

Advice for Career in Relation with Multiple Intelligences

Asllan Vrapı

(European University of Tirana, Albania)

Abstract: One of the many concerns that accompanied the teaching-educational process has been and continues to be known fact: different results for the same conditions of the teaching process. By this I mean that students who study in the same class, taught by the same teacher in the same subject and the others under the same conditions do not understand the same process of teaching, explanation, justification, actions, etc. to teachers class. Students have significant differences in the learning process and moreover often big difference especially in the process independent work. Some students progress quickly, some more slowly and to some that almost did not acquire anything.

The question then arises: How to respond schools to different speeds of diverse learners in terms of acquisition of the learning process?

How should teachers imagine, plan, organize learning process, how should they, to check, motivate and evaluate the learning process, his students?

How to guide and advise the teacher and school students for success in life and professional career?

Key words: advice for career, professional career, learning, different results, significant differences

1. Introduction

Teaching is a process of constant change, with the aim of acquiring quality-education curriculum. Teaching is both art and science and tireless efforts. “Teaching as” art “relies heavily on intuition, which is the basis for action” (Group of authors, Learning strategies, Eureka, 1995, p. 4).

Class, as heterogeneous community, comprised of individuals with vocational education, culture, with different skills and experiences. Given this reality, the teacher should be satisfied that students, as individuals, have the skills and different rates of learning. Consequently, the teacher must visualize, define and achieve objectives and activities, such that set in motion all students who engage in learning, depending on individual skills despite different levels of knowledge that possess. Numerous researchers of education sciences, pedagogy, psychology, sociology, etc, were obtained with the known fact that different students represent different skills and characteristics in learning. One of the best known in this direction was the professor and psychologist of High School of Education at Harvard University, Howard Gardner. Howard Gardner was representative of cognitive current. In 1983 he published his very important “Dimensions of mind”. His long experience with mentally ill as a result of accidents, paralysis of other central nervous system led him to the conclusion that intelligence is not the only one. He even claimed that it is nearly impossible to measure with simple test to evaluate the coefficient of its

Asllan Vrapı, Ph.D. Candidate, European University of Tirana; research areas/interests: psychology-education, teaching contemporary. E-mail: vrapı.asllan@yahoo.com.

existence. By that time it was thought that intelligence was a single. In his Gardner argued that humans have more intelligence. But why Gardner arrived at this conclusion? Above all, he came to this conclusion as a result of observations, studies and tests that he and his associates performed with brain damaged patients. Despite the loss of intelligence in one direction patients showed intellectual ability in other directions. But what is the intelligence according to Gardner? According to Gardner: "Intelligence is the ability to solve certain problems or to create valuable products in one or more cultural communities." (Howard Gardner, 1987, Dimensions of mind). In his intelligentsia is not a single, even that can be measured by a simple test that shows intelligence coefficient. In his work Gardner acknowledges the existence of at least eight kinds of intelligence and many other suggestions.

2. Intelligences According to Gardner

(1) Linguistic intelligence: People who bore this kind of intelligence tend to talk, discuss, read, write, etc.

(2) Logical-mathematical intelligence: People with such intelligence have good results in mathematics, like logic games, solve problems, etc.

(3) Spatial intelligence. People with strong spatial intelligence as well oriented and fast rule on the ground and on the map. Are good in geometry and the space, can become painters and artists.

(4) Musical intelligence. People with such intelligence estimate delight and musical show, can sing, compose, play the instrument, to enjoy music etc.

(5) Kinetic-body intelligence. People with high kinetic-body intelligence feel the need of motions, are physically active, can become athletes or sports lovers.

(6) Naturalistic intelligence. One with high naturalistic intelligence feel the pleasure of staying in the fresh air, like to observe nature, flora and fauna species in general have a sense of understanding of the natural world.

(7) Interpersonal intelligence. Such people learn by sharing ideas with others, prefer cooperation with others on projects and as a rule delight to meet or spend time with other people.

(8) Intrapersonal intelligence. People with strong intrapersonal intelligence usually learn, first independently and individual overestimating their ability to understand the thought.

Gardner and his associates were expressed ninth intelligence that was an existential intelligence. This intelligence they do not put on the same stage with eight other intelligences. The reason was that existential intelligence did not respond to a defined area of the central nervous system as eight other intelligences to which correspond certain areas in the brain, central nervous system. Traditionally education system has made efforts to realize the quality of knowledge and teaching practices. Many teachers continue t'a apply it to a variety of methods or techniques to personalize the learning of their students.

3. Advice for Career

Teachers, lecturers, educators and all staffs who work with students or adults to succeed in applying the theory of multiple intelligences Gardner on is necessary to:

Firstly, recognize and study the theory of multiple intelligences. According to one definition, skilled teacher is one who, for the same concept, open a different number of windows ... A successful teacher serves as an "intermediary between students and curriculum, always ready to promote educational texts, films, computer software — which may help explain the content in a more efficient way for students who exhibit characteristics of this form of learning" (Howard Gardner, Dimensions of mind, Tirana, 2003, p. 214).

Secondly, teachers know their students by observing and reasoned on every answer, motion, position or his activism to define and differentiate instruction. “The differentiation of learning is the teacher’s immediate response to the needs of students, which is guided by several principles such as the separation duties, creating flexible groups, systematic evaluation and correction of errors or inaccuracies. The teacher can differentiate content, process and product of learning in accordance with students’ abilities to read, with interest and profile their learning” (Carol Ann Tomlinson, Responding to the Needs of All Learners, p. 15).

Thirdly, by long experience in teaching, discussions and conversations free to students, parents, teachers and the wider appears that it is necessary to open discussions on multiple intelligences to each student by emphasizing those that show more. In this regard successfully resulted recognition processes and accurate determination of skill and intelligence displayed by the students. This apparently is a normal task but not sufficient in many cases. Such determinations can be achieved only on the basis of studies focused all teachers throughout the years of schooling. Keeping accurate and documented achievements, impressions, opinions from each teacher for each student. It is also important organization of discussions between teachers even documented. Such activities can be organized since the first grade onwards. In the last grade of schooling cycles as grade nine or twelve undergraduate education such discussions would be necessary. Currently, these classes develop educational course “career counseling”. The development of this course is actually a welcome milestone in this direction. It is important structural building and its content. While observations in many cases educational course “Education for career” takes place without the necessary seriousness and correctness. Something different we can talk about teaching the subject, “Advice for Career” that takes place in twelfth grade, probably due to the position in which students are in this class, on the eve of determining their own destiny in life. In the context of reforming school curricula believe there is still opening for more knowledge about the present and future of the students themselves. At the end of the cycle of schooling students themselves alongside their desire for education which should in any case be taken into consideration, I believe that it is necessary for the organization of discussions with developed intelligences that displays every student. We emphasize this because there are times that students p.sh with kinetic-bodily intelligence go to study mathematics for example while logical-mathematical intelligence that it has been less developed.

4. Methodology: Study on the Ground

The study was conducted in secondary schools and high low high at region Elbasan and Berat. The study included 100 students and 50 teachers in urban and rural areas. The study was conducted using questionnaires prepared.

Question: Do you think that counseling or career education should be based on the theory of multiple intelligences. Teachers and students responded:

Responses	Yes	No
Teachers	34	15
Students	60	38

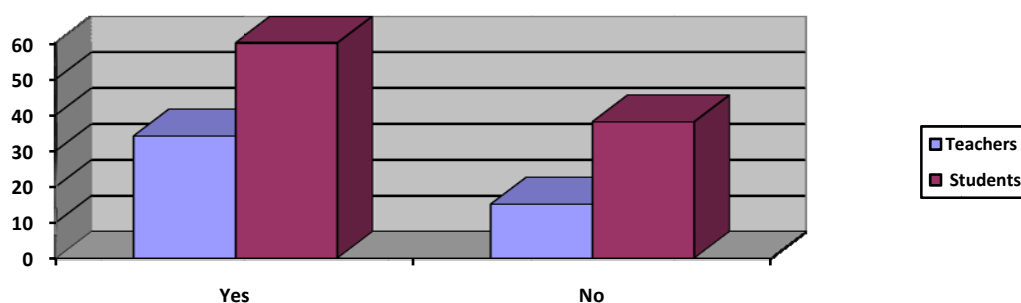


Figure 1 Counseling or Education for Career and the Theory of Multiple Intelligences

Question: Do you think that: The teaching program “ADVICE FOR CAREER” is important for the future of students in further studies? The responses of teachers and students were:

Responses	Yes	No
Teachers	36	13
Students	75	23

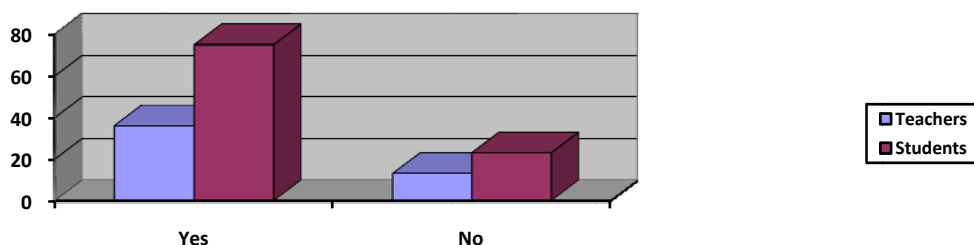


Figure 2 Importance “Advice for Career” for the Future of Students

5. Conclusions

(1) Most teachers consider important theory of multiple intelligences in the career counseling process because serves as the basis for the future of pupils.

(2) It is the considerable number of teachers who did not consider important theory of multiple intelligences as they have little knowledge about them.

(3) Most teachers and students consider important the development of the subject “Career Advice” for the future, the choice of further education and professional careers in life.

(4) It is positive that nearly 76% of students appreciate necessary counseling before they throw steps in life.

6. Recommendations

For this purpose we recommend:

(1) Teachers need to deepen their knowledge of the theory of multiple intelligences.

(2) Teachers on the basis of their knowledge of the subject matter and beyond to determine intelligences that displays every student teaching course they develop.

(3) To be completed and received the importance that belongs to the educational course “Education for career” or “Advice for career” that developed in the last grades of schooling cycles.

(4) Organization of discussions with all the teachers who have taught for students especially in the last grades

of schooling cycles, why not parents and students with the object presentation of opinions on multiple intelligence featuring every student.

(5) Such activities planned and supervised by the school principal to teachers charged guardian and implemented correctly. Such activities would serve as a good opportunity to involve parents as contributors to the problems of learning and school.

References

- Diane Larsen (2000). *Freeman Techniques and Principles in Language Teaching*, Oxford; New York: Oxford University Press.
- Kate B. Walsh (1999). *Creating Classes that Have the Epicenter Children Ages 8, 9 and 10 Years: Program for Children and Families*, Tirana: Lilo.
- Nikoleta Mita (1999). *Teaching Methods: Manual for New Teachers*, Tirana Toena.
- Stavri Llambiri (2007). *By the End of the Beginning ...: Abandoning Mystery to the School Principal*, Tirana: Morava.
- Jeannie L. Steele, Curtis S. Meredith, Charles Temple and Ali Jashari (2000). *Learning through Collaboration*, Tirana: Lilo.
- Dawey J. (2003). *School and Society*, Constellation.
- Fisher D. (2008). *Quick-Start Guide to Building Assets in Your Prevention*.
- Gardner H. (2003). *Dimensions of Mind*, ISP, Tirana.
- Gjini F. (1998). *Student and Group*, Elbasan: Sejko.
- John Dawey (2003). *School and Society*, Constellation.
- Llambiri S. (2001). *Abandoning the Secret*, Tirana: Unicef.
- Bardhyl Moses (2003). *Methodology of Teaching. Practical models and Theoretical Interpretations for Successful Teaching and Learning Productive*, Tirana, Pegi.
- Musa Kraja (2008). *PedagogyApplied*, Tiranë.
- Musai B. (1999). *Educational Psychology*, Tirana: Pegi.
- Nichola L. (2006). *For School Otherwise*, Tirana: Vatra.
- Peshkëpia V. (2012). *Teaching and Learning, Their Relations with European Integration*, Tirana; Fan Noli.
- Peshkëpia V. (2012). *The Bologna Process and Developments in Our Higher Education*, Tirana: Fan Noli.
- QTKA (2005). *Teaching with the Student in Center*, Tirana.
- Zekaj J. (2011). *The Basics of the Learning Process*, Kristal, Tirana.
- Nano V. (2003). "About the nature of management and leadership", *Administration and Management*, No. 4, Tirana.
- "Declaration of the Rights of Man", available online at: http://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/aln.pdf.
- "Declaration of the rights of the child", available online at: <http://www.unicef.org/tfymacedonia/pdf>.