

THE EFFECTIVENESS OF AN INDIVIDUALIZED TEACHING APPROACH  
BASED ON LINGUISTIC INTELLIGENCE

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**Introduction.**

In the modern education system, teaching that takes into account students' individual psychological characteristics, interests, and intellectual strengths is becoming increasingly important. Traditional education often relies on a "one-size-fits-all" approach, offering the same materials and methods to all students, which prevents many learners from fully realizing their potential. Howard Gardner's Theory of Multiple Intelligences (1983) proposes that intelligence should not be limited to a single IQ indicator but divided into several independent types. Gardner initially identified seven types of intelligence (linguistic, logical-mathematical, musical, visual-spatial, bodily-kinesthetic, interpersonal, and intrapersonal), later adding naturalistic and existential intelligences.

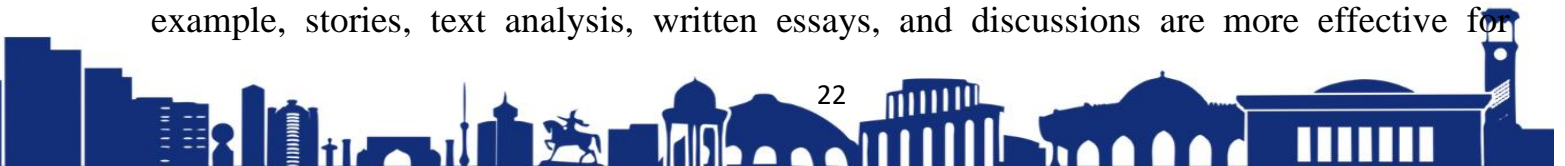
One of these is linguistic (verbal-linguistic) intelligence, which is based on sensitivity to words, language, reading, writing, oral expression, and the rhythm, meaning, and sounds of language. Students with strong linguistic intelligence easily analyze texts, write stories, actively participate in debates, and effectively absorb information through language.

An individualized teaching approach based on linguistic intelligence aims to adapt the learning process to each student's linguistic strengths while supporting other intelligences, thereby improving the quality of education. This thesis examines the theoretical foundations of this approach, its practical application, research evidence on its effectiveness, and its limitations.

**1. The Nature of Linguistic Intelligence and Its Role in Education;**

Linguistic intelligence refers to the ability to process information through listening to, reading, writing, and orally communicating with words. Individuals with strong linguistic intelligence excel in public speaking, text analysis, poetry writing, storytelling, and debates. According to Gardner's theory, this intelligence develops alongside other types, but traditional school education primarily relies on linguistic and logical-mathematical intelligences.

In an individualized approach, linguistic intelligence is identified through assessments of students' reading speed, vocabulary richness, and written and oral expression skills. For example, stories, text analysis, written essays, and discussions are more effective for



students with strong linguistic abilities. This approach allows learners to study using their strengths and helps develop their weaker areas.

### **2. Characteristics of the Individualized Teaching Approach and Its Connection to Linguistic Intelligence;**

Individualized (personalized) teaching involves adapting materials based on the student's intelligence profile, learning pace, interests, and needs. When based on linguistic intelligence, this approach includes the following elements:

- Assessing students' level of linguistic intelligence (through tests, observations, and Multiple Intelligences inventories).
- Enriching lesson materials: stories, poems, debates, written assignments, oral presentations, journaling, and dialogues.
- Integrating other intelligences: for instance, combining linguistic activities with visual elements (writing stories with pictures), kinesthetic elements (dialogues through role-playing), or musical elements (rhyming texts).
- Using technology: AI-based adaptive platforms, audiobooks, speech recognition programs, and tools for analyzing written texts.

Unlike the "one-size-fits-all" model, this approach creates an inclusive environment and allows each student to learn in a way that suits them. It is particularly effective in language subjects (native or foreign language).

### **3. Evidence of Effectiveness and Research Findings;**

Many studies confirm the effectiveness of teaching based on the Theory of Multiple Intelligences. An individualized approach focused on linguistic intelligence has demonstrated the following positive outcomes:

- **Improved learning outcomes:** In the study by Baş and Beyhan (2010), Multiple Intelligences-supported project-based learning in English language teaching significantly improved students' achievements and their attitudes toward the English lesson. Winarti (2019) found that MI-based strategies developed students' multiple intelligences (including linguistic) and enhanced their scientific process skills.
- **Increased motivation and participation:** The MI approach boosts students' responsibility, self-management, and independence. Studies have recorded a 20–40% increase in student engagement. For students with strong linguistic abilities, writing and discussion activities make learning more engaging.
- **Inclusivity and support for students with special needs:** The MI approach helps children with dyslexia or other learning difficulties by allowing them to rely on their strengths (e.g., oral expression).

- **Meta-analyses:** Some meta-analyses have shown a substantial impact of MI-based teaching on academic achievement (effect sizes ranging from 1.25 to 1.68). However, results are heterogeneous, and methodological limitations exist.

Overall, an individualized teaching approach based on linguistic intelligence shows high effectiveness, especially in humanities subjects, language learning, and literature classes. It is important to note, however, that some studies confuse this with the “learning styles” myth: focusing exclusively on one style (e.g., only linguistic) is less effective than combining multiple methods.

#### 4. Practical Application Examples

- **Native language lesson example:** Students read a text (linguistic), then rewrite it as a story, act it out (kinesthetic), or illustrate it with drawings (visual).
- **Foreign language teaching:** Dialogues, debates, journaling, and conversations with AI chatbots develop linguistic intelligence.
- **Assessment:** Instead of traditional tests, use written essays, oral presentations, or portfolios.

#### 4. Limitations and Recommendations;

Although the theory is widely applied, some critics argue that its empirical evidence is insufficient. Multiple Intelligences should not be confused with “learning styles”—the best practice is to present material in multiple ways (“pluralize your teaching”). Assessing intelligence profiles and preparing materials requires additional time from teachers.

In the future, combining this approach with artificial intelligence technologies (adaptive platforms, speech synthesis) can further increase its effectiveness.

#### Conclusion:

An individualized teaching approach based on linguistic intelligence is a theoretically grounded and empirically supported method that can significantly improve student outcomes and motivation in language teaching. However, its effective implementation requires a comprehensive model that integrates diagnostics, differentiated materials, artificial intelligence tools, and teachers’ methodological preparation.

Widespread adoption in modern education demands that teachers identify intelligence profiles, prepare appropriate materials, and integrate technologies. As a result, each student’s potential will be fully realized, and the quality of education will rise to a higher level. Implementing this approach in school and higher education systems in Uzbekistan can make a significant contribution to the development of the country’s education sector.

#### References:

1. Gardner, H. (1983). *Frames of Mind: The Theory of Multiple Intelligences*.



2. Baş, G., & Beyhan, Ö. (2010). Effects of multiple intelligences supported project-based learning on students' achievement and attitudes.
3. Winarti, A. (2019). The effectiveness of multiple intelligences based teaching strategy on students' multiple intelligences and scientific process skills.
4. Other sources: Kornhaber (2001), Armstrong (2009), and relevant meta-analyses.

