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THE THEORY OF MULTIPLE INTELLIGENCES IN A STUDENT-CENTRED LEARNING

Student-centred learning has been defined most simply as an approach to learning in which learners choose not only *what* to study but also *how* and *why* that topic might be of interest. In other words, the learning environment has learner's responsibility and activity at its heart, in contrast to the emphasis on instructor's control and the coverage of academic content found in much conventional didactic teaching. Additionally, learners find the learning process more meaningful when topics are relevant to their lives, needs, and interests, and when they are actively engaged in creating, understanding, and connecting to knowledge [4].

Almost 80 years after the first intelligence tests were developed, a Harvard psychologist named Howard Gardner challenged this commonly held belief. Saying that our culture had defined intelligence too narrowly, he proposed in the book *Frames of Mind* the plurality of human intelligence and existence of at least seven basic intelligences. More recently, he has added an eighth and discussed the possibility of a ninth. In his theory of multiple intelligences (MI theory), Gardner sought to broaden the scope of human potential beyond the confines of the IQ score. [1].

The list of these intelligences and possible ways to learn is as follows. **Linguistic intelligence:** the ability to use words effectively both orally and in writing. **Logical/mathematical intelligence:** the ability to use numbers effectively and reason well. **Visual/Spatial intelligence:** the ability to have sensitivity to form, space, colour, line and shape. **Bodily/Kinesthetic intelligence:** the ability to use the body to express ideas and feelings, and to solve problems. **Interpersonal intelligence:** the ability to understand another person's mood, feelings, motivations and intentions. **Intrapersonal intelligence:** the ability to understand yourself, your strengths, weaknesses, moods, desires and intentions. **Musical intelligence:** the ability to have sensitivity to rhythm and pitch. **Naturalist intelligence:** the ability to find patterns, recognize, and classify plants, minerals and animals, including rocks and all varieties of flora and fauna. It's also the ability to recognize cultural artefacts like cars or sneakers. [2].

According to Gardner's theory, students need to be taught about multiple intelligences so that they recognize their strong and less developed intelligences, and might develop their individual intelligences and use them for more successful formal schooling and daily living. Applying this theory makes good learning even more efficient by allowing students to use all available to them ways of understanding and remembering [5].

So, multiple intelligences theory can have a positive impact on both teachers and students. That is a good way to unlock the full learning potential of pupils. It's not necessary to address all seven of the intelligences in all of the lessons or in every concept or fact taught [3]. The most important thing is that you understand the theory, have an idea of your students' profile, and know how to apply it consciously in your lesson planning and curriculum development.

LITERATURE

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