

Howard Gardner의 다중지능이론과 예술교육의 관점

김 주 자

한성대학교 무용과 교수

Abstract

Multiple Intelligence Theory by Howard Gardner and His Viewpoint on Arts Education

Juja Kim

Professor of Dance

Hansung University

Arts Education in Korea is currently at a critical moment compared to other times. As the competition of entrance examination for higher education is increasing, the place of arts education is continuously narrowing down. Dance education in school, which belongs to physical education, is facing especially more serious situation than any other areas in this matter.

In America, arts education was not considered as a main subject in school as it is in Korea. But after the Theory of Multiple Intelligence by Howard Gardner was introduced, arts educators have been encouraged to establish a new relationship between arts and education and arts education is facing a turning point.

My studies, therefore, use Gardner's theory as a clue to find a solution in the crisis of art education. In order to understand Gardner's ideas on intelligence objectively, the overall knowledge on human intelligence should be dealt within the first place. Accordingly, my studies start from penetrating the old theories, then introduce Gardner's theory and analyze his theory from the viewpoint of old theories. In this process my studies conclude that Gardner's theory encompasses most of the old theories and suggests a compromised proposition.

He insists that intelligence is an ability to solve problems or fashion a product which is valuable to a society, and each intelligence could be used for the artistic purpose. It means that creativity is a type of intelligence, like problem solving ability and artistic creativities are artistic intelligences. On these premises he understands that arts is not an emotional activity but a cognitive one, that artistic creativity is plural like intelligence, and that one needs more than two intelligences to create arts.

In order to further studies on dance education based on the Gardner's theory, these three basic concepts of arts education should be kept in mind.

■ 참고문헌

권영석(1983). “지능의 교육적 의미 -개념의 논리적 성격을 중심으로-”, 서울대학교 석사학위논문.

김명희·김영천(1998). “다중지능이론: 그 기본 전체와 시사점”, 『교육과정연구』 16(1), pp. 299-330.

하대현(1998). “H. Gardner의 다지능 이론의 교육적 적용: 그 가능성과 한계”, 『교육심리연구』 12(1), pp. 73-100.

가드너 하워드(1983). 『마음의 틀』 이경희(역, 1993), 서울: 문음사.

가드너 하워드(1999). 『다중지능, 인간 지능의 새로운 이해』 문용림(역, 2001), 서울: 김영사.

완스워즈 B. J.(1972). 『빠아제의 인지발달론』 정태위(역, 1976), 서울: 배영사.

Gardner, Howard(1983). *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books, Inc.

Gardner, Howard(1983). *Artistic Intelligences*, *Art Education* (March 1998): 47-49

Gardner, Howard(1989). *Zero-Based Arts Education: An Introduction to Arts Propel*, *Studies in Arts Education, A Journal of Issues and Research* 1989, 30(2), pp. 71-83

Gardner, Howard(1993). *Multiple Intelligences: The theory in practice*. New York: Basic Books.

Kail, Robert & Pellegrino, James W.(1985). *Human Intelligence, Perspectives and Prospects*. New York: W. H. Freeman & Co.

Moody, William J.(1990). *Artistic Intelligences, Implications for Education*. New York: Teachers College Press.

Poff, Teresa A.(1993). *Cognition and the Arts: Implications for School Curriculum*, Master?

Thesis, Pacific Lutheran University.

Sternberg, Robert J.(1985). Human Abilities: An Information Processing Approach. New York: W. H. Freeman.

Sternberg, Robert J.(1994). Encyclopedia of Human Intelligence. New York: MacMillan Publishing Co.

Wolman, Benjamin(1973). Handbook of General Psychology. Englewood Cliff, N.J.: Prentice-Hall.

K C I