

**EXAMINING THE RELATIONSHIP BETWEEN MULTIPLE INTELLIGENCES COACHES PRE SCHOOLERS DEVELOP SOCIAL SKILLS****Raheleh , Afshan\***

Department of Educational Sciences, University of Applied Science North Khorasan of Social Welfare

**\*Corresponding authors: (Email:afshan1364@gmail.com)****ABSTRACT**

The purpose of this study was to Examining the relationship between multiple intelligences coaches with social skills development in preschool children (6-5 years) is Bojnord and Shirvan cities. The study population consisted of all educators and children (6-5 years old) kindergartens Bojnord and Shirvan cities were in the 2010-2011 school year. The sample consisted of 64 players and 480 kindergartens Bojnord and Shirvan cities that were selected randomly. Gardner's multiple intelligence tools questionnaire has 90 items in 9 subscales : 1. Verbal-linguistic intelligence, 2. musical intelligence, 3. Logical mathematical intelligence, 4. Visual-spatial intelligence, 5. Physical intelligence - movement, intelligence, 6. Nature holistic, 7. Interpersonal intelligence, intrapersonal intelligence 8., 9. intelligence) and social growth Vineland questionnaire was used, with the use of software SPSS20 and Pearson correlation coefficient and multiple regression analyzes were. The results showed that the verbal-linguistic intelligence, logical mathematical intelligence, musical intelligence and social skills in preschool children there is a significant relationship.

**KEY WORDS:** multiple intelligences, social skills, social growth, educators, preschool children**INTRODUCTION**

Childhood's first and the most important period of human life. Children in the school and to the community through social relationships and social skills, awareness, and early childhood when the very rich and social learning. The origins of many of the social path of compromise and communication skills are essential in the current world. The process of socialization in the early years of Childhood is growing rapidly; children in this period, which is the origin of many, largely as a result of various types of social behavior in ways that strengthen stained urged them or stop themselves, their socialization and social. Although the level of skills in the home and the family is deeply impressive, but teachers and kindergarten teacher could give valuable assistance to foster and develop social skills in children (Mofidi, 2008). Socialization involves many behaviors such as social skills, physical and motor skills, the mood, values, knowledge, attitudes, behavior and discipline normal printing. The growth in the field of social mobility is very important, because mobility experiences for growth and development of motor skills is vital. Children who move through experience, are socialized, tend to learn motor skills (Hay Wood, 1999, translated Namazizade and et al. ). Teachers and trainers involved in social growth students. The transmission of norms and values of the school community plays a vital role in students (Amirtash and et al., 1997). School groups can provide opportunities for learning social skills and communication of values, norms, and social growth students' competencies to help. They can, through programs such as the design and implementation of appropriate activities such as sports activities, a wide variety of areas of social growth to provide students (Shoari Nezhad, 1990).

Barmaki (2008) conducted a study entitled "Effect of motion based games on the emotional and social - the city preschoolers' made games based on the results of the analysis showed that children who move on the game butt out, compared to children who have not benefited from these games, the subscales of social skills such as the ability to communicate, be familiar with the laws and regulations, familiarity with personal and social rights, familiarity with the friendly and nurturing behaviors were feeling better, if you run the game on any significant difference in the experimental group than in the control group did not foster a positive self-concept. Koksai and Yale (2007) study, "The Impact of Multiple Intelligences theory based on attitudes toward discipline, teaching academic success and stability in the respiratory system "experimental method in two groups of 25 second grade students from high schools and they have found that theory of Multiple Intelligences significant effect on academic achievement and while the stability of the teaching process with this type of training, no significant effect was observed on the students' attitude to discipline them. Smith (2009) conducted a study entitled "The influence of parents and teachers of preschool children social skills

and emotional adjustment before school." Performed the behavioral characteristics of children showed that the modulation of emotional growth of children effective. Adjusted as appropriate emotions on academic success skills effectively. The results also show that the quality of the relationship between the child - children's teacher because the teacher confidence as a reliable base of support as they seek, ask questions, and classroom activities are more important factor may be the social competence in preschool and pre-school. This study aimed to Examining the relationship between multiple intelligences teachers of preschool children with social skills development the cities were Shirvan and Bojnoord .

## MATERIALS AND METHODS

The research method used in this study, the correlation. The study population consisted of all educators and children (6-5 years old) kindergartens Bojnoord and Shirvan cities were in the 89-88 school year. The sample consisted of 64 players and 480 kindergartens Bojnoord and Shirvan cities that were selected randomly.

### Tool

Gardner's Multiple Intelligence Inventory: the questionnaire consisted of 9 subscales and a total of 90 statements of 9 types of intelligence expressed in Gardner's theory by McKenzie (1999) are actually made up of 10 items that are related to the measurement of intelligence. In the original version of the questionnaire 2 options is considered as 0 and 1, the answer is to agree or disagree. Ishaq Nia (2008) the questionnaire was translated into Persian and scale, "Yes, No" is performed at pre-university level. In his study of the reliability of this questionnaire is to obtain 0.90. Arjomand (2009) the questionnaire was translated into Persian and test responses on a 5 point Likert scale (strongly agree, agree, somewhat disagree, completely disagree) is set. The option to select totally disagree totally agree grade 5 and grade 1 was awarded. The maximum score on each subscale was 50 and at least 10. In own his research into the reliability of the questionnaire was calculated Cranabakh Alpha method 0.77. In this study the validity according to subject specialist teachers and advisors and professors who had been surveyed and reliability by Cranabakh's 0.82 respectively. Vineland Social Maturity Scale: This scale is provided by Edgar Vineland and in 1965 the overall appeal was taken. Vineland Social Maturity Scale, a scale of measurement capabilities is growing and how much responsibility and ability to meet the needs of practical measures. Vineland believed that the quality of social competences can be summed up with the things that can be done at various ages; gauged. Although this scale range from birth to 25 years it takes, the results show that the reliability and validity of the younger age groups, especially the mentally retarded is more than capable. Using this test can be used to assess the quality of the 8th floor of the social competencies. Test-retest reliability coefficient of the 123 patients, 0.92It has been reported, with the explanation that a retest interval was 9 days (Parastar, 1388). In the present study, the Cranach Alpha method reliability 0.88 respectively.

## RESULTS

A correlation coefficient of multiple intelligences suggests that in all the 9 components of intelligence is a significant positive correlation means that as the multiple intelligences, educators, development of social skills in preschool children also increased.

**Table 1: Correlation coefficient of multiple intelligences with social skills**

Sig	R	N	Multiple Intelligences
0.02	0.36	64	Verbal intelligence - linguistic
0.02	0.27	64	Musical intelligence
0.001	0.44	64	Intelligence, logical - mathematical
0.01	0.28	64	Visual - Spatial
0.02	0.25	64	Body - Kinetic
0.01	0.29	64	Naturalistic intelligence
0.002	0.37	64	Interpersonal intelligence
0.01	0.28	64	Interpersonal Intelligence ability
0.01	0.28	64	Intelligence there

To investigate the role of Gardner's multiple intelligence components addressing the effect on children's social skills of the stepwise multiple regression analysis was used. The results are as follows.

**Table 2. summarizes the results of multiple regression of the child's social skills component of Gardner's Multiple Intelligences**

Significance level	F-value	Mean square	Degrees of	Sum of squares	The source	Criterion variables
<b>0.000 (a)</b>	14.572	63. 192	1	63. 192	Regression	<b>Social skills in children</b>
		4.336	62	268.863	Remaining	
			<b>63</b>	<b>332.055</b>	<b>Total</b>	

Results of regression analyzes in Table 2 show that the regression variables on children's social skills component of Gardner's multiple intelligences, statistically significant, and these components are part of the variance explained by the child's social skills. In other words, this result indicates that significant regression coefficients.

**Table 3. Results of the determination coefficient prediction of the child's social skills component of Gardner's Multiple Intelligences**

Beta coefficients	R2	R	predictions	Model
<b>0.436</b>	<b>0.190</b>	<b>0.436 (a)</b>	<b>intelligence, logical - mathematical</b>	<b>1</b>

Due to the amount of R2 in Table 3, it can be concluded that the logical intelligence - mathematics is about 6/43 of the variance in children's social skills at the first step explanation. In other words, the components of multiple intelligences, Gardner intelligence, logical - mathematical explanation of the role it plays more in addressing children's social skills.

**DISCUSSION AND CONCLUSION**

instructors can have the opposite effect on the development of social skills to children. The results and the results of Hossein Bidokht (1387) "to investigate the relationship between Gardner's multiple intelligences method with social-emotional development (social responsibility) for children in which the influence of multiple intelligences on social and emotional development of children has been verified line is. It seems that players using verbal intelligence - it is the language of storytelling through activities such as reading stories, playing with words, and discussion with children about the development of social skills such as listening skills, and exchange ideas with others, express ideas and thoughts on relationships with others and provides meeting and discussion and therefore increase the amount of responsibility and a sense of community and social responsibility among children in child grows. The coach uses the abilities of verbal intelligence - verbal communication skills that ensure a high and promote children's social work team and ready to get into the community and provide. As well as activities such as hours of music teacher made learning opportunities for children to express their individuality and social skills and participate in group discussions provide also poems are presented along with appropriate music with social and educational implications of social skills can be improved social skills. The preschool instructors who enjoy using musical intelligence through activities such as singing and dancing, rhythmic movements with music, bands and music player, happy, sad and enjoy life for children can create various social issues within the poems and melodious songs are included, and in this way to help the child's social development. According to research in the field of theoretical foundations and educational resources of multiple intelligences is concluded that the coach has the intelligence, logical - mathematical initiatives and mind-challenging puzzles to solve puzzles, forcing children to activities and the coach uses this intelligence which is the creation and activities such as a variety of puzzles and puzzles games lawful, scientific tests and issues underlying rationale for the development of thinking skills, good judgment, problem solving and explore the relationship between the phenomena of life it provides. And issues raised by the child's skills in these areas as part of the growth of social skills to children. According to the results obtained in courses and workshops on the subject of multiple intelligences from welfare to improve the knowledge and life coaches for the use of Multiple Intelligences and the strengths and weaknesses in each of the intelligence and recommendations emphasized.

## REFERENCES

- Arjomand, Farzaneh. (2009).** Effect of coordination among multiple intelligence disciplines and fields of study on the attitudes of students in undergraduate courses 9 day period of public universities (affiliated to the Ministry of Science) in Tehran. Master Thesis, University of Allameh Tabatabai.
- Isaac Nia, Mehrnaz (2008).**Examining the relationship between academic disciplines and multiple intelligence and attitude towards the students of Tehran. MA thesis. Faculty of Psychology and Educational Sciences , University of Allameh Tabatabai.
- Amirtash Ali Mohamed. Sobhaninejad Mahdi. Abedi, Ahmed (1997).** Compared to the social development of students during school athletes and athletes. *Olympic J.* 34: 48 -68.
- Parastar Ali (1990).** Vineland Social Maturity Scale, Tehran Intelligence Company Intelligence promising trial.
- Bidokht Hosseini, Mohsen. (2009).** Gardner's multiple intelligences approach is applied to investigate the relationship between social and emotional development (social responsibility) for children of pre-school area 1 in Tehran. Master Thesis, Islamic Azad University, Central Tehran Branch.
- Shooree Nezhad and Ali Akbar. (1990)** "Psychological Foundations of Education". Tehran, Institute for Cultural Studies.
- Hey Wood and Kathleen M. (1999).** Growth and motor development in a lifetime ". Translated by Mehdi Namazizade, Aslan Ali Khani. Publications of the Ministry of Culture and Islamic Guidance.
- Koksal M. and Yel M. (2007).** The effect of multiple intelligences theory-based instruction on attitudes towards the course, academic success, and permanence of teaching on the topic of "Respiratory Systems". *Educational Sciences: Theory and Practice.* 7, 231-239.
- Mckenzie W.(2002)** .It's Not How smart you are , Its how you are smart. [.http://suryaquatium.com/MI/midomains.htm](http://suryaquatium.com/MI/midomains.htm)
- Smith M.L.(2009)** .parent and teacher influences on preschool childrens emotion vegulation ,pre – academic and social skills .Doctora Dissertation .the university of Alabama.