

1. Record Nr.	UNINA9910595039803321
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Titolo	Inner Speech, Culture & Education [[electronic resource] /] / edited by Pablo Fossa
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2022
ISBN	9783031142123 9783031142116
Edizione	[1st ed. 2022.]
Descrizione fisica	1 online resource (195 pages)
Collana	Cultural Psychology of Education, , 2364-6799 ; ; 15
Disciplina	370.1
Soggetti	Educational psychology Education - Philosophy Social psychology Educational Psychology Educational Philosophy Cultural Psychology Identitat (Psicologia) Motivació (Psicologia) Filosofia de l'educació Llibres electrònics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Chapter 1: The role of inner speech in educational processes -- PART I: Contributions Of Inner Speech Theory To Education -- Chapter 2: Constructing diversity in educational practice: The role of Inner Speech in Teacher Reflection -- Chapter 3: Private Speech of Multilingual English Learners: A Genetical/Developmental Approach -- Chapter 4: Relegated at the Margin: Visible Thinking, Visual Marginalia in Schooling -- Chapter 5: The Inner Speech and the Signification Processes in Group Piano Lesson -- Chapter 6: Inner speech, embodiment of play, and fleeting emotional transitions: Unpacking children's belongings in a new country -- PART II: The Thought-Inner Speech Relationship: Empirical and Theoretical Discussion -- Chapter 7: Relationships between inner speech, concept development, and

characteristics of vocalized responses -- Chapter 8: Between Beasts and Gods – Inner Speech as a Meta-Higher Psychological Function -- Chapter 9: Frequency, content, functions, and correlates of self-reported inner speech: A synthesis -- Chapter 10: Speaking for Thinking: “Thinking for Speaking” reconsidered.

Sommario/riassunto

This book is a compilation of theoretical and empirical advances related to the phenomenon of inner speech in education, and is aimed at academics and researchers in the area of psychology, education and culture. Inner speech has been a focus of multidisciplinary interest. It is a long-standing phenomenon of study in philosophy, psychology, and anthropology. Researchers from different disciplines have turned their efforts to understand this inherent experience of being "talking to oneself". In psychology, Vygotsky managed to develop a complete description of the phenomenon, giving rise to a great line of research related to inner speech in the human experience. This book derives from an international research program, related to cultural psychology, socio-constructivism, developmental psychology and education. It opens the door for new debates and emerging ideas.
