

THE OPINION OF PRACTICANT STUDENTS ON THE STIMULATION OF MULTIPLE INTELLIGENCES WITHIN LESSONS

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Abstract

The aim of this paper consists in emphasizing point of view of the practicant students on the stimulation of various intelligences within the lessons they taught in gymnasium. The methods used in this research were the questionnaire and analysis of the activity's products carried out by the students within the activity of pedagogical practice. The research was carried out during academic years 2011-2012 and 2013-2014. The group participating to the research included students in the 3rd year of study at the Faculty of Sciences, University of Pitesti, as follows: 55 students, in the academic year 2011-2012 and 22 students, in the academic year 2013-2014. By analyzing the given answers was found that in the academic year 2011-2012, as compared to the academic year 2013-2014, the great majority of students were willing to stimulate the various intelligences of schoolchildren. So, they have stimulated a higher number of intelligences, using a diversified range of didactic methods within the lesson, being much more concerned about organization of some learning activities for the school children, than about transmitting knowledge. In conclusion, it can be stated that, according to the opinion of students, the stimulation of various intelligences within the lesson depends on both subjective and objective factors.

Key words: multiple intelligences, lesson, practicant studens, subjective factors, objective factors
