Aspects of Theories

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**Piaget’s Theory of Cognitive Development:** It is a theory created by the Swiss Psychologist Jean Piaget about the developmental nature of the human intelligence. The theory interferes with the constructicism of the nature of the knowledge and how humans acquire it and further use it. It is also known as the developmental stage theory. The piaget’s theory refers that reality is a continuous changing and evoloving system which is dependant on the two conditions, transformations and states. This model aligns with my thinking and belifs in the terms of the dependency on the conditions. A child can learn, develop and grow the dependency on the beliefs of these two conditions. A transformation refers to the manner or a change in which a person undergoes. However, state refers to the appearances or the conditions that can be found within the transition of those transformationary states. A children learning efficiency can be found within when going through certain transformation stages, and the states development and its attitude refers to the confining change in the attitude of its cognitive development. (Flavell, 1992)

**Gardner’s Theory of Multiple Intelligences:** This theory of himan intelligence was created by Howard Gardener in 1983 in his book *Frames of Mind.* Accprdiing to this theoretical model, the intelligence must be dominated by single general ability depending upon the Modality which has a certain criteria. The criteria includes eight points which stated a distinction in the developmental progression, susceptible to the symbolic progression, a support in their experimental psychology, having a brian isolation potential during a brain damage, a presence in the core operations, the existence of prodigies in the light of becoming an exceptional, and a place in the evolutionary history. Following the criteria, certain abilities which included interpersonal skills, intrapersonal skills, verbal linguistic, logical-mathematical, bodly-kinesthetic, verbal musical rhythmic. The presence of this in the childhood can substantially enhance the presence in the child’s efficacy of learning ability. (Gardner, 1989)

**References**

Flavell, J. H. (1992). Cognitive development: Past, present, and future. *Developmental Psychology,*, 998-1005.

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