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TEACHING LANGUAGE TO PUPILS WITH BODILY-KINESTHETIC INTELLIGENCE

Every child is unique. When children enter your classroom, you can see the difference among them in their behavior, activities, kinds of work, etc. So a teacher must pay attention to the learners' types and give the pupils such activities that suit them the best. In practice teachers can use a table of learner types and some suggested activities for each type, which are described in Jeremy Harmer's book "The Practice of English Language Teaching" [1].

Nowadays we see that more and more children are too active at the lessons, it is hard for them to keep the discipline and keep silence, and even to sit during the lesson for a long time. Such pupils are good at PT lessons and moving activities. For keeping pupils' attention and making learning process more interesting and effective a teacher should determine that children have a bodily-kinesthetic type of intelligence and then use corresponding approaches, methods and activities that include moving around, miming, dramatizing, playing, etc. So we advise some interesting and useful activities for such children.

"Running Sentences". The teacher puts sheets of paper on the table in a different order. On each sheet of paper there is one word from one sentence. The teacher takes one sheet of paper and shows it to one pupil. The pupil's task is to remember that word, then run to the blackboard and write the word. When all the words of the sentence are written on the board, the next task is to put the words in the correct order to create a sentence. For making that process faster we can advise children to do this activity simultaneously with 2-4 pupils (for every pupil a separate sentence is given) because during the competition children try to do everything quickly. Such activities develop memory, attention, logic, reading and writing skills.

"A Story Ball". The teacher gives one sheet of paper where the beginning of the story is written. Then one of the students writes 3-5 words of continuation of the story, makes a ball from this sheet and throws the "ball" to another pupil who also writes his continuation. The activity stops when the teacher says "Goal!" (after 2-5 minutes of playing). Then the last pupil reads the story. That game helps students to think, to write faster and pay their attention to the content of the text. We can use that activity for doing such tasks as "make another end of story",

"write what could happen after the end of the story", "write what you will do in this situation", etc.

"Read and act out". Divide your pupils into 4 groups. Then give each group a short text (you should prepare 4 different texts). The children must determine the main idea of their stories. After that the teacher chooses 1 pupil from each group, and he tries to show what the story is about with the help of hand gestures, body parts, mimes, etc. Other children try to guess the content of the story. That activity takes time but it develops creativity and imagination. Besides, children learn how to find the main idea of the text.

"Thinking Way". The teacher gives a question to one pupil. The student moves around the classroom and after one circle he takes his place and tells everything what he was thinking about the given question. Moving helps the child to think better and you will hear only his own reflections.

For developing communicative skills a teacher can give pupils such tasks as to create projects on different topics, which should be based on students' answers and attitude, to make dialogues, to act out some situations and so on [2].

So, for effective teaching pupils with bodily-kinesthetic intelligence a teacher should help pupils to remember what they have learnt by associating it with hand gestures, body parts, mimes, etc. We can also make children act out what they are learning at the moment, do as many experiments and projects as possible and give the pupils breaks to walk around the classroom while they are studying.

LITERATURE

1. Harmer, J. The Practice of English Language Teaching, third edition. – London: Longman, 2001. – 384 p.

2. Parenttree [Electronic resource]. – Mode of access: http://www.parentree.in/Blogs/761-What-is-Multiple-Intelligence-