

TYPES OF INTELLECT

A scientist Howard Gardner, 1983, 1999 stated, that the intellect is composed from different parts. He studied data about people with exceptional skills and also about those who exceed others by some abilities. Intellect testing results for people with a “genius” syndrome are often bad, but they have a talent – unbelievable skills, for example – calculation, drawing of musical memory (Myers, 2008). According to Myers, such people can be unable to speak fluently, but they may calculate fast, precisely or can say a weekday, responding to any historical date. Gardner, 1998 notes that a poet, a programmer or an administrator, basketballer – everybody prove having different types of intellect. “If a person can (or can’t) tell stories, solve mathematical tasks, orient in unknown place, learn a new song, play some game, understand other people – he usually does not know if he is apt in other spheres” (Gardner, 1998). A scientist Gardner separate eight types of intellect, see Table 1.

Critics of Gardner note that “it is doubtful if it is wise to apply one conception of intellect to all aptitudes. Intellect is a mental ability. Those abilities that are obligatory for us, are often treated as talents. Is it possible to state that people who have a sport talent lack intellect? Gardner oppose to this stating that all forms of intellect have an internal value – it is a culture of a person and a context, why some skills are valued better than other (Myers, 2008). Robert Sternberg, 1999, 2003 agrees with a Gardner’s idea of a multilevel intellect, but separates three instead of eight types of intellect:

1. Analytical (solving academic problems) intellect, evaluated by intellect tests with concretely defined tasks, having one correct answer.
2. Creative intellect, revealed upon successful reaction in new situations and development of new ideas.
3. Practical intellect that is often needed in everyday life and that is difficult to define (Myers, 2008).

According to Myers, 2008, traditional intellect tests assess academic intellect; they define the learning success, but not the professional success. People who have a high practical intellect can be ordinary at school. The success of managerial work is not so dependent upon skills, assessed intellect, but depends upon ability to control oneself, lead other people. Businessmen with a high score in the practical intellect test often get a higher salary and their work is assessed better if compared to those with low scores (Sternbergas, Wagneris, 1995). “Attitudes of Sternberg and Gardner are partially different. They both agree that multi-layered skills have an effect in life. None of two candidates in the USA President elections in 2000 had high scores when entering college but after graduation they both attained a lot (Myers, 2008). In 2003 a scientist Linda Gottfredson specified that success at work

is determined more by a general intellect, personality features and motivation instead of practical intellect (Myers, 2008).