Effect of using the activities of multiple intelligences to learn some basic skills in kata and level of harmonic behavior of the mentally Handicapped, "Acceptors for learning"

Safaa Saleh Hussen*

*Faculty of physical Education, Zagazeg University, Egypt

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Abstract

This research aims to use the activities of multiple intelligences to identify the impact on learning some basic skills in karate (first kata) - The level of harmonic behavior for the mentally handicapped "Acceptors of learning". Researcher used the experimental method is the same group The sample size of 12 children of the mentally handicapped Orman School of Special Education in Cairo.

The researcher used activities of four types of intelligences, used Scale of harmonic behavior. The main results in the presence of statistically significant differences in the level of responsibility, socialization, anti-social behavior, social behavior is not appropriate of mentally handicapped, and also the speed of learning skills in kata.

Keywords: multiple intelligences, mentally Handicapped, harmonic behavior, basic skills, kata; 1. Introduction

Become a problem of mental retardation of the biggest problems faced by many developed countries and developing countries, so increased attention to the area of mental disability special in recent years, as the mentally retarded child is a citizen has a special needs and has the right to attention and assistance, including help on integration and harmony and interaction within the community so It needs to styles and road different, variety to learn from the ways in which commensurate with the simple mental abilities (Rehab Saleh 2006).

As the mental capacity of mentally retarded children is very limited do not allow it to benefit from educational activities in the normal way, but require care and breeding of a particular kind, whether in the family environment, or in institutions created for this purpose so it must follow some of the ways of modern such as the use of activities multiple intelligences, which caused a change in teaching methods for ordinary and special needs, and opened to all children according to level of intelligence, the doors of learning by non-traditional ways and this makes each and every child whatever his IQ can feel its importance and its ability to learn new experiences and then can find a role which makes it a useful member of society feels the quality of life and then psychological adjustment (Afaf Ewas 2006).
Howard Gardner say (1993) that theory of Multiple Intelligences provides a new approach to teaching and learning process, which focused on the learner's educational process itself, so that works and produces and communicates to achieve himself, desires. That is have a major impact in the educational community, for its activation of the educational process and help the learner to investment abilities, development and activation of the education and kept abreast of scientific development that achieves the psychological knowledge.

The theory of multiple intelligences by, "Howard Gardner" from the leading theories in this area through its ability to detect mental capacity to the person and its measurement as well as methods through which the process of acquiring knowledge and learning.

It was agreed both of "Nofal (2007), Amaziane (2005), Gaber (2003), Armstrong (2000), Doc Junhel that the types of multiple intelligences are:

- Linguistic intelligence
- Intelligence logical - Sports
- Visual Intelligence
- Intelligent physical - motor
- Musical Intelligence
- Interpersonal Intelligence (social)
- Personal Intelligence
- Natural intelligence

"Gardner1993, Greg Gay1998" adds every human being has all eight intelligences but in varying proportions can also use this type of intelligences to enhance the intelligence of another kind.

The researcher used four types of intelligences:

- Visual intelligence activities: Drawing and painting - visual symbols - Illustration – Highlights- copy
- Kinetic intelligence activities: participation in sports activities mobility - to participate in sports groups – simulation models (Champion)
- music Intelligence activities: good listening – do skills on rhythm - music games – moving with clap
- Social intelligence activities: role-playing games - collaborative learning - Group games.

Upon learning about Gardner's theory of Multiple Intelligences, a teacher may be tempted to say that a student learns only through a specific intelligence and that this student has that one intelligence. The theory, rather, implies...
that educators need to place all eight intelligences as equally important intelligences in the classroom and that all people have little intelligence in them. With this understanding, educators allow every student to shine and succeed (Gardner 1993).

Scientific studies in the field of psychology and education has been able to demonstrate that educational programs that depend on addressing these intelligences and revitalization are best placed to keep the child within the institution, increasing motivation to learn their own way and through the intelligence senses strong to him. The special needs education and rehabilitation through programs based on multiple intelligences is most appropriate for each of them to feel that he is an useful member of society.

As a result of the increased attention to people with special needs in general and especially the mentally disabled and the tendency to plan and organize tournaments and compete with their own programs to be qualified to develop their physical, psychological, social and educational measures which would lead to greater opportunities to integrate them into society through the interest of the educational programs have therefore the researcher carry This study by aim to teach some basic skills for the first kata in karate for the mentally handicapped to help them prepare to experience the competition and giving them more confidence in their physical and mental skill as well.

Method

This research aims to use the activities of multiple intelligences and to identify the impact on:
- Learn some basic skills of the first kata in karate of the mentally handicapped "Acceptors for learning"
- The level of harmonic behavior to the mentally handicapped "Acceptors for learning"
- Researcher used the experimental method is the same group , The sample size contain of 12 children of the mentally handicapped from Orman School of Special Education in Cairo and who have already learned some basic skills in karate, Aged from (11 - 14) years ,the mean age 13.12 and ( SD = 0.99 ) and the level of intelligence ranging from (50 – 70) the mean intelligence 62.41 ( SD = 7.06 ). Homogeneity was conducted among children with intellectual disabilities in the variables age, level of intelligence. The researcher used the files of handicapped children in the school to learn another measure of the level of intelligence they have, the researcher took into account "Development of educational materials necessary to implement the lesson.

Giving children sufficient time to implement the activities , Help children apply what they have learned and encourage them to use learning styles associated with his intelligence things to understand the ambiguities , the used tools ( VCR - colour photos of basic skills - . colours – patterns – cutting – papers – computer ) , Researcher used harmonic behavior scale " Safwat, Nahed," which consists of two parts, has been using two axes of the first part, two axes of the second part " bear Responsibility, socialization, behavior against society , social behavior is inappropriate ", Has been applied the scale before and after the implementation of the program , conducting tribal measurements on Wednesday, 3 / 6 / 2009 , the researcher select two teachers from physical education in school and to their previous experience in dealing with mentally handicapped children and understanding their needs and abilities and also help the researcher formerly on the same sample, were briefed on the objectives of the research and their role during the application , Application of the search experience in the period on Sunday, 7 / 6 / 2009 until Sunday, 30 / 8 / 2009 in 24 lesson tutorial divided into three month twice a week, , as the time of the lesson was initially 45 minutes, and then finished the program a time of 90 minutes, because children have increased experience from the acquired skills. In the first month the training was all accompanied by their favourite music, so as to prolong their attention and raise their incentives, has been a rich gaming environment of cheerful colours, and then became the music used in the warm-up and the concluding part, because the education was increasingly difficult, which necessitates increase in attention and concentration, and education was in the beginning is collectively, then individually, and the number of training each skill depends on the motor abilities of children and the extent of their responses to learn each skill ( Amal Mahrws 2002 ). The researcher followed during the education of children with mental disabilities

Rules of education in general to offer a form through the video and some of the aids (pictures - graphic), or the same researcher and then move to the application for children who may be able to perform application-building to understand the lesson and then begin teaching each individual child alone, where he had set them busy in the performance of applications that can be assigned, after the IEP for each child alone is a cost to complete the educational mission learned. , The researcher took into account during the application the following:
- Use of appropriate learning tool for each skill, especially those that attract the attention of the disabled and where the kind of thrill, use simple language understood by the disabled, the constant repetition of skill more than once to understand. It also took into account the fragmentation of skills learned in order to facilitate its implementation and also use simple tools and exciting for children with multiple colours and attractive, not to prolong the duration of the activity, provide an incentive always with encouragement upon completion of skills, using competitiveness exercises to develop the abilities of them. The researcher conducted Dimensional measurements in the level of performance, bear responsibility, socialization, behavior against society, social behavior is inappropriate on Monday, 31/8/2009.

**Results**

Table 1. Significant differences between the pre and post measurement in the level of performance

<table>
<thead>
<tr>
<th>Variables</th>
<th>Pre-training</th>
<th>Post-training</th>
<th>T test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean (SD)</td>
<td>Mean (SD)</td>
<td></td>
</tr>
<tr>
<td>The level of performance</td>
<td>1.73 (0.37)</td>
<td>2.21 (0.38)</td>
<td>6.17 *</td>
</tr>
</tbody>
</table>

T. spreadsheet at the level of 0.05 = 2.2

Is clear from Table (1) the existence of statistically significant differences at the 0.05 significance level between

Table 2. Significant differences between the pre and post measurement of harmonic behavior

<table>
<thead>
<tr>
<th>Variables</th>
<th>Pre-training</th>
<th>Post-training</th>
<th>T test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean (SD)</td>
<td>Mean (SD)</td>
<td></td>
</tr>
<tr>
<td>bear responsibility</td>
<td>1.56 (0.11)</td>
<td>2.97 (0.68)</td>
<td>7.16 *</td>
</tr>
<tr>
<td>socialization</td>
<td>7.86 (0.27)</td>
<td>14.2 (3.36)</td>
<td>6.46 *</td>
</tr>
<tr>
<td>behavior against society</td>
<td>51.04 (0.61)</td>
<td>43.85 (2.99)</td>
<td>8.69 *</td>
</tr>
<tr>
<td>Social behavior inappropriate</td>
<td>14.35 (0.76)</td>
<td>11.78 (0.61)</td>
<td>14.91 *</td>
</tr>
</tbody>
</table>

T. spreadsheet at the level of 0.05 = 2.20

**Discussion**

Researcher believes that the use of visual intelligence activities of various kinds play an important role in the educational process in terms of understanding and absorption of information through the language of shapes and images and graphics, as well as their ability to connect

As shown in Table (2) significant differences in "bear responsibility, and socialization" researcher due to the fact that the children have grown to them the spirit of initiative and ambition in performance, and now have the ability to act in various situations along with a high degree of reliability of the self as a result their ability to achievement during exercise of the activities social intelligence and motor and also the music, thus increasing their ability to bear responsibility. This is consistent with what indicated to both the "Amal Mahrous, Hilmi Ibrahim" that the practice of sports activities conducive to the development of sound social attitudes and a sense of responsibility,
and the ability to act in different situations and develop good habits and attitudes. It also agreed with the mentioned "Lutfi Barakat," that the use of cooperative learning and working in groups grown in the mentally handicapped the principle of driving, where one doing warm up to them , and another one Arrange them at the beginning of the performance of any game, as they respect the principles of the assets playing, and agreed with what he say "Cuskelly, Dadds" that learn some skills in any activity have grown to them friendships during the program and each child becomes an opportunity to express himself and wishes, and this is consistent with the view of many that the basis for the formation of personality and behavior of the mentally handicapped is the amount of stimuli that they are exposed.

As shown in Table (2) there are significant differences in the "behavior against society, social behavior is inappropriate" researcher due to the fact that the application of multiple intelligences activities make children more cooperative than ever before, thus make them more aware and interaction with others, grow and also have the ability to deal with each other and with other with more love and harmony. It adds to the researcher that children with mental disabilities have no deficiency in social functioning and are able to adapt with the environment in which they live has helped them on thus use music during activities and their effective impact in the development of some of the capabilities of children and the introduction of joy and pleasure in them,. This is consistent with" Hakim Murad, Phillp " that education which tended to blow energies, and aims to activate the mental capacity of individuals and motivate them to learn through other forms of education suitable for them. This is what happens already when you learning using the Multiple Intelligences activities, This is consistent with what the mentioned "Afaf Oweis " that the theory of Multiple Intelligences created a change in teaching methods for those with special needs, opened in front of them depending on the level of intelligence, the doors of learning non-traditional ways and this makes each and every child gets the feeling the proportion of its importance and its ability to learn new experiences and then can find the role that makes him a useful member of society feels the quality of life and then psychological adjustment.

From the above it is clear that the education program using the activities of multiple intelligences has had an impact effectively on the mentally disabled children, where they learned the basic skills of first kata in karate, and improved some psychological and social aspects, that is agreed upon by many of the views and research in the importance of sports activities and their impact on development of the individual. the researcher recommend for more attention to the theory of multiple intelligences and educational applications, the contribution from colleges of education and sports clubs to provide playing fields for sports activities of various kinds for the deployment of sports exercise for this category of persons with disabilities.
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