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## *Relativity of Cognitive Thinking and Learning in Education*

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### **Abstract**

*Today youngsters are very ambitious. There is a saying, 'Everyone is a resource for everyone else to learn and grow'. Learning is a process of constructing and understanding the meaning of anything. From Benjamin Bloom's research, it is concluded that every child has the ability to learn, but the present scenario is a phase of perpetual change. Change is a perpetual stimulant to induce our thinking and learning practices. Learning is "an enduring changes in behaviour, or in the capacity to behave in a given fashion, which results from practice or other forms experience" (Shuell, 1986, p.412). Rich and variegated learning experiences lead the students to pursue higher education easily. To designate this kind of personal experience, students of today should be able to identify the strengths and weaknesses of themselves. Cognitive learning method helps to recognize the individual intelligence hidden beyond their personality.*

Learning is a process of acquisition. It is cumulative technique. Every person in this world would have the ability to acquire this skill. Learning is an inborn personal skill. In the case of young students, they used to apply this in the process of learning. The main objective of this present paper is to input the cognitive method of learning among young students of higher education. Cognition includes attention, perception, memory, reasoning, judgment, imagining, thinking, and speech.

Cognitive learning theory stems from traditional psychological concepts of thinking. Cognitivists view activities such as thinking, deciding, and remembering in terms of how they underlie behavior. Cognitive theory focuses on mental processes involved in learning as observing, categorizing, forming generalizations to make sense of the information provided. Cognitive learning theories are based on how people think (Ormrod, 2008). Learning takes place when new knowledge is gained or modified through experience.

Mostly, students used to get success in schools and colleges by depending on solid academic skills like reading, writing, computer proficiency, study skills and the ability to research and information. But in some cases this academic skills don't work. Unfortunately, for a variety of reasons many students lack one or more of these academic abilities.

Each student differs in their academic performance. This difference arise because of their different multiple intelligence. It is based on thinking and learning which is important in the learning and learner centered approach. Every person has multiple intelligences which are classified by several people in many ways. Howard Gardner's work on multiple intelligence has had a profound impact on thinking and learning practice in education especially in the United States. He viewed intelligence as 'the capacity to solve problems or to fashion products that are valued in one or more cultural setting' (Gardner & Hatch, 1989). He reviewed the literature using eight criteria or signs of an intelligence.

His theory on multiple intelligences divides intelligence into eight capacities. Gardner named as Linguistic, Logical – Mathematical, Spatial, and Bodily – Kinesthetic, Musical, interpersonal, intrapersonal and naturalist intelligence. This categorization is widely accepted. This method of learning and practice evaluate the welfare of weaker and sustain the capacity of stronger students. Thus the aim of this paper is to make an analytical study of multiple intelligences and identify the different capacities of brain. The paper enables to understand why some people are extraordinary in some qualities and also lack in certain.

The first is called to be the naturalist intelligence. It is otherwise known as 'Nature Smart'. This capacity designates the human ability to discriminate among living things as well as sensitivity to other features of the natural objects like clouds, rock configurations. This ability was clearly of value in field of hunters, gatherers and farmers. The second is musical intelligence. It has the capacity to discern pitch, rhythm, timbre and tone. This intelligence enables to recognise, create, reproduce and reflect on music as teach by the musicians. There is an interesting fact that there is often an affective connection between music and the emotions. It shares common thinking process. Young adults with this intelligence usually sing or drum and they will be quite aware of sounds.

The third is Logical – Mathematical Intelligence. This enables to perceive relationships and develops reasoning skills. It helps to develop inductive and deductive thinking patterns. Young adults with lots of logical intelligence are interested in patterns, categorises and relationships. They usually draw to arithmetic problems, strategy games and experiments. The fourth is existential intelligence. It helps to raise deep questions about human existence.

The next is interpersonal intelligence. It is the capacity makes to understand and interact with others effectively. Both verbal and non-verbal communication is highly involved. The sixth is bodily – kinesthetic intelligence. This ability makes to manipulate the physical skills. This helps to connect the body and mind. People like athletes, dancers, surgeons and craftsman develop by this intelligence. The seventh intelligence is Linguistic intelligence. It is otherwise known as Word Smart. It is the intelligence mostly shared by human competence to understand the language, the words and complex meanings. The eighth intelligence is Intra – personal intelligence. It is the capacity to know about oneself. It makes to understand one’s thoughts, feelings and knowledge. This helps one to direct one’s life.

The last is spatial intelligence. Its capacity disperses into three dimensions. It has mental imagery, spatial reasoning, and image manipulation, graphic and artistic skills. This relies largely on people’s abilities to picture the shapes and spaces of objects in their minds. It has the ability to retain the form of something in the mind’s eye. People who have spatial intelligence are likely to enjoy art, navigate and read maps well, imagine things very vividly, use metaphors, talk fast and look at the big picture. Those people are often referred as ‘visual learners’. These learners possess photographic memories and retain memories more easily than words.

Thus, the students and teachers of today renovate the old method of learning by knowing the cognitive thinking process. Aptitude and capacity are essential to learn. Atherton (2011) says cognitive theory is interested in how people understand material. Shelly (2012) stated that, “According to the cognitive theory, activities like thinking and remembering seem like a behavior, thus providing an avenue to use behavior analysis to measure their effect on learning”.

Each student has a different type of intelligence. They should use their dominant intelligence, while also working to improve their non-dominant intelligences. Students need to stray away from lecturing and get the students to actively participate. Teachers should understand and incorporate different learning styles in teaching methods.

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