Record Nr. UNINA9910816365403321 The development of social cognition and communication / / edited by **Titolo** Bruce D. Homer, Catherine S. Tamis-LeMonda Pubbl/distr/stampa New York:,: Psychology Press,, 2012 **ISBN** 0-415-65444-0 1-315-80563-4 1-317-77812-X 1-317-77813-8 Edizione [1st ed.] Descrizione fisica 1 online resource (603 p.) HomerBruce D Altri autori (Persone) Disciplina 155.4/13 155.413 Soggetti Child psychology Cognition in children Social perception in children Children - Language Philosophy of mind in children Lingua di pubblicazione Inglese Formato Materiale a stampa Livello bibliografico Monografia Note generali Based on a conference held in Oct. 2001 at New York University. Nota di bibliografia Includes bibliographical references and index. Nota di contenuto part I. Language and cognition -- part II. Intentionality and communication -- part III. Theory of mind and pedagogy -- part IV. Narrative and autobiographical memory. For young children, two of the most important tasks they face are Sommario/riassunto 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 const