

**APPLICATION OF THEORY OF MULTIPLE INTELLIGENCES
IN TEACHING REVOLUTIONARY LINE OF THE VIETNAMESE COMMUNIST
PARTY TO STUDENTS OF FUNDAMENTAL FACULTY
AT HANOI NATIONAL UNIVERSITY OF EDUCATION**

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Abstract. The purpose of the study is to test the awareness and prove the feasibility of applying the Theory of Multiple Intelligences to improve the quality of teaching the subject “Revolutionary Line of the Vietnamese Communist Party” in classes with large numbers of students at Hanoi National University of Education. The questionnaire was designed which includes the perception and evaluation of 136 students on the subject’s goals and on Theory of Multiple Intelligences (survey at Poli class K67.7 and Poli K67.9 at Room 109, Building C, Hanoi National University of Education). The reliability of the scale was conducted on SPSS 20.0 software. The research results show that the application of Theory of Multiple Intelligences (MI) by studying characteristics, classification of student groups, in combination with appropriate measures will help learners improve the quality and outcomes of learning the subject “Revolutionary Line of the Vietnamese Communist Party”. In addition, the study also provides reference suggestions for lecturers at other educational institutions having similar class backgrounds and models.

Keywords: MI theory in education; political education subjects; Hanoi National University of Education.

1. Introduction

In the world today, many theories have had high applicability in education such as Constructivism Theory, Behaviorism Theory, Cognitivism Theory, Connectivism Theory, Cognitive Flexibility, Situated Learning, Communities of Practice, Discovery Learning and Theory of Multiple Intelligences. Each theory has its advantages and disadvantages, suitable for many different educational contexts. Among them, the theory of multiple intelligences shows the suitability in the class model with many students from different intellectual groups such as the case of the students in the group of learning Revolutionary Line of the Communist Party of Vietnam at Hanoi National University of Education - where the class size always ranges from 100 to 150 students per class and has a diversity of specializations.

Theory of Multiple Intelligences (MI) in education has been approached by several researchers in the world and in the country. In the world, the originator of the theory of multiple intelligences is the researcher named Howard Gardner when he published the book titled “*Frames of Mind: The Theory of Multiple Intelligences*” in 1983 [1]; Gardner, H., Hatch, T. (1989),

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Multiple Intelligences go to school: Educational Implications of the Theory of Multiple Intelligences, *Educational Researcher*, Vol.18 [2]. Later, the colleagues continued to have researches on this field with the articles by Davis, K., Christodoulou (2011), The theory of multiple intelligences. In R.J. Sternberg & S.B. Kaufman (Eds.), *Cambridge Handbook of Intelligence* (pp. 485-503) [3]. Besides Gardner, the researcher Thomas Armstrong is also known as an expert in the study of Theory of Multiple Intelligences by his published books and articles like *You're Smarter Than You Think: A Kid's Guide to Multiple Intelligences* [4], or *Multiple Intelligences in the Classroom* [5]. The studies of Thomas Armstrong are the succession and complementation of Gardner's research perspectives and so far, the important studies of the two authors have been translated into Vietnamese towards the application of Theory of Multiple Intelligences in educational environments.

In Vietnam, the introduction of the theory of multiple intelligences into the field of educational science has progressed more smoothly. Studies on the application of MI theory are considered by Vietnamese educators as a new approach in teaching innovation, notably the authors, including Tran Dinh Chau, Dang Thi Thu Thuy (2013), Applying Theory of Multiple Intelligences in teaching in high schools, *Journal of Education*, term 2 [6]; Hoang Thi Thu Thuy (2015), Application of Theory of Multiple Intelligences in teaching Chinese at the Faculty of Oriental studies [7]; Nguyen Trung Thanh (2016), With the study on some theories on multiple intelligences teaching, *Journal of Education*, No. 378 [8]; By Le Thi Tuyet Hanh (2017), Theory of Omniscience and Implication for Education *Journal of Educational Science*, No.137 [9]; By Tran Van Trung, Le Thi Tuyet Hanh (2017), Applying Theory of Multiple Intelligences in teaching to develop necessary competencies for high school students in Vietnam, *Journal of Education*, No. 420 [10] ; By Tran Van Trung, Enhancing the organization of group activities in the direction of approaching Theory of Multiple Intelligences, *Journal of Educational Science*, No. 138 [11].

Previous studies have shown that Theory of MI has been applied by countries all over the world. In Vietnam, since the country's reform, especially in recent years, Theory of Multiple Intelligences has gradually been applied in education, which reflects that Vietnamese education has been interested in Theory of Multiple Intelligences. However, the applied research of this theory has just focused on some subjects of Natural Sciences, History, and Citizens Education in a few recent articles and dissertations, it has not yet commonly been used in teaching political theory subjects. For the teaching staff of the Communist Party of Vietnam, Theory of Multiple Intelligences is a new issue and needs to be supplemented in order to find the optimal suitability of this theory in a specific subjects, learners' characteristics and specific learning environment of Hanoi National University of Education.

2. Content

2.1. Theory of Multiple Intelligences and references in teaching Revolutionary Line of the Vietnamese Communist Party

Theory of Multiple Intelligences was initiated in the late 70s and early 80s of the 20th century when the researcher named Howard Gardner came up with a new theory of psychology, Theory of Multiple Intelligences, MI theory for abbreviation. In 1983, this theory was officially published when he published the book "Frames of Mind: The Theory of Multiple Intelligences". MI theory recognizes many components of intelligence in one or more human capacities, specifically including 8 types of intelligence including: linguistics intelligence, mathematical intelligence, music intelligence, spatial intelligence, body intelligence, personal interaction intelligence (communication intelligence), inner intelligence and nature intelligence. Each type of intelligence corresponds to characteristics and suitable for certain occupations in the society.

First, linguistic intelligence. According to Howard Gardner, it is “an ability to analyze information and create products involving oral and written language such as speech, books, and memos” [12]. According to the author, Tran Van Trung and his colleagues, it is “the ability to use effectively words, words or words, especially the ability to argue or eloquence” [13]. With the advantage of linguistic intelligence, groups of students such as Literature, History, and Citizen Education have an advantage in using language strength to analyze and assess the nature and value of Vietnamese Communist Party's revolutionary guidelines and policies in each phase or the whole of Vietnamese revolutionary process.

Second, logical-mathematical intelligence. According to Howard Gardner, mathematical logic is “an ability to develop equations and proofs, make calculations, and solve abstract problems” [14]. It includes the ability to analyze and reasoning problems logically. People with this intelligence have the ability to detect, infer sequences, reasons and logical thinking well, sensitive to relationships and logical diagrams...Students of the natural sciences such as Mathematics, Physics, Chemistry, Biology, Informatics, Philosophy...are faculties with many strengths in participating in understanding the contents of the Revolutionary Revolution of the Vietnamese Communist Party through diagrams, thinking diagrams, or numbers or symbols that are logical.

Third, music intelligence. According to Howard Gardner clever music along with language intelligence, is “an ability to produce, remember, and make meaning of different patterns of sound” [15], or “ability to produce and appreciate rhythm pitch, and timbre ; appreciation of the forms of musical expressiveness “[16]. People with this intelligence have a tendency to learn through music tunes, like to play musical instruments, sing, inspire and read works. In the class model, students of faculties have an artistic orientation such as Art, preschool education, primary education... are the faculties with many strengths in participating in understanding the contents of the Revolutionary Revolution of the Vietnamese Communist Party through related songs, lyrics, melodies. to President Ho Chi Minh, revolutionary leaders, national heroes ... Promoting this strength is also a measure to stimulate the hearing and emotions of the learners, reducing the academicity in the arts. linguistics of political theoretical science.

Fourth, body intelligence, in Thomas Armstrong's opinion, it is “expertise in using one's whole body to express ideas and feelings” [17]. This type of intelligence includes special body skills such as movement coordination, balance, dexterity, flexibility and flexibility. People with this intelligence have a tendency to learn through movement and use of movements, are interested in physical activity, playing sports, etc. For students of Hanoi National University of Education, due to the learning environment - a pedagogical environment, so most students have the ability to express body language, especially students majoring in Psychology, Music, Preschool education. In teaching the Vietnamese Communist Party's Guidelines, the teacher can suggest groups of students with strong body language skills to design skits, repertoire, or themes such as “subsidy trade” products when teaching chapter 5, Section I on the centralized economic management mechanism in the period before reform- the mechanism of planning, concentration, bureaucracy and subsidies.

Fifth, spatial intelligence: “the ability to create and manipulate mental image and the orientation of the body space” [18]. It is the ability to relate to visual thinking, images, the ability to perceive, transform, and the ability to recreate different angles of the visual space world. In the model of classrooms of the HCMUT subject at the Hanoi Pedagogical University, students in the fields of Fine Arts, Mathematics, Preschool education, Primary education... the fields with strengths in spatial intelligence. Instead of requiring students to learn the content of the curriculum, teachers can organize groups, design drawings or identify pictures by subject and explain ideas of the group's products. For example, when teaching chapter 4 on the

“industrialization path”, the teacher can bring pictures related to the scientific and technological revolutions of mankind to clarify the terms “industrialization”, “modernization” and explain why Vietnam must naturally promote industrialization and modernization associated with the development of the knowledge-based economy.

Sixth, inner intelligence: It is the ability to understand oneself and act appropriately on the basis of self-knowledge. People with this intelligence have a tendency to learn through emotions, feelings, control and good control of their learning, understand their thoughts, and can understand emotions and emotions. feelings of others...

Seventh, personal interaction intelligence: It is the ability to understand and work with others. Especially, this requires the ability to feel and share easily with mood, personality, intention. and wishes of others. People who possess this intelligence tend to learn through the use of social skills, communication, working collaborations with others, liking to meet and chat, able to grasp the psychology of the Study group members.

Eighth, intelligence about nature: It is the ability to identify and classify the types of plants and animals in our environment. This type of intellect is also very sensitive to the changing phenomena of nature. People with intelligence in nature always like to mingle with nature, interested in caring, cultivating, exploring nature, learning about creatures. These people like to go picnic, camping, climbing, exploring the world.

From the educator's point of view, each intelligence must lead to one of the problem-solving skills, allowing learners to solve problems that are encountered and produce results, while at the same time bringing about Useful and significant. Practically applied in schools, Theory of Multiple Intelligences has shown its suitability when asserting that learners' intelligence is not a constant, inherited from generation to generation, but can improve communication. through education. Each type of intellect, if properly cared for and developed, will be the premise to create the diverse capacities of each individual” [19].

2.2. The necessity of applying Theory of Multiple Intelligences in teaching Revolutionary Line of Vietnamese Communist Party to students of Hanoi National University of Education

The Revolutionary Curriculum module of the Communist Party of Vietnam is one of the compulsory political theoretical subjects in the framework of the bachelor training program to shed light on the “system of points of view, guidelines and policies on goals, directions, tasks and solutions of the Vietnamese revolution. The Revolutionary Line of the Party is expressed through the Platform, Resolution and Directive” [20]. The Ministry of Education and Training has agreed on curriculum of Revolutionary Line of Vietnamese Communist Party at the university and college bachelor level. The total duration of the subject program is 3 credits equivalent to 45 periods, 1 lesson for 50 minutes but there has been an adjustment in the number of lectures and discussions, and for self-study.

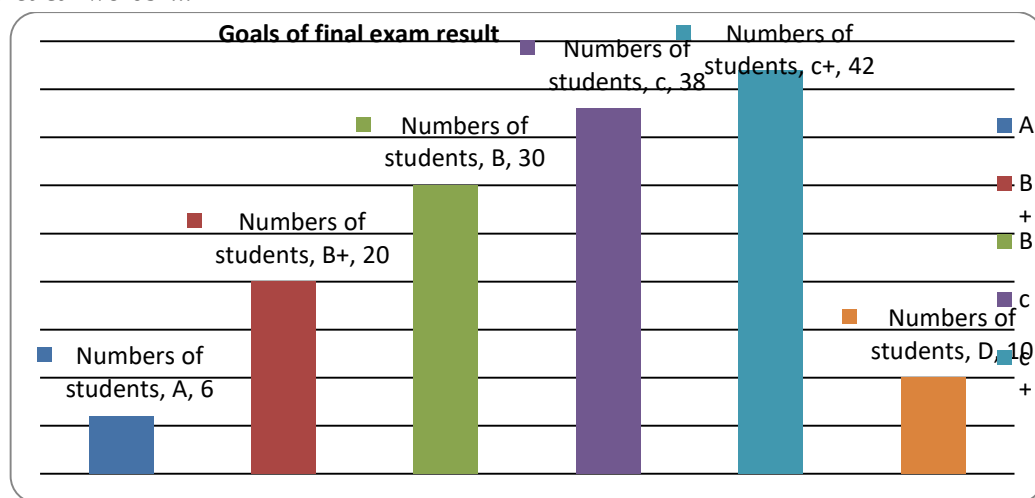
The curriculum structure includes an introduction and 8 chapters, focusing on the contents: First, introduction to the Revolutionary Line of the Vietnamese Communist Party, including conceptual and taxonomic issues, subjects, tasks and research methods and learning implications of the subject (introductory chapter); Secondly, the birth of the Vietnamese Communist Party (VCP) and the first political platform of the Party (chapter 1), refers to the process of campaigning for the establishment of the Communist Party of Vietnam - the subject of the policy, guidelines and contents of the road. strategies and strategies mentioned in the first Political Platform; Third, the Party's revolutionary line from 1930 to 1975 was associated with a period of 15 years of struggle for government, 9 years of resistance war against France and 21 years of resistance against the US (chapter 1 and chapter 3); Fourthly, the Party's revolutionary

ways in each specific field such as the Industrialization line; The way of building a market economy with socialist orientation; The way to build the political system; The way to build a culture and solve social problems; Foreign policy (chapters 4,5,6,7 and 8).

As a specific science, the knowledge system of the VCP science of the VCP has its own characteristics. Firstly, the VCP knowledge of the VCP is organically connected with the knowledge of historical science and closely related to the knowledge of Marxist-Lenin sciences and Ho Chi Minh thought. Second, knowledge of VCP of the VCP is both theoretical and profoundly practical. Third, knowledge of VCP of the VCP is systematic and comprehensive. Fourth, knowledge of VCP of the VCP is creative. Fifth, the knowledge of the VCP of the VCP demonstrates the close connection between class and nationality and internationality. With the specific knowledge of politics and ideology, in general, for students of basic faculties of Hanoi University of Education, it is not easy to study and achieve the subject objectives. Surveying the target of 136 students from 2 general classes at Hanoi National University of Education, the result is 90/136 students only hope that the final result of the course will reach C, C +, D (corresponding average overall subject ≤ 6.9) (see chart 1

When conducting interviews with groups of students from several Faculties, the reasons given for the interview were quite diverse:

Student named Dang Van Cuong (K67 Department of Information Technology): “I only want to go through the subject because this subject is very difficult to learn, with lots of knowledge and hard to understand, hard to memorize”. Student named Chu Thi Huong (Faculty of Political Theory and Civic Education): “I set a goal of B + because I only know how to present in the curriculum but I do not know how to write well”. Student named Nguyen Thi Hoa (K67 in Mathematics Department): “I like to study according to the mind map but this subject I do not expect high scores because I do not know how to write and I am not good at theoretical words”...



Results of the initial survey showed, most student groups are not looking for the ways and methods to promote the advantages of intelligence itself to the characteristics of the course and not brave enough to set high goals for subjects of political theory.

About the characteristics of the revolutionary course of the Communist Party of Vietnam and students of Hanoi National University of Education. As of the first semester of the school year 2019-2020, the survey shows that the size of students is crowded in each class, the highest is 180 students, while the largest class of the 2018-2019 school year is 100 students. 136 surveyed students belong to 2 classes: Poli K67.7 (148 students) and Poli K67.9 (150 students).

The characteristics of students in various revolutionary courses of the VCP come from many faculties with different intelligence such as Department of Mathematics, Information Technology, Physical Education, Defense Education, Faculty of Arts, Faculty of Literature, History, Geography, Political Theory - Citizen Education, Educational Psychology, Educational Administration, Preschool Education, Primary Education, Vietnam Studies, Philosophy...

The diversity of class components leads to a variety of students' perceptions. Students in each department have different cognitive strengths. Students of the Faculty of Mathematics, Physics, Chemistry and Philosophy are strong in cognitive logic; Art department students are strong in cognitive arts; Literature students are strong in languages...This fact shows that, although lecturers are applying positive teaching methods, with too many class sizes, diverse student characteristics, it is difficult to find devise an optimal measure that brings absolute efficiency in such class models. Therefore, the search and experiment of Theory of Multiple Intelligences with the model of large classrooms such as Theory of Multiple Intelligences is necessary to improve the quality of teaching subjects.

2.3. Some pedagogical requirements when designing lessons in the direction of multiple intelligences in teaching Revolutionary Line of the Vietnamese Communist Party

Regarding teaching methods based on Theory of Multiple Intelligences in class models with the high number of students such as Revolutionary Line of the Vietnamese Communist Party, effective measures in practice of teaching organization process: Enhancing teaching by the system of tables charts, mind map maps; Enhancing teaching by brainstorming method; Enhancing teaching by groups, including groups of the same industry and other groups; Enhance the lesson summary through intellectual multiple choice questions; always focus on flexible coordination of teaching methods, positive teaching techniques and promote the strengths of intelligence of each student. However, applying this theory will require a lot of time, effort and meticulousness from the lecturers. In multiple-intelligence teaching organization, the 7-step process is a suggestion for teachers to design forms of teaching organization based on this theory:

Step 1: Focus on one goal and focus on designing the idea.

Step 2: Ask the main intellectual questions.

Step 3: Calculate the prospects. Choose the most appropriate method and content for the lesson;

Step 4: Brainstorm. Declare as much of the activities as possible for each type of intelligence outlined in step 2;

Step 5: Choose the appropriate activities. From the ideas in step 4, circle the ideas most appropriate to the teaching condition;

Step 6: Plan a teaching sequence. Using the chosen appropriate activities, design a lesson plan;

Step 7: Implementation of teaching schedule and lesson plan.

However, during the implementation process, lecturers can combine the process and measures into stages: preparatory measures, teaching arrangements, summarizing and evaluating measures. In each stage, it is necessary to meet the pedagogical requirements with subject-specific characteristics and classroom model characteristics.

In order to implement the use of Theory of Multiple Intelligences, in the preparation stage, lecturers need to clearly identify the characteristics of classes and subjects and especially *the objectives of the subject and the lesson*. That means, for a subject or a chapter, determining the goal of developing students' competence and qualities is an important first step. When applying one or more intelligence, teachers need to identify the goals of the lesson. For example, when

organizing teaching activities in Chapter 1, Section I, the content of the Historical Background of the Communist Party of Vietnam, the goal of the lesson is to help students understand the changes of the world context (the emergence of imperialism and the emergence of contemporary contradictions; the victory of the October Russian Revolution in 1917 and the lessons for colonial peoples; the birth of Communist Parties in the world), the transformation of Vietnamese society from the middle of the nineteenth century (French colonialists invaded and dominated the country of Vietnam; the change of social properties, social structure, social conflicts after 2 colonial exploitation program; the failure of patriotic movements in feudal and bourgeois democracy). Determining teaching objectives will help teachers choose the optimal teaching method and anticipate scenarios when asking questions for each student industry.

In the process of organizing teaching activities, the types of multiple intelligence questions are diverse, capable of classifying and stimulating interest of student groups. Experimental in the process of organizing teaching activities of Revolutionary Line of the Vietnamese Communist Party in Class PoliK67.7 in school year of 2019-2020, multiple intelligence questions stimulate the interest of student groups for the lesson content. For groups of students in the Faculty of Mathematics, Physics, Chemistry, Biology, and Informatics ... who have advantages in logical thinking, lecturers can promote this strength when implementing lesson content. For example, when teaching of the role of Nguyen Ai Quoc to the birth of the Communist Party of Vietnam, teachers can give exercises that require students:

Please write down 5 numbers to represent important milestones associated with Nguyen Ai Quoc's contribution to the birth of the Communist Party of Vietnam. Then, call on representatives of the 2 groups to write up the numbers on the board and explain. The correct result is that the numbers in the sequence of 1911, 1919, 1920, 1921-1923, 1923-1924, 1924 - 1927, 1927-1929, 1930. The above sequence of strings will give students an overview of three Nguyen Ai Quoc's role in the birth of the Communist Party of Vietnam. Specifically:

Timeline	Event content	Role
1911	Go and find the way to save the country	Find the way to save the country, liberate the nation - the revolution of the proletariat.
1919	Submit the 8-point Booklet to the Versail Conference in France	
1920	Read Lenin's outline on colonial issues (July 1920), participated in the Tua Congress, the founding member of the French Communist Party (December 1920).	
1921-1923	Political, ideological and organizational activities of Nguyen Ai Quoc in France	The role of preparing political, ideological and organizational conditions for the establishment of the proletariat political party in Vietnam - the Communist Party of Vietnam
1923-1924	Political, ideological and organizational activities of Nguyen Ai Quoc in the Soviet Union	
1925	Published The French colonial judgment study consisting of 12 chapters + appendix	
1924 -1927	Political, ideological and organizational activities of Nguyen Ai Quoc in China (establishing the Vietnam Youth Revolutionary Association, publishing <i>Duong Cach Menh</i>).	
1927-1929	Political, ideological and organizational activities of Nguyen Ai Quoc in Siam	

1930	Travelled from Siam to Huong Cang to chair the conference to establish the Party; Draft Brief Outline, Brief Strategy.	Host the conference to unite the communist organizations into a single political party.
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For groups of students with intelligence in linguistic thinking, such as the Faculty of Literature, the History Department, the Geography Department, in a class model with high number of students and in the form of intelligence, attention should be paid to the teaching methods and techniques. Positive learning brings optimal results. Using the same example as in Section I, Chapter 1 above, the lecturers could show students to make a table of comparing 3 basic changes of Vietnamese society during the feudal and independent feudal periods. For each change, teachers ask open questions for students to discover and fill out by themselves. After 5 minutes of preparation, the lecturer invite 2 groups of students (representing 2 groups of intelligence to draw on the board), invite members of other groups to comment and finally, the teacher summarize and explain according to the table below:

***Comparing 3 basic changes of Vietnamese society
during the feudal and independent feudal periods***

Criteria	Feudalism	Colonial times
Social nature	Feudal independence	Half feudal colony
Social structure	Landlords, farmers	Bourgeois, proletariat, bourgeoisie Landlords, farmers
Basic contradiction	Class conflict (landlord > farmer)	- Class contradictions (landlords > peasants; bourgeois > proletarians) and ethnic conflicts (Vietnamese people > French colonialists). - A dialectic relationship between the two contradictions.

For a group of students with movement, music and space intelligence like students of the Faculty of Arts, the Department of Physical Education, the Department of Mathematics, the Faculty of Information Technology, the lecturers need to design intellectual games according to lesson topics through games such as Ringing Golden Bells, Seahorse, music playing and guessing the name of the song, etc. For example, when organizing teaching chapter 4, Section I, on Industrialization guidelines in the period Before the renewal, the lecturer could design 10 questions and invite 4 groups of students to join the game, each correct answer will be added 10 points and the team will advance one block of bricks. The form of questions is designed in order of the important content in each item and has a combination of easy - difficult and categorical levels. For example some easy questions:

1. From what congress is the inevitability of industrialization in our country?

- A. Congress III, building socialism in the North
- B. Congress IV, building socialism in the North
- C. IV Congress, building socialism on a national scale
- D. Congress VI, building socialism on a national

2. How many directions does Congress III determine the direction of industrialization before the renovation period?

- A. 2
- B. 3
- C. 4.
- D. 5

For questions that are average and contain noise that require logical thinking, the instructor can design the following:

1. *Fill in the blanks to complete the Party's assessment of objectives as follows: "Building a socialist economy; initially building foundationsfor socialism"*

- A. Modern and balanced / economical techniques
- B. Balanced and modern / technical science
- C. balanced and modern / material engineering
- D. Modern and spiritual / material integration.

2. *Filling right or wrong in new Party's thoughts on industrialization shown at Congress V (1982):*

.... From a small production upward, it is important to identify the right steps of industrialization to suit the goals and capabilities of each journey.

... Our country is in the second stage of the transition

... Our country is in the first stage of the transition

After summarizing the number of 4 teams participating in the intellectual game, the lecturer will inculcate the content of lesson knowledge through mind maps so that all intelligence groups can understand and memorize learning. Study questions, lessons. Summarizing each chapter and lesson in diagrams on one page not only ensures knowledge goals but also helps students be more interested in the subject and conscious of self-study, completing the review right after the lesson ended.

3. Conclusion

Nowaday, using teaching methods based on the theory of multi-intelligence is one of the positive teaching theories which has been applied by countries all over the world and being applied widely in different educational environments in Vietnam. According to the researchers' approach that represents this theory, humans have 8 basic types of intelligence, but most of them are not innate but are discovered, renovated and promoted through the environment and educational activities. Through the study of the application of the theory of multi-intelligence, we can see this theory brings a humanistic view and implies calling schools and teachers to have a fair and diverse view of strengths and weakness points in every learners.

At Hanoi National University of Education, initial experiments showed the compatibility between the use of the theory of multiple intelligence in teaching the Revolutionary Line of the Communist Party of Vietnam - a course that is both welding. Effective implementation of this theory requires teachers to spend a lot of time, intellectually, financially, designing, preparing and organizing fluent teaching activities. Therefore, ensuring the subject objectives, ensuring a combination of positive teaching methods and techniques suitable for the intelligence groups in the classroom, ensuring fit, practicality, and harmonizing the common characteristics of class models with the characteristics of each student group,... are important principles when making reference to the theory of multiple intelligence in a crowded classroom model.

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