

SOCIAL-COGNITIVE DEVELOPMENT IN CONTEXT

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Social Cognitive Development In Context

Barbara Rogoff, Jean Lave



Social Cognitive Development In Context:

Social-Cognitive Development in Context Felicisima C. Serafica,2015-06-19 The relationship between the cognitive and social spheres of human functioning and their context has long been regarded by social and behavioural scientists as a central theoretical issue By the early 1980s a number of empirical studies had further elucidated the nature of this relationship but no attempt had been made to present a coherent picture of the research and developments in this increasingly popular area of study Originally published in 1982 the topics covered in this book filled the gap admirably They present a view of the development of aspects of the self and of self other relations and how these two lines of development interact within a given context All the contributions attempt to portray the child s developing awareness of the self in relation to the social world but all consider it from different perspectives and in varying degrees of detail This useful collection by a number of well known contributors should still be of great value to students of developmental and social psychology

The Social Context of Cognitive Development Mary Gauvain,2001-01-01 Traditional approaches to cognitive development can tell us a great deal about the internal processes involved in learning Sociocultural perspectives on the other hand provide valuable insights into the influences on learning of relationship and cultural variables This volume provides a much needed bridge between these disparate bodies of research examining the specific processes through which children internalize the lessons learned in social contexts The book reviews current findings on four specific domains of cognitive development attention memory problem solving and planning The course of intellectual growth in each domain is described and social factors that support or constrain it are identified The focus throughout is on how family peer and community factors influence not only what a child learns but also how learning occurs Supporting her arguments with solid empirical data the author convincingly shows how attention to sociocultural factors can productively complement more traditional avenues of investigation

The Relationship Between Social and Cognitive Development Willis F. Overton,2013-05-13 Published in the year 1983 The Relationship Between Social and Cognitive Development is a valuable contribution to the field of Developmental Psychology

Context and Development Robert Cohen,Alexander W. Siegel,2014-02-04 The purpose of this book is to explore meaningful integrations of developmental processes and functioning with conceptualizations of context a term traditionally denoting physical settings social arenas or perceptual or social backdrops in relation to a focal point However the study of context has taken a considerably more unique and vibrant form in recent years the term is becoming more than a substitute for background independent variables Rather the contributions of context to behavior thought feelings and vice versa are becoming central issues in many research domains This text is a collection of empirical and theoretical accounts for understanding context its focus is on integrating the study of context with the science of developmental psychology Although the authors work in many different areas of the field and with different populations they all converge on a central methodological conceptual theme of contextualism which is presented as the dynamic integration of intraindividual

factors with environmental and social environmental factors *Social and Cognitive Development in the Context of Individual, Social, and Cultural Processes* Janette Benson, Catherine Raeff, 2004-06 Several recent analyses have focused on how social and cultural factors shape development but less well understood are the individual constructive processes involved in this interplay This volume showcases varied theoretical and empirical approaches to how individual social and cultural factors shape development and suggests new directions for future scholarship Everyday Cognition Barbara Rogoff, Jean Lave, 1984 **Social Cognition and Social Development** E. Tory Higgins, Diane N. Ruble, William W. Hartup, 1985-07-26 In psychology there has been an explosion of interest in what has come to be called social cognition How do people categorise and conceptualise social situations obligations and relationships And what are the implications of their categorisations and conceptualisations for behaviour Developmental and social psychologists are currently converging on the developmental roots of social cognitive abilities This timely 1983 book offers a useful overview of research and theory concerning social cognition and social behaviour in children at the time of this book's publication A full range of theoretical approaches is represented key problems are systematically reviewed and research programmes and perspectives of leading psychologists in the field are summarised *Becoming Connected*, 2024 The development of social cognitive abilities during adolescence is vital for the formation of positive lasting social relationships outside the family A better understanding of the development of adolescent social cognitive abilities can potentially foster positive social relationships heighten resilience and improve general well being and mental health for adolescents Research in the past decade has provided strong evidence that social cognitive abilities and their underlying neural functions are still under development during adolescence However the specific developmental trajectories of distinct social cognitive abilities and individual differences relating to their development have not yet been established The aim of the current dissertation was to further our understanding of the development of specific social cognitive abilities during adolescents and how they shape and are shaped by the peer environment Overall the present dissertation confirms that adolescence is a period of continued social cognitive development The precise developmental trajectories depend on the specific social cognitive process and show individual differences depending on factors such as the peer environment and gender Our results demonstrate a bidirectional interaction in which social cognitive abilities shape and are shaped by the peer context during adolescence As such the present dissertation confirms that the combination of adolescents social reorientation and continued maturation of the neural networks of the social brain present unique opportunities for adolescents social cognitive development and highlights the role of the peer context in influencing positive or negative developmental trajectories The Development of Social Cognition Suzanne Hala, 2013-11-12 *The Development of Social Cognition* presents a lively up to date examination of both the classical issues and contemporary understanding of theory and research in social cognitive development The initial chapters highlight one of the central theoretical tensions in the field which is whether the development of understanding people is fundamentally

different from understanding things Subsequent chapters are devoted to development across specific areas of social cognition from infancy through to adolescence The text ends with a comprehensive examination of the development of moral aspects of social cognition

Children's Development Within Social Context: Metatheory and theory Lucien T. Winegar, Jaan Valsiner, 1992 These companion volumes bring together research and theoretical work that addresses the relations between social context and the development of children They allow for the in depth discussion of a number of vital metatheoretical theoretical and methodological issues that have emerged as a result of increased investigation in these areas For example Which methodological and statistical procedures are appropriate and applicable to studies of social context and processes of development Should the nature of social context be reconceptualized as something more than different levels of some social independent variable Are theories of development that do not consider social context incomplete Will the increasingly finer definitions of social context lead to extreme situationism and contextualism As developmental theory and investigation continues to address relationships between social and cognitive development it becomes increasingly important that issues concerning social context be elaborated and discussed

Social and Cognitive Development in the Context of Individual, Social, and Cultural Processes, 2003 *The Development of Social Cognition and Communication* Bruce D. Homer, Catherine S. Tamis-LeMonda, 2013-12-02 For young children two of the most important tasks they face are learning how to communicate and learning how to think about themselves and the social world around them The premise of this book is that these two tasks are inherently linked The communicative routines and language that children learn enable new modes of cognition which in turn allow for more complex social interactions The model of early child development that emerges is one in which equal importance is given to the socio cultural context in which children are developing and to the role played by children in actively constructing their own knowledge The book is organized into four thematic sections each introduced by an integrative overview The first section Language and Cognition examines the function of language in young children s lives The second section Intentionality and Communication explores young children s understanding of intentions and their verbal and non verbal communication The third section Theory of Mind and Pedagogy examines the ways in which developments in cognitive and communicative skills transform children s participation in the process of teaching and learning The final section Narrative and Autobiographical Memory looks at the effects of narrative on young children s understanding of themselves and their world This book will be of great interest to anyone concerned with young children s learning and development

Action in Social Context Jeffrey J. Lockman, Nancy L. Hazen, 2013-06-29 This is a book about the development of action and skill in the first years of life But it differs in an important way from most past treatments of the subject The present volume explores how the development of action is related to the contexts especially the social ones in which actions function In past work little attention has focused on this relationship The prevailing view has been that infants develop skills on their own independent of contributions from other individuals or the surrounding culture The present

volume is a challenge to that view. It is based on the premise that many early skills are embedded in interpersonal activities or are influenced by the activities of other individuals. It assumes further that by examining how skills function in interpersonal contexts, insights will be gained into their acquisition and structuring. In effect, this volume suggests that the development of cognitive, perceptual, and motor skills needs to be reexamined in relation to the goals and contexts that are inherently associated with these skills. The contributors to the volume have all adopted this general perspective. They seek to understand the development of early action by considering the functioning of action in context. Our motivation for addressing these issues stemmed in part from a growing sense of dissatisfaction as we surveyed the literature on skill development in early childhood.

Children's Development Within Social Context Lucien T. Winegar, Jaan Valsiner, 2013-09-05. These companion volumes bring together research and theoretical work that addresses the relations between social context and the development of children. They allow for the in-depth discussion of a number of vital metatheoretical, theoretical, and methodological issues that have emerged as a result of increased investigation in these areas. For example, Which methodological and statistical procedures are appropriate and applicable to studies of social context and processes of development? Should the nature of social context be reconceptualized as something more than different levels of some social independent variable? Are theories of development that do not consider social context incomplete? Will the increasingly finer definitions of social context lead to extreme situationism and contextualism? As developmental theory and investigation continues to address relationships between social and cognitive development, it becomes increasingly important that issues concerning social context be elaborated and discussed.

Navigating the Social World Mahzarin R. Banaji, Susan A. Gelman, 2013-05-02. Navigating the Social World covers the development of social cognition from infancy into adolescence with a focus on the first decade of human life. *Child Development* Catherine S. Steen Tamis-LeMonda (Steffie van der Duff, Hester), 2025. [Social Cognition](#) George Butterworth, Paul Light, 1982. [Social Cognition in Middle Childhood and Adolescence](#) Sandra Bosacki, 2016-10-31. Bridging psychological theory and educational practice, this is an innovative textbook on the emotional and social aspects of young people's development. Bosacki's *Social Cognition in Middle Childhood and Adolescence* First Edition moves beyond traditional cognitivist representations of how children learn and grow, focusing on how to integrate the emotional, cognitive, moral, spiritual, and social in young people's experiences. This text bridges the gap between theory and practice, analyses cutting-edge research, and translates it into culturally sensitive and developmentally appropriate strategies for future educational practice.

Children's Development Within Social Context Lucien T. Winegar, Jaan Valsiner, 1992. These companion volumes bring together research and theoretical work that addresses the relations between social context and the development of children. They allow for the in-depth discussion of a number of vital metatheoretical, theoretical, and methodological issues that have emerged as a result of increased investigation in these areas. For example, Which methodological and statistical procedures are appropriate and applicable to

studies of social context and processes of development Should the nature of social context be reconceptualized as something more than different levels of some social independent variable Are theories of development that do not consider social context incomplete Will the increasingly finer definitions of social context lead to extreme situationism and contextualism As developmental theory and investigation continues to address relationships between social and cognitive development it becomes increasingly important that issues concerning social context be elaborated and discussed

Development in Context Robert H. Wozniak, Kurt W. Fischer, 2014-02-04 In this volume leading developmentalists address the question of how children's thinking develops in context by drawing on the theories of Vygotsky Gibson and Piaget Analyses of the ecology and the dynamics of behavior have become popular emphasizing the particulars of people acting in specific environments and the many complex factors of human body and mind that contribute to action and thought This volume brings together many of the current efforts to deal with development in this richly ecological dynamic way The research reported demonstrates that recent years have produced major shifts in approach Activities are studied as they naturally occur in everyday contexts Children's active construction of the world around them is treated as fundamentally social in nature occurring in families with peers and in cultures Behavior is studied not as something disembodied but within a rich matrix of body emotion belief value and physical world Behavior is analyzed as changing dynamically not only over seconds and minutes but over hours days and years

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