

# Mobilizing multiple intelligences in nursery education

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## The basic concepts at the day nursery

Nursery education focuses on young children and, indirectly, families raising young children. It's program views the family as a complex system, according to which it aims not only to raise and care for a small child, but also to support the whole family.

The concept of learning in the field of nursery education as widely as possible interpreted. Learning, gaining any experience or information a process that causes a lasting change in behavior, and thinking as well as helping the child get to know themselves and its environment. Learning comes from a child's age and development embedded in activities. The most important driver of learning is personal curiosity and interest.

Care is an intimate interaction situation between the parent and among children, the primary purpose of which is the child's physical, physical full satisfaction of its needs. The quality of care is significantly influenced by habits and the process of independence.



## Why even this concept (MI)?

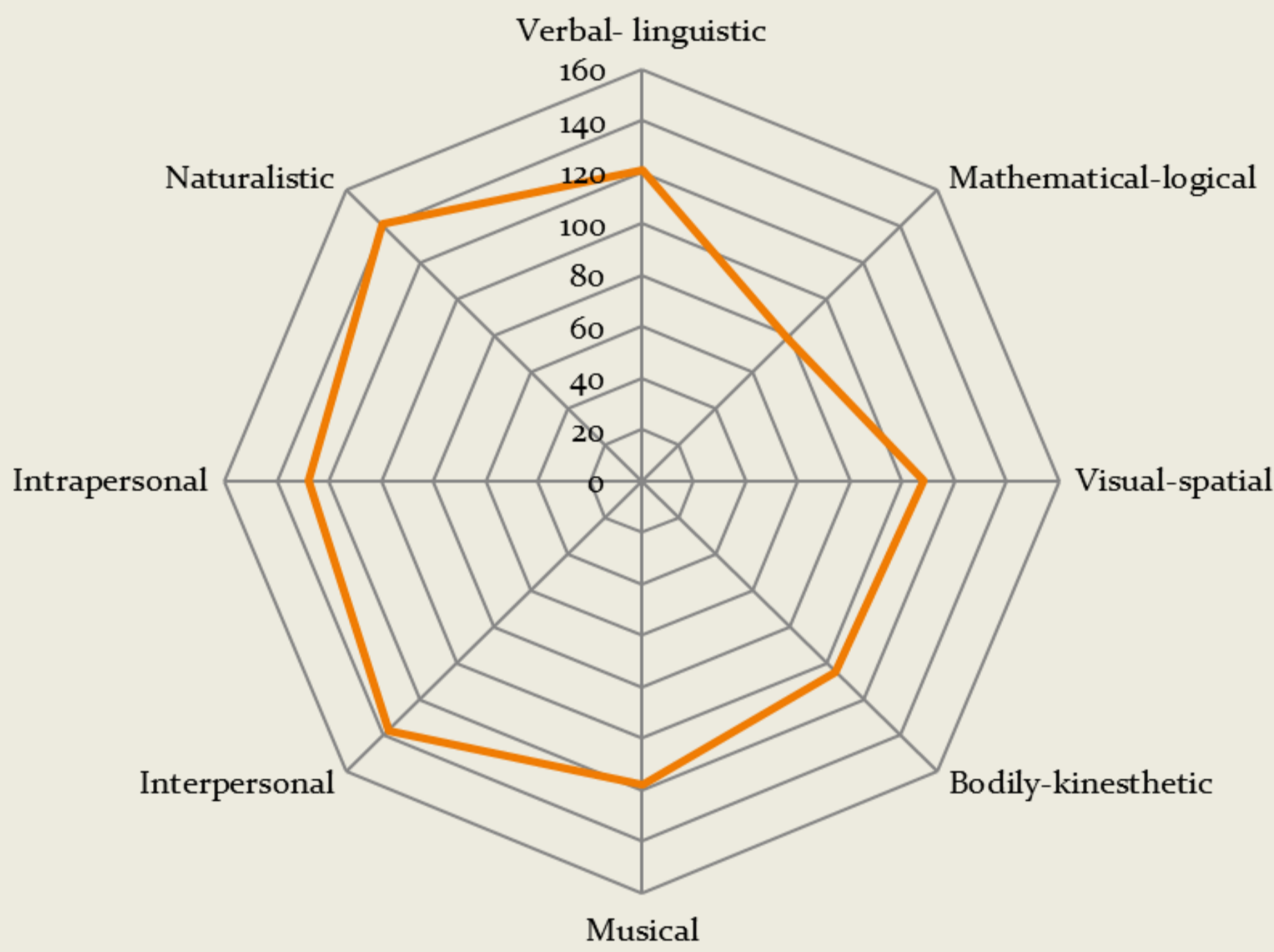
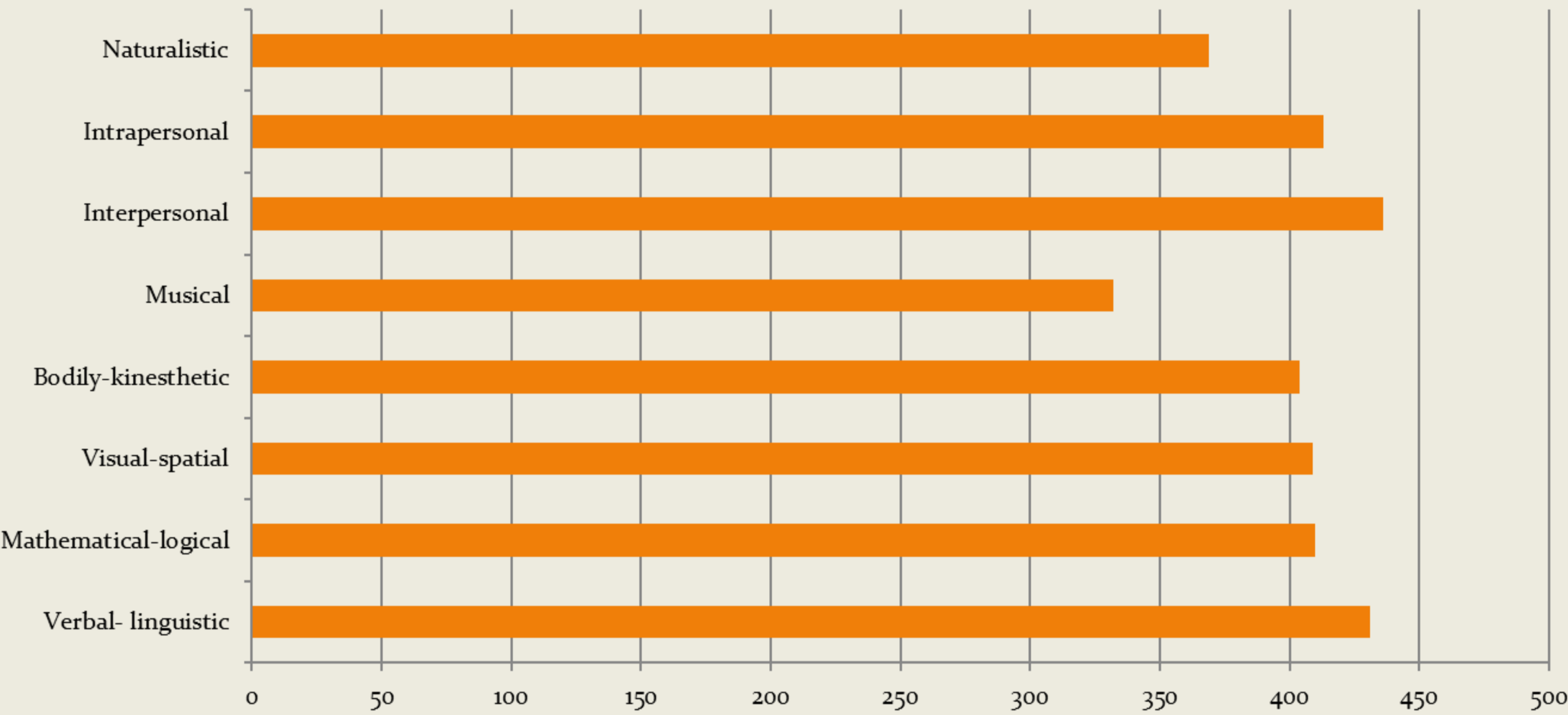
Along the intelligences described by Gardner, we can obtain a unique intelligence profile specific to the observed child by recording the results of our observation, based on which we can adequately follow the principle of individual treatment and implement equal opportunities and equity to work.

The relevance of the topic is also supported by the fact that currently there are few standardized measurement tools available for the pedagogical evaluation and monitoring of the development of the nursery age group.

Based on the feedback from early childhood educators and parents involved in the pilot research, the method used is an adequate opportunity for innovation in everyday work.

### Result I.

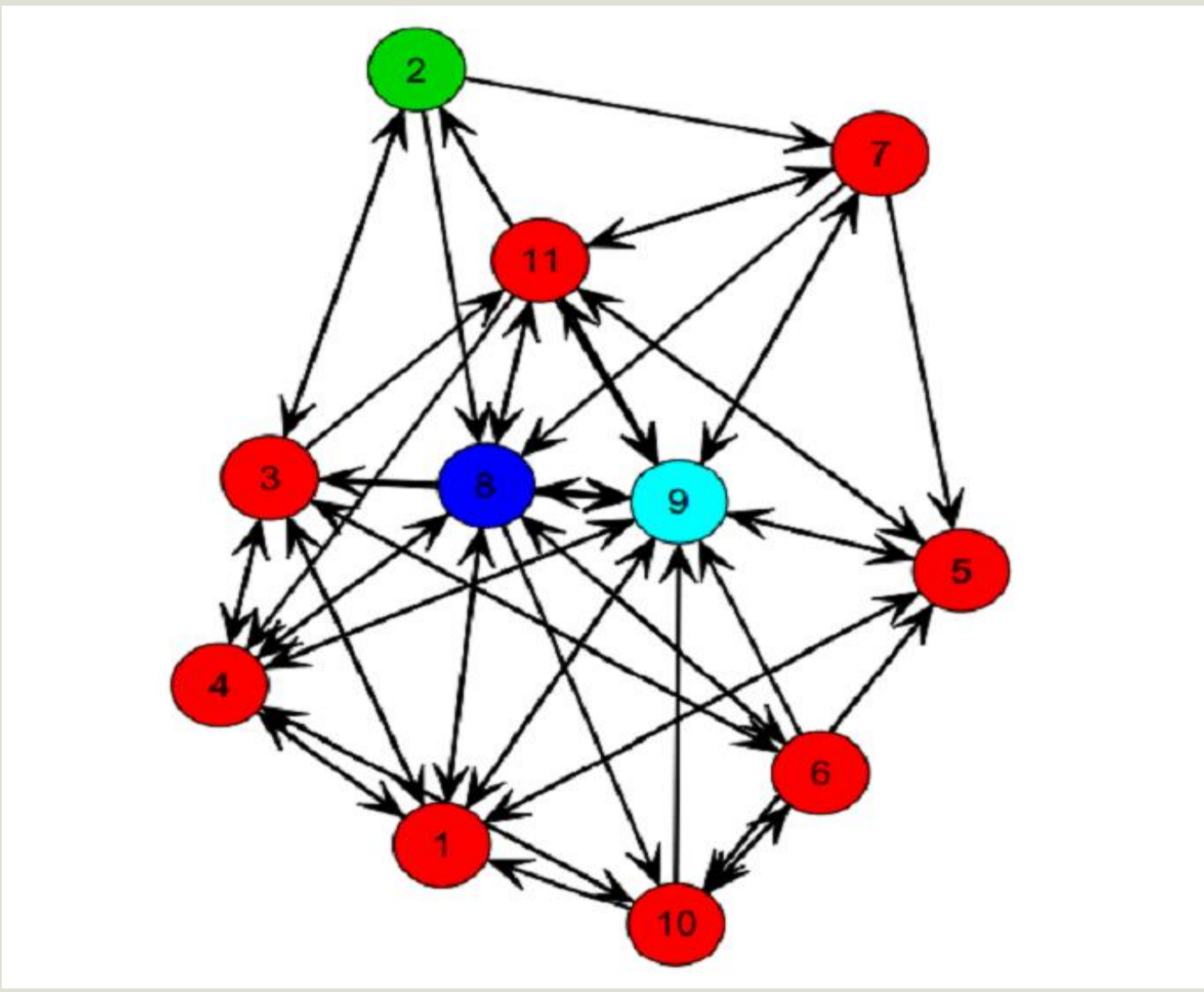
As the diagram shows, the importance of verbal-linguistic intelligence (excellent speaking skills, assorted vocabulary, intelligible expression) and interpersonal intelligence (cooperation, understanding the feelings of others, and motivational skills ) was mostly demonstrated for parents in relation to the personality of early childhood educators.



## Observation of intelligences in gaming activities



## Relationship among group members



### Result III.

To detect the relationships between the group members, I came to the observational results of the early childhood educators caring for them. The sociogram shown in the figure is based on the sympathy between the children.

## Consequences

The main situations of nursery education provide adequate space for the exploration and mobilization of intelligences. Through continuous detection, children are placed in a situation during their nursery life where we can find all eight intelligences in their behavior, which is in line with what Gardner has recognized in his work that the application of his theory can only work on an observational basis. The work of early childhood educators is fundamentally influenced by the expectations of parents and family members. It is up to the personality and intelligence profile of the early childhood educator to decide which role expectations they will accept, how much they will accept or reject them, and then what performance they will generate relative to their behavior in the social system.