also shifted from being a traditional knowledge transmitter to a guide and supporter on the path of student learning.

The application of this theory is particularly crucial in vocational English teaching. Vocational English education should not only impart language knowledge, but also cultivate students' language application ability and cross-cultural communication ability. Therefore, vocational English teachers should deeply understand and apply the theory of multiple intelligence, introduce appropriate intelligent teaching methods, innovate teaching methods, and enrich students' learning experience[4]. For example, for students with strong visual spatial intelligence, visual elements such as images and charts can be used to assist English teaching; For students with outstanding physical movement intelligence, their English application abilities can be enhanced through activities such as role-playing and scenario simulation.

2. Theory of Multiple intelligence and Personalized English Teaching

2.1. Multivariate Intelligence Theory

The theory of multiple intelligence provides solid theoretical guidance for the development of personalized English teaching. This theory emphasizes that the composition of intelligence is diverse, not just limited to traditional language and mathematical logic intelligence. It includes holistic, individualized, autonomous, and diversified educational connotations, providing us with a new perspective to re-examine and transform teaching methods[5].

According to this theory, everyone is a collection of multiple intelligence. These intelligence are combined in different ways and to varying degrees on each of us, giving each individual their unique strengths and weaknesses in intelligence[6]. Therefore, in English teaching, we can no longer adopt a "one size fits all" approach, but should customize personalized teaching plans based on the intelligence characteristics of students.

In addition, the theory of multiple intelligence emphasizes the importance of autonomous learning. In English teaching, teachers should encourage students to exert their subjective initiative and become the main body of learning. By guiding students to set their own learning goals, choose suitable learning methods and strategies, and self monitor and evaluate the learning process, we can not only cultivate their self-learning ability, but also help them establish lifelong learning habits[7].

The theory of multiple intelligence provides valuable theoretical guidance for personalized English teaching. It reminds us that every student is unique, and we should respect their differences, unleash their potential, and tailor personalized teaching plans for them[8]. Only in this way can we truly achieve the goal of education - to enable every student to shine in their field of expertise.

2.2. Personalized English Teaching

With the updating of educational concepts, we are increasingly aware that teaching models should develop towards autonomy. This means that teaching should not only be a one-way knowledge transfer, but should be an interactive, dynamic, and adaptable process[9]. Under this philosophy, students are able to independently choose suitable learning materials based on their own needs, interests, and abilities, in order to better achieve self-development and improvement.

To achieve this goal, teachers need to have a deep understanding of the needs of each student. This includes their learning habits, interests, learning difficulties, and their long-term learning goals. By establishing close connections with students and conducting regular communication and exchange, teachers can obtain valuable information and design personalized teaching plans for

students based on it. Personalized teaching plans can fully consider individual differences among students, ensuring that teaching content, methods, and progress are matched with their needs and abilities. For example, for students with a good foundation in English, teachers can design more challenging learning tasks, such as deep reading, advanced writing, or cross-cultural communication; For students with weaker English foundations, teachers can start with basic grammar, vocabulary, and pronunciation to help them gradually build confidence. This personalized teaching method not only meets the learning needs of students, but also greatly enhances their English learning motivation and classroom participation. When students feel that the teaching content is closely related to their own needs and abilities, they are more likely to invest more time and energy in learning, actively participate in classroom activities, and interact with teachers and classmates.

In short, personalized and autonomous teaching models are important directions for future education. By deeply understanding the needs of students and designing personalized teaching plans, we can better meet their learning needs, stimulate their learning potential, and lay a solid foundation for their long-term development.

3. The application of multiple intelligence theory in vocational English teaching

In English teaching, we not only need to impart knowledge, but also cultivate students' language proficiency and cross-cultural communication skills. This requires us to maintain positive interaction with students in teaching and create more opportunities for them to use language. The theory of multiple intelligence provides strong theoretical support for us to achieve this goal. Firstly, active interaction is crucial in English teaching. Traditional classroom teaching often focuses on the teacher's explanation, and students often only passively receive knowledge[10]. However, this teaching method ignores the subjectivity and initiative of students, which is not conducive to cultivating their language proficiency and communication skills. Therefore, we need to transform our teaching methods from simply explaining knowledge to providing students with services for autonomous language learning. In teaching, we should interact more with students, encourage them to ask questions, express opinions, participate in discussions, and make them the masters of the classroom. Providing personalized display platforms for different vocational school students is also very important. Each student has their unique intellectual strengths and interests, and we should provide them with opportunities to showcase their talents. For example, we can organize English speech competitions, theatrical performances, English song competitions, and other activities to allow students to showcase their language abilities and other intellectual advantages. This can not only stimulate students' interest and motivation in learning, but also promote their personalized development. At the same time, we should also pay attention to and leverage the strengths of students in the field of intelligence. In teaching, we should pay attention to the intelligence characteristics of each student and develop personalized teaching plans based on their strengths and weaknesses.

Creating topics, selecting materials that are close to life, and combining themes with the text are also very important. This can make the teaching content more rich and diverse, and stimulate students' interest and resonance in learning. We should choose topics and materials closely related to student life, so that they can feel the practicality and fun of English in their learning. Encouraging students to develop comprehensive language skills in listening, speaking, reading, and writing through experience, practice, discussion, collaboration, and exploration is also very important. The application of multiple intelligence theory will greatly enrich English teaching activities, provide opportunities for students to leverage their various intelligence advantages, and also provide teachers with choices of teaching strategies. By actively interacting, showcasing individuality, leveraging superior intelligence, creating topics, and practicing language, we can create better

conditions for students' English learning and personalized development. Table 1 clearly demonstrates the advantages of teaching guided by the theory of multiple intelligence compared to traditional teaching.

Table 1: Advantages of teaching under the guidance of multiple intelligence theory compared to traditional teaching

Teaching objectives	Traditional teaching	Teaching guided by the theory of multiple intelligence
Teaching methods	Simple knowledge transmission	Developing language proficiency and cross-cultural communication skills
Student Role	Teachers give priority to explanations, while students passively accept them	Students actively participate and engage in interactive teaching
Personalized display platform	Passive knowledge receivers	The host of the classroom, actively participating in discussions and questioning
Intelligent strengths and interests	Less or no	Provide activities such as English speeches, theatrical performances, etc
Teaching content	Less consideration given to	Provide students with opportunities to showcase their talents
Student engagement	Limited to textbook knowledge	Rich and diverse teaching content, topics and materials that are close to daily life
Cultivation of thinking ability	Lower	Higher, encouraging experience, practice, discussion, collaboration, and exploration
Teaching strategy selection	Less emphasis	Encourage students to analyze problems through thinking activities such as association, reasoning, and induction
teaching effectiveness	Relatively single	Provide multiple teaching strategy choices to meet the needs of different students
Teaching objectives	Students may lack practical application skills	Students can better use English for communication and expression, promoting personalized development

4. Teaching strategies for vocational English based on the theory of multiple intelligence

In today's increasingly globalized world, the importance of English education is self-evident. However, how to make English teaching more practical for students and stimulate their interest in learning is a question that every English teacher needs to think deeply about. The theory of multiple intelligence provides us with a new perspective, which tells us that each student has different intelligence advantages, and these advantages can be applied to English teaching to improve teaching effectiveness.

We need to clarify that a holistic teaching design is the foundation for expanding English learning resources. The theory of multiple intelligence is closely related to English teaching. The theory of multiple intelligence holds that everyone possesses multiple intelligence, such as language intelligence, mathematical logic intelligence, spatial intelligence, etc. In English teaching, we can stimulate and cultivate students' intelligence through different teaching activities. For example, activities such as role-playing and group discussions can cultivate students' language and interpersonal intelligence; By creating English posters, writing English stories, and other activities,

students can develop their visual spatial intelligence and creativity. The key to combining the theory of multiple intelligence with English classroom teaching practice lies in teaching design. When designing teaching activities, teachers should fully consider the intelligence characteristics and learning styles of students, so that teaching activities can not only meet their learning needs but also leverage their intelligence advantages. At the same time, teachers should also focus on cultivating students' autonomous learning ability, helping them establish learning styles that are suitable for their own intelligent characteristics, so that they can develop diversity in English learning.

Guiding students to engage in discussions is a very effective teaching method in English classroom teaching. Based on the overall teaching design, expanding the learning resources of English courses is an important way to improve the effectiveness of English teaching. By integrating the theory of multiple intelligence, we can have a more comprehensive understanding of the learning characteristics and needs of students, and thus design teaching activities that are more in line with their actual needs. This not only helps to stimulate students' interest and motivation in learning, but also promotes their comprehensive development. Figure 1 shows the process of integrating the theory of multiple intelligence with English teaching.
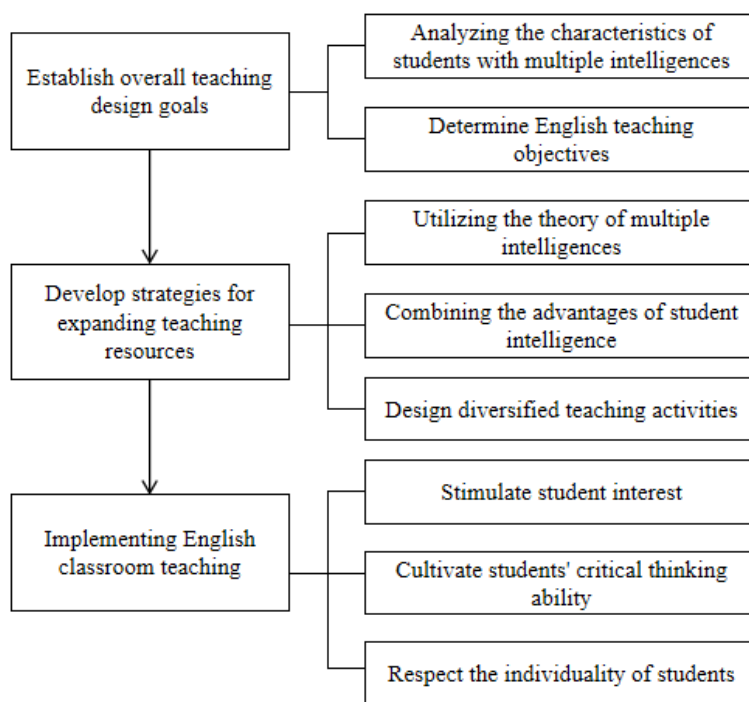

Figure 1: Integration Process of Multiple Intelligence Theory and English Teaching

5. Conclusions

In today's educational environment, cognitive patterns and the development of students' multiple intelligence are increasingly valued. The theory of multiple intelligence provides us with a unique perspective to help us re-examine and transform traditional teaching models. This theory emphasizes that each student has a unique combination of intelligence and advantages, and the goal of education should be to maximize these advantages and promote the comprehensive development of students.

In English teaching, applying the theory of multiple intelligence means that we need to design teaching activities that are in line with the cognitive characteristics and interests of students and meet their intelligence advantages. This can not only increase student engagement and learning

interest, but also promote the development of their various English skills. For example, role-playing and situational simulation can stimulate students' language intelligence and interpersonal communication intelligence; Through creative writing and visual design, students can cultivate their creativity and visual spatial intelligence.

In addition, the application of multiple intelligence theory can also help improve the quality of English classroom teaching. The traditional teaching model often overlooks the subjectivity and diversity of students, while the theory of multiple intelligence encourages us to design personalized teaching plans from the perspective of students. In this way, each student can find their own position in the classroom, leverage their strengths, and learn English with more confidence.

The application of multiple intelligence theory in English education has significant advantages and value. It can not only meet the learning needs of students and provide them with personalized and diversified English learning experiences, but also improve the quality of classroom teaching and promote the development of students' various skills. Therefore, we should actively explore and practice this theory, integrate it into daily teaching, and contribute to cultivating students with comprehensive intelligence and cross-cultural communication skills.

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