

Human Abilities

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Human ability is the most complex unite in universal. Thus, the term of human ability, intellectual ability, and such have been defined in many different dimensions and it is still difficult, and it is even more difficult when it come into practice and measurement.

As the researchers point of view we group human ability intoten different types of abilities: social/humanitarian, sens-able/emotional, somatic/bodily (touch,movement, taste), visual/spatial, auditory/sonance, rembolic/mathematical, verbal/linguistic, mechanical/technical, scientific/realistic and spiritual ability. People have a spectrum of abilities a broad range of related qualities that are combined in many different ways to solve problems, meet challenges, and create new products. In all activities and careers several of these basic types of ability are needed. However, most activities and careers have two or three that are dominant, and therefore essential to success.

Social/Humanitarianabilities are skills we need to get along with other people. At the highest level, social abilities include the skills and attitudes necessary to improve the human condition. Social abilities include the ability to communicate effectively through some language or symbol system. Other social abilities include seeing another person's point of view, having patience with others, recognizing others'needs, and reading body language. A child or adult with humanitarian ability has empathy, concern for others, high moral and ethical standards for dealing with people, and a desire to make the world a better place. An understanding of others is accompanied by the ability to listen without judgment and converse without argument.

Sens-able/Emotionalabilities are the skills we need to manage our emotions. They include the ability to identify our own feelings as well as the ability to describe these feelings. They also include the ability to identify the causes of emotions as well as to see the effects of expressing emotions in certain

ways. Sens-ability is also the willingness to express and to "purge" negative emotions so they do not run our lives. The ability to manage emotions develops over time, but even young children can demonstrate extraordinary sens-abilities.

Rembolic/Mathematical abilities consist of the use of abstract models, numbers, mathematical figures and objects that symbolize abstract ideas. Rembolic abilities are the skills needed to create and understand these models or figures that symbolize or represent abstract concepts and relationships. Letters in the English alphabet are not considered part of this ability since they are symbols of sounds rather than symbols of discrete ideas. In the Chinese, Japanese, and American Sign Language "alphabets", however the situation is different they are rembolic. Rembolic abilities are needed in many fields, and are the essence of our ability to explain relationships among quantities and entities.

Somatic/Bodily abilities include large muscle movement as well as small muscle movements, and also include touch, taste, and smell. They include the ability to use the body flexibly to express feelings, emotions, ideas, and relationships. The ability to distinguish different flavors, to know something by the way it feels, and to understand what is happening based on the odors around you are all aspects of your somatic ability. A great actor has high somatic ability as does a great pianist who must maintain flexibility and strength in the muscles of her hands. Visually impaired people who learn Braille easily have high somatic ability as do those who create exotic or popular perfumes.

Visual/Spatial abilities include seeing things accurately and clearly through one's physical eyes as well as seeing images clearly in one's mind. Being able to rotate figures, change them, see through them, and perform other manipulations on the images in one's mind are important aspects of visual ability. Artists and inventors with high visual abilities can create accurate representations of what they see with their eyes or in their minds. They also can make visually appealing modifications of what they see or produce abstract constructions that create emotions, meanings, or understandings in those who view them. They can create structures that are stable and lasting. Visual/spatial abilities are important in science, math, and technology as well as art.

Auditory/Sonance abilities are skills in hearing, producing, and manipulating sounds. Like visual abilities, auditory abilities include hearing things accurately and clearly through one's physical ears as well as hearing these

sounds in one's mind. Sonance is sensitivity to sounds of all types, including varied tones and pitches. Musical ability is included in this cluster of abilities, but auditory abilities also include the use of alliteration and rhythm in poetry and the use of one's voice to produce certain emotions or reactions in others.

Verbal/Linguistic abilities are skills in using words. Understanding the meanings of words, putting together sequences of words, creating pictures or emotions using words, using words accurately, and using words to entertain or persuade others are included in the verbal ability cluster. Both oral and written language is included although people can be good at one and not the other.

Mechanical/Technical abilities are the skills needed to understand, create, and repair machines or other devices that perform or help perform human tasks. Understanding and using computers and other technology is included in this cluster, although rembolic and visual abilities are necessary as well, especially in the use of certain software. An individual with mechanical ability can see how rigid parts can work together to transfer energy or forces from one part or place to another. People with mechanical ability often think of ways to do everyday tasks more efficiently or of ways to design devices to do these tasks, and they usually love to work with their hands. Mechanical abilities can be visual, auditory, verbal, or rembolic, but they involve the application of these abilities with machinery.

Scientific/Realistic abilities include observing, identifying, describing, classifying, studying, and explaining natural phenomena. They also include the ability to see oneself and other people as part of a whole. Seeing everything as part of a system of interrelated parts is the essence of scientific/realistic ability. Understanding the relationships among plants and animals, or between planets and asteroids requires a very similar kind of thinking, and is essential to many human activities and careers. Scientists, farmers, and family therapists all must employ these abilities.

Spiritual ability is ability to decode, recognizing or understanding of things happen that may not occur in form of natural language rather than human language. The phenomenon of the ability may occur as deep and complex awareness of oneself. Knowledge and understanding come in form of universal truth rather than deep and narrow knowledge in one thing. It is integration process of universal science rather than any human defined science. However, it

is related to all kinds of sciences. This ability is unique in each person and the knowledge come in term of self-proved rather than external proved (Anuruthwong, 2001).

Conclusion

Human ability could be explicated or implicated ability. The problem of developing children to reach their highest potential is misunderstanding in human learning process. First of all, is the problem of unable to identify their abilities. We usually do not understand the actual form of our intellectual behavior, because of the complexity of human mind. Thus, misidentifying misdiagnose happen around the world all the time. Second, are ways to develop each child/person is depend on individual potential and preference, while the educational system conduct the learning process mostly on group oriented. Third, is the difficulty of providing an appropriated learning environment for the learner.

Understanding of human abilities and know how they process their learning is importance. The researchers use prism to represent the human learning process. Three sides of the prism consist of learning process, competencies, and learning environment are the key to "turns on"the hidden potential of each child. Each child has his/her unique unite of the color of intellectual differently. To provide an appropriate education to help the child meet his/her needs is to assist him/her with understanding the components of the learning process which the researchers use "Prism" as symbol to explain the components.