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| Nota di contenuto | QUESTIONS ON SOCIAL EXPLANATION: PIAGETIAN THEMES RECONSIDERED; Editorial page; Title page; Copyright page; Table of contents; Acknowledgements; INTRODUCTION; CHAPTER 1. LANGUAGE AND COGNITIVE DEVELOPMENT; 1.1. PIAGET'S THEORY AND CHILD LANGUAGE RESEARCH: A REASSESSMENT; 1.1.0 Introduction; 1.1.1. Cognitive prerequisites for language; 1.1.2. Social bases of language developme; 1.1.3. From early interaction patterns to language acquisition: which continuity?; 1.1.4. Conclusions; 1.2. ON SPECULARITY AS A CONSTITUTIVE PROCESS IN DIALOGUE AND LANGUAGE ACQUISITION 1.3 LANGUAGE AND COGNITIVE DEVELOPMENT IN PIAGET'S VIEW; CHAPTER 2. COGNITIVE DEVELOPMENT AND SOCIAL INTERACTION; 2.1 PIAGET AND THE SOCIAL DEVELOPMENT OF INTELLIGENCE; 2.0 Introduction; 2.1 Piaget on social interaction in cognitive development; 2.2. Origins of a misunderstanding; 2.3 Recent empirical studies on |

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2.2.3 Role-taking through socio-cognitive conflict: Experimental evidence; 2.2.4 Overcoming the conflict; 2.2.5 Conclusions; CHAPTER 3. COGNITIVE DEVELOPMENT AND AFFECTIVITY; 3.1 PSYCHOLOGICAL INVESTIGATION AND INTERVENTION; 3.1.0 Introduction; 3.1.1 The position of the problems; 3.1.2 From epistemology to psychology; 3.1.2.1 Intramental mechanisms and intrapsychic mechanisms; 3.1.2.2 The psychological meaning of mental acquisitions; A. The problem of the invariants; B. The problem of substitute constructions; C. The problem of image and imagery space
3.1.3 The creation of novelty: Clinical research and clinical applications; 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
CHAPTER 4. PIAGETIAN THEORY AND EDUCATIONAL ISSUES; 4.1 PIAGET'S EQUILIBRATION: A THEORY FOR A SCHOOL FOR THINKING; 4.1.0 Knowledge as thinking; 4.1.1 Equilibration, the life of intelligence; 4.1.2 A school for thinking; 4.1.3 The uniqueness of Piaget's theory; 4.2 GENETIC EPISTEMOLOGY AND THE CURRICULUM; 4.2.1 A frame for the study of the curriculum; 4.2.2 The acquisition of knowledge; 4.2.3 Piaget's system of science; 4.2.4 Neo-Piagetian perspectives; 4.2.5 Knowledge and the curriculum; REFERENCES

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.
