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3.1.4 Perspectives of recent research; 3.1.5 Procedure criteria; 3.1.6 Perspectives of recent applications; 3.1.7 Methodological conditions; 3.1.8 Structure, conditions and functioning of the intervention; 3.1.9 Conclusions; FOOTNOTE; 3.2 THE PIAGETIAN CONTRIBUTION TO AN EXTENSION AND REFORMULATION OF THE PSYCHOANALYTIC THEORY OF THOUGHT; 3.2.1 Piaget's basic assumptions with respect to the Freudian system.; 3.2.2 The Freudian model of psychic functioning; 3.2.3 Research and perspectives; FOOTNOTES
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Sommario/riassunto

The various contributions to this volume converge on two themes. First, the explanatory role of social interaction, which, for a long time, has been a source of criticism of Piaget's view of intelligence, is dealt with not only in relation to cognitive development, but also to language acquisition and to education. The second point of thematic convergence is the compatibility of genetic epistemology and psychoanalytic theory in view of the establishment of relationships between emotional and cognitive development.
