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MULTIPLE INTELLIGENCES AS A DIDACTIC STRATEGY TO PROMOTE INCLUSION IN BASIC GENERAL EDUCATION

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Abstract

The Theory of Multiple Intelligences was developed by Howard Gardner in 1983, at present they have become strategies that have caused a high impact on education worldwide, these aim to discover the individual capacities of students and end the belief that a person is "intelligent" because of his ability to do mathematics or literature. They are based on the fact that each individual is different, and that learning is acquired by the combination of eight types of intelligences (linguistic, logical-mathematical, visual-spatial, musical, kinetic-corporal, interpersonal, intrapersonal and naturalistic), which must be cultivated in the classroom through the development of skills and methods.

To analyze the contributions of the theory of Multiple Intelligences and its strategies to attend to the diversity of students in an inclusive way, a bibliographic review on the foundations of these principles was needed through indexed journals, repositories and digital books, the method was applied inductive - deductive, the qualitative approach, allowing relationships between them and the contexts in which they unfold. The results determined that they could activate the multiple intelligences of the learners in the process, achieving significant learning, taking advantage of their most effective intelligence. Understanding that everyone is intelligent in a specific field, offer possibilities that allow teachers to lead their students to success, these opportunities also depend to a great extent on the environment in which they operate, culture, family, and society in general.

Introduction

Since ancient times, every society has idealized the concept of an intelligent man, for the Greeks he was one who had physical agility and honest behavior, according to Confucius he was the person with the gifts of a poet, musician, draftsman and with the

dexterity for archery During the last centuries it varies depending on the time and the context in which they develop. In the traditional school, the individual who mastered mathematics, geometry and the classical languages was considered intelligent.

At present, this concept of intelligence has been transformed, in the business field it is considered intelligent who has the ability to see business opportunities, take risks, make investments and obtain vast profits, in the scientific field it is one who after several attempts between trial and error manage to find the cure for a disease, calculate spaces not previously imagined, discover new theories, among others, and thus in each of the branches you can find people who often do not fit into the old concept of "intelligent ".

Renowned artists such as Oswaldo Guayasamín, Manuel Samaniego, Alba Calderón, Gonzalo Endara, in their student days were not considered "intelligent" and have left a great legacy for history. Musicians such as Angel Leonidas Araujo, Carlos Rubira Infante, Francisco Paredes Herrera, Julio Jaramillo, among others, whose works are currently part of the Cultural Heritage of Ecuador. Sports personalities such as Jefferson Pérez, Andrés Gómez, Richard Carapaz, Alexandra Escobar, athletes who have raised the name of this country for their participation in the Olympic Games (Ponce & Sanmartín, 2010).

By applying strategies that activate the different intelligences that every individual possesses and enhance them throughout their lives through motivation and participation, they will lead students to success in the discipline or profession that, in addition to liking them, makes them happy.

The intelligences that all human beings possess work together to solve problems and achieve various cultural ends: vocations, hobbies, and the like. The objective of education should be to develop intelligence and help people to fulfill their vocational goals, with strategies that are oriented to their spectrum of intelligences. Students who receive support in this sense are motivated and involved to a greater extent and become human beings capable of serving society in a constructive way (Gardner, 2019).

The Theory of Multiple Intelligences (TIM) was developed in 1983 by Howard Gardner, a psychologist and professor at the University of Harward, who stated that human intelligence has various dimensions, an antagonistic conception with respect to the ancient definition that a test could decipher the level of intelligence of an individual and express it as mental capacity (Nadal, 2015).

After analyzing and accepting this real and pragmatic concept, the term "intelligence" began to become a clear and practical conception, which can be evidenced during people's lives that helps to understand the diversity of each from different perspectives. individual (Armstrong, 2017).

Gardner does not deny the genetic component, but emphasizes that the different intelligences of an individual can be promoted or disabled depending on several factors that influence the development of the individual, such as the context in which it develops, culture, the leading role in the family, education, to a certain degree the opportunities that the government creates in the different countries, so that the conditions in each of the schools and currently in the homes are lent to improve the level of education of children and adolescents (Nadal, 2015).

The conception and application of the SOM in the educational field has become one more question about what is known about the human being and their ability to face various situations in life (Real & Solis, 2019). This offers possibilities to continue

studying the human brain to discover how it processes the world around it, but above all how it responds to the stimuli it perceives.

The TIM presents different intelligences that somehow predominate in everyone with different intensity, which has questioned education, which is conceived that an activity that is interesting and appropriate for a student is not equally for everyone (Real & Solis, 2019).

Teachers must activate the intelligences that students have to achieve effective inclusion and equity, for this it is necessary that they begin by knowing the heterogeneous group of students that is assigned to them, through personalized support, it is necessary to plan different tasks that encourage you to respond effectively to the same content, even if they express it differently. When this knowledge is achieved, better results can be observed, because the planned strategies will be more attractive and interesting for students.

When a group of children or adolescents perform the same activity as their peers, the results will not observe the same performance in all, a situation that can affect the self-esteem of those who do not achieve the desired qualifications, making it more difficult for them to learn than to other colleagues (García, 2018).

When a child's freedom of expression, curiosity and mobility is limited in the classroom, it is being excluded from their learning process, which causes a rejection of school activities, this can cause dropouts in the educational field. To avoid this type of exclusion, it is necessary to take into account the learning pace, interests, and abilities of each of the learners, the best way to get to know them is by allowing them to express themselves, explore, reveal their curiosity, these spaces should be used, and teachers must collect what they observe to apply it to the benefit of each.

A worldwide analysis of various aspects of school dropout was carried out as described by some authors, where it was generally concluded that dropout is caused by economic factors, problems with the family, bulling, and lack of encouragement of teachers during classes (Barbecho & Briones, 2020).

The Covid-19 pandemic is one of the problems that has increased school dropouts worldwide, this health emergency has forced the transformation of education. In this process, many private educational institutions were forced to close their doors, which caused instability in schools, homes, especially in students and teachers.

To continue with teaching as an international strategy, virtual education was applied from home, this became a challenge for all actors in the educational community, many parents are still not aware of the important work they carry out within this process, to This is added to the scarce economic resources within households that prevent them from accessing a communication device with internet service to be able to access classes, thus generating an increase in the rate of children and adolescents who have dropped out. of the educational process (Pachay & Rodríguez, 2021).

Some are the factors that influence school dropout, many of the students lose interest in continuing to attend school due to poor academic performance, which causes the failure of some subjects, disciplinary problems, due to extracurricular variables such as: the serious economic situation that affects them, early pregnancy in adolescents, family

dysfunction, alcoholism, drug addiction either of parents or students, lack of family support, migration, abuse in the use of technological means, such as television, electronic games, social networks, pornography, among others. It is known by the Department of Student Counseling (DECE) that there are also intra-school factors, such as psychological or racist abuse by a teacher (Mayancela, 2016).

Relationships of sympathy or antipathy between teachers and students are also a factor that influences the bonds of attachment and affection manifesting in positive attitudes within the classroom, but there are also negative feelings such as distancing, rejection or exclusion that alter the harmonious coexistence and it can trigger student dropout.

Assessing multiple intelligences and applying them appropriately in the classroom is necessary to acquire meaningful experiential learning. Gardner motivates the teacher to identify the intelligences that each individual possesses and develop them through methodological strategies appropriate to the student's age, developing those that are at a lower level (Iñiguez & Marín, 2017).

The Basic General Education Curriculum (EGB), proposed by the Ministry of Education of Ecuador, indicates the need to consider multiple intelligences within learning, to analyze and improve strategies, recognizing that the model proposed in the 2016 Curriculum is completely flexible and comprehensive (MINEDUC, 2016)

Currently, inclusion is a priority issue in the educational field, it motivates attending to student diversity, offers a quality education and warmth to all students, this issue places the teacher in front of a range of factors that They hinder his work, among them the educational environment, intellectual, cognitive or physical deficiencies, the family environment in which he operates, the social context where he lives, among others can be named (Febles, Cortegaza, & Díaz, 2021). Despite all its limitations, the educational institution must offer a harmonious, collaborative, and inclusive environment for all.

Inclusion within school’s marks changes in didactic paradigms, constitutes a global educational policy issue, tries to give a positive response to diversity involving all community actors: students, authorities, teachers and parents. (Martínez, 2021).

The fourth objective of sustainable development 2030, proposes as a strategy "to guarantee an inclusive, equitable and quality education, promoting lifelong learning opportunities for all", this continues to be a global challenge, as well as UNESCO in its convention of 1960 against "Discrimination in the sphere of education" prohibits all forms of exclusion or limitation of opportunities to education due to differences, be they due to sex, gender, ethnic and social origin, language, religion, nationality, economic condition and capacity (UNESCO , 2020).

Educational inclusion marks changes in educational paradigms, framed in the development of multiple intelligences, the objective is to improve the attention of students and facilitate well-being conditions such as equity, tolerance, and motivation on the part of the school and home. factors that are related to attitudes, values, behaviors, and improvement in educational quality.

Materials and methods

The research is of a documentary type, with a qualitative approach known as a scientific procedure or a systematic process of inquiry, collection, organization, analysis and interpretation of information or data around a specific topic that leads to the construction of new knowledge to put them at the service of society (Rizo, 2015).

Questions and hypotheses were developed dynamically in both directions: between facts and interpretation.

A bibliographic review was carried out on the foundations of these principles through indexed journals, repositories and digital books, the inductive-deductive method, the qualitative approach, was applied, allowing relationships between them and the contexts in which the students develop. It has a descriptive scope, in this aspect the situations, contexts and experiences related to the subject are synthesized, detailing how they manifest themselves, allowing the necessary information to be collected.

Analysis and Discussion of Results

Traditional education vs. Innovative education

For many years, education was considered traditional, where it was believed that the student entered school with zero knowledge and, like a container, had to be filled through a process of repeating until learning, through the expository-mechanical method, the figure of the student was obedient and passive, the protagonist and center of the educational process was the teacher, the only transmitter of knowledge, respected by all and never questioned.

This type of education, very convenient for the time, prepared people to work in places where their responsibility was to learn repetitive processes, over the years technology has evolved, as well as the contexts where children and young people operate. education has been transformed.

This transformation has required the training of a professional convinced that teamwork is more productive, to promote and generate skills, learn new approaches to science and technology, generate the transformation and modernization of curricular plans, programs of research with institutional and governmental support (Bustamante, Pérez, & Maldonado, 2007).

In the new school, the teacher is the guide who accompanies and facilitates the learning of the students, motivates participation in classes, incorporates transversal axes, applies constructivist methods, the evaluation process permanently incorporating technology in their pedagogical practices, in order to to obtain significant learning (Yanes, 2018).

For the current teacher, innovating in the classroom requires introducing a set of changes in a systematic way, consistent with the knowledge of the different areas, it cannot also be ignored that innovation responds to a personal attitude, which generates the application of new ideas, proposals and contributions, the success of all innovation is the result of initiatives and work both individually and in teams.

Multiple Intelligences

The intelligences proposed by Gardner are practical as they are related to the teaching process, they are stated as: linguistic, logical-mathematical, musical, kinesthetic-corporal, spatial, intrapersonal, interpersonal, and naturalistic intelligence; they are related to various areas of knowledge and not only to language and mathematics; This is precisely what gives the pluralistic meaning to intelligence. Figure 1 describes the different intelligences proposed.

Figure 1. Gardner's multiple intelligences and their characteristics

Source: (Ramírez and Ramírez, 2018)

To awaken the intelligences, it is necessary to create an environment where each student feels comfortable, for this it is necessary to plan activities that generate gratifying experiences that promote an attitude positive, whose objectives achieve those students improve and can demonstrate it themselves, fostering the taste for learning, promoting that intrinsic motivation that leads them to success (Delgado, 2013).

School Dropout

Dropout is a worldwide problem that is on the rise and the measures that are being taken to handle it are not being effective, among the causes that motivate dropout is the lack of economic resources in households, for this in In Ecuador, among the programs to improve economic well-being are the School Feeding Program (PAE) and the Human Development Bond (BDH) that were created as tools to reduce school dropouts and alleviate poverty.

With the execution of the PAE and the BDH, it was possible to verify that the school dropout rate was significantly reduced since 2012, until that year there was 35.58% dropout; and it was reduced, until 2014, to 29.49% (Casaliglla, 2019).

Scientists based on field research have observed that students who obtain acceptable academic performance who have been influenced by sociodemographic variables, but those who obtain low grades have many family conflicts (Castillo, 2013).

On many occasions, school dropout is also due to the fact that the methodological strategies and activities prepared by the teachers are not oriented to the diversity of interests of the group of students, this causes that the school performance in some of them is affected, they are demotivated and decide not to continue with their studies, table 1 is presented where some activities classified by type of intelligence that can be carried out with students are detailed.

Table 1. Activities according to the type of intelligence

Children with a marked tendency	Activities
Linguistics	Read books, write newspapers, magazines, dialogues, poems, stories, solve crosswords, anagrams, create radio programs, participate in debates, discussions, oratory, play on words, among others.
Logical mathematical	Calculate, solve problems, experiment, make hypotheses, follow processes, logic games, visits to the science museum, create numerical or logical patterns, games with numbers, etc.
Spatial	Design, draw, create, visualize, doodle, play with legos, create art, videos, movies, slides, mazes, mind maps, models, murals, timelines, puzzles, looking at picture books, visiting the museum, etc.
Musical	Sing, whistle, sing songs, beat, attend concerts, play musical instruments, create rhythms, improvise musical instruments.
Interpersonal	Lead work, organize groups, interact with other people, make friends, group games, communal festivities, mediate situations or conflicts, clubs, teacher, and student learning.

Intrapersonal	Set goals, meditate, dream, be quiet planning, look for secret places, projects managed at your own pace, etc.
Bodily kinesthetic	Dancing, running, jumping, manipulating, gesturing, acting games, theater, sports, physical games, direct learning experiences.
Naturalist	Outdoor trips to observe nature, learn about plants and animals, read bibliography on nature, visit zoos, museums, nurseries, greenhouses, explore the natural environment.

Source: (Gamandé, 2014).

Activeactive

methodologies Currently methodologies have become essential within the learning process, these include techniques and strategies used by the teacher to transform the traditional teaching process into current and innovative, planning activities that encourage student participation and generate learning significant (Cano, Aguiar, & Mendoza, 2019). Figure 2 describes some active methodologies that can be applied in the classroom.

Educational institutions must prepare their teachers in active methodologies, creative and innovative methodological strategies that allow generating effective, motivating teaching processes, where students acquire meaningful learning.

The teacher must plan a series of activities to be developed with the students, transforming the perception of equality through equity and inclusion, assessing their differences, among these, teamwork can be carried out, access to bibliographic information sources that allow addressing individual differences, discovering their interests and particular abilities, both in the process and in the evaluation (Guzmán & Castro, 2005).

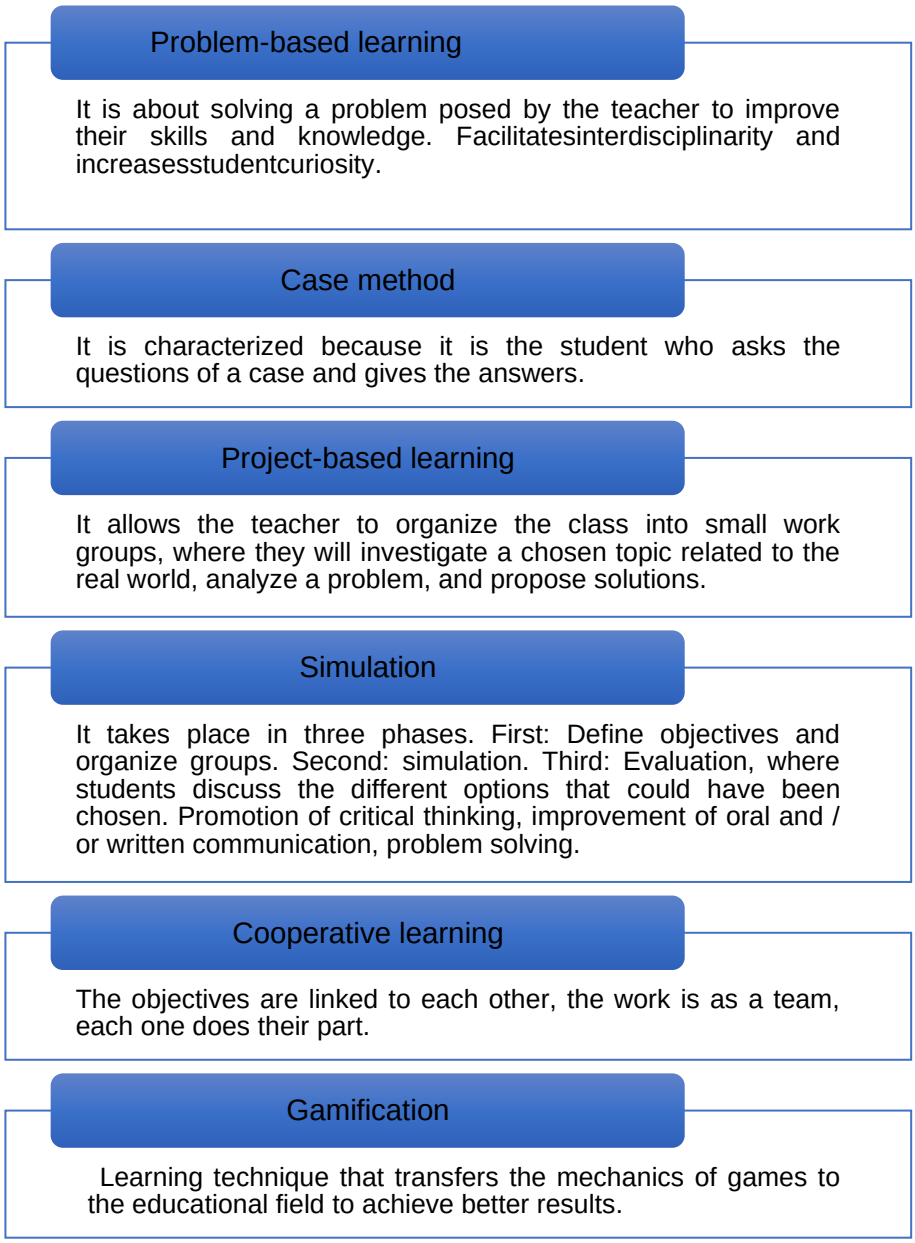

Figure 2. Active methodologies in the classroom

Development of learning by ages

Vygotsky indicates that it is necessary to understand that the acquisition of knowledge must be provided in accordance with the general laws of nature, that is, the relationship that exists between the learning process and the development of the child. Studies show that intelligence is not the meeting of a certain number of general skills such as observation, memory, attention, etc., but the sum of many different capacities, which must be developed independently, that is the task of the teacher to develop in his students the possibility of thinking in different fields forming various habits (Vygostki, 1984).

The student, when learning any operation, acquires the ability to build independent structures, because he takes over the structural principle, therefore, when a child takes one step in the field of learning, he takes two in the field of development, thus it follows the theory that school development never starts from scratch, previously goes through

self-knowledge. What the child can do with the help of an adult is called the potential development zone, this allows determining the dynamics of their growth.

Piaget also handles the term intelligence, it describes how it develops from the mental maturity of the human being, influencing the age and stimuli of the environment, where each one has a unique and different way of interacting to structurally organize knowledge, it is like this how it develops cognitive structures that are strengthened, depending on the stimuli received in the context (Ramírez & Ramírez, 2018). In figure 3 the stages of development of Jean Piaget and their characteristics are presented.

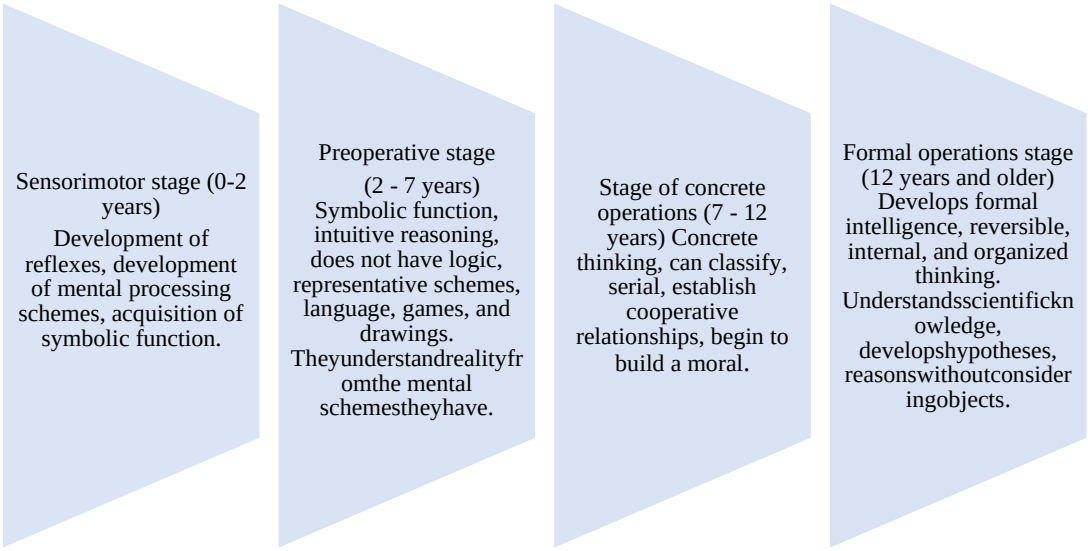

Figure 3. Characteristics of the development stages according to Jean Piaget

Source: (Ramírez & Ramírez, 2018).

There is a relationship between the Theories of Piaget and Gardner which is shown below in figure 4.

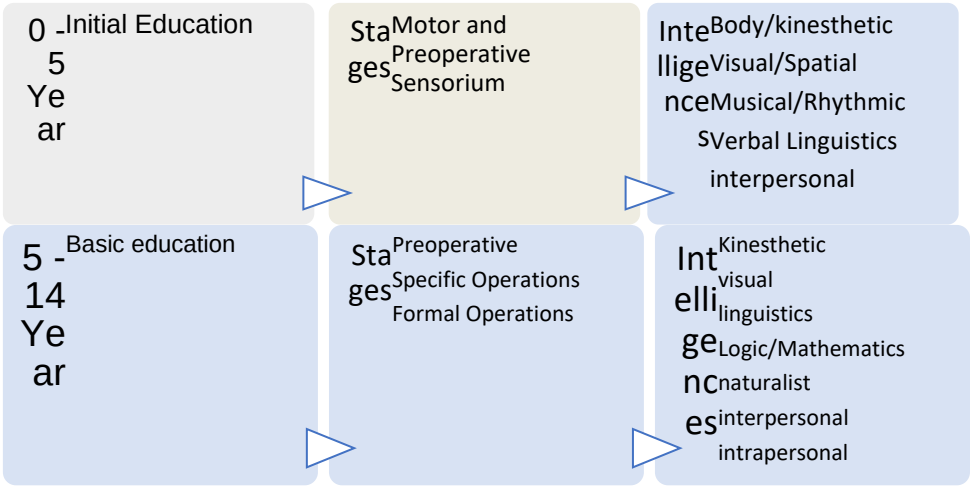

Figure 4. Relationship between the theories of Piaget and Gardner.

Source: (Ramírez & Ramírez, 2018).

Motivation and emotion for learning

Humans have two pillars in their behavior, the first is the motivation to achieve success and the second to avoid failure to achieve the goals and objectives, the student must feel motivated in a proactive and positive way , there is no greater human force than the desires for success that guide the student, on the other hand, if this motivation is extrinsic, it can change over time (Fong, Curiel, & Brito, 2017).

The experience highlights the advantages of intrinsic motivation, where a student executes his tasks animated by the joy that learning causes him, when there is this type of stimulation no prizes are required, the desire for academic preparation constitutes a great challenge of the human being, where the results are beneficial for themselves (Azogue & Barrera, 2020).

In the field of neuroscience there is evidence of the importance of emotions in learning, beyond intellectual development, the student must find greater support from the educational institution and the family for their development through motivation. they must incorporate new educational practices to promote a superior learning experience. Positive states activate the dopamine nuclei releasing dopamine, this process strengthens the synapse favoring learning (Elizondo, Rodríguez, & Rodríguez, 2018).

Inclusion in the classroom

Making classrooms inclusive means developing didactic proposals that stimulate and encourage the participation of all students, making them participate and learn, without their individual learning differences becoming a problem. Inclusion is not about talking exclusively about children with some type of disability, it is opposed to any form of education segregation (Rosales, 2015).

In recent years, the Ministry of Education has implemented a series of guidelines so that educational institutions tend to improve the conditions they offer, favoring the learning and participation of students with special educational needs (SEN), associated or not with disability. It is necessary to adapt the school to the diversity of the students, and not the opposite, a situation that in many cases causes an increase in the rate of school dropouts.

The inclusive schoolwork's on the application of methods and strategies to organize classes in order to serve different students, the challenge is for all students to develop their different capacities to the maximum with the presence, participation and success of all students. Figure 5 presents the principles of the inclusive school.

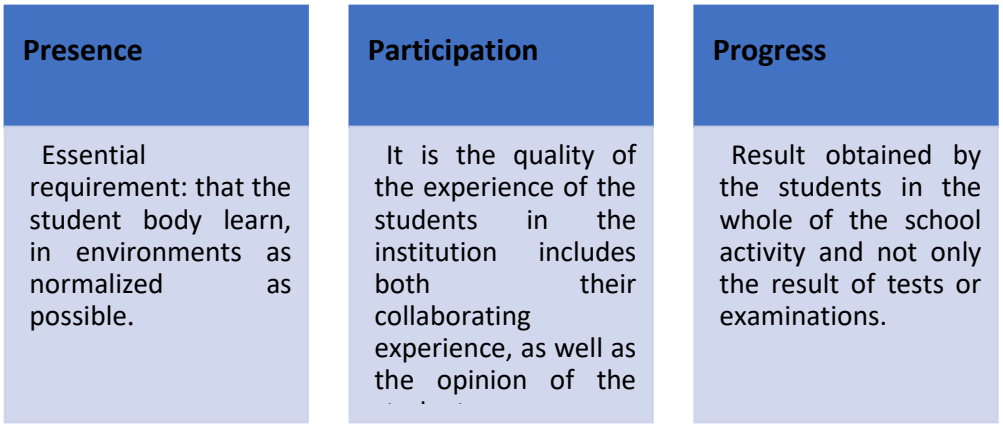

Figure 5. Principles of the Inclusive School.

Source: (Luna & Pardo, 2016)

Conclusions

The research concludes that the contributions of the theory of Multiple Intelligences favor the teaching-learning process within the classroom, getting the student to get involved, putting their different capacities into practice, and increasing the intrinsic motivation that leads them to success, excluding the discrimination and inequality to which the most vulnerable are subjected.

All innovation involves prior research, educating for what is still unknown is the challenge that every innovative teacher has impregnated in his vocation, with the aim of training competent young people, who work collaboratively to maximize their own learning.

Educational policy must reform the meaning of inclusion within the teaching-learning process, starting from the fact that what is different is normal, benefiting everyone equitably, which means that everyone must be prepared according to their different interests and abilities. without forcing them to wear the same pattern that favors the majority.

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