

1. Record Nr.	UNINA9910818572303321
Titolo	Why language matters for theory of mind // edited by Janet Wilde Astington, Jodie A. Baird
Pubbl/distr/stampa	Oxford ; ; New York, : Oxford University Press, c2005
ISBN	1-4294-0274-1 1-280-83837-X 0-19-534784-6
Edizione	[1st ed.]
Descrizione fisica	1 online resource (368 p.)
Altri autori (Persone)	AstingtonJanet W BairdJodie A <1973-> (Jodie Alison)
Disciplina	155.4/13
Soggetti	Philosophy of mind in children Children - Language
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and indexes.
Nota di contenuto	Contents; Contributors; 1. Introduction: Why Language Matters; 2. Language Pathways into the Community of Minds; 3. Communication, Relationships, and Individual Differences in Children's Understanding of Mind; 4. Conversation, Pretense, and Theory of Mind; 5. Talking about ""New"" Information: The Given/New Distinction and Children's Developing Theory of Mind; 6. The Developmental Origins of Meaning for Mental Terms; 7. Language Promotes Structural Alignment in the Acquisition of Mentalistic Concepts; 8. Language and the Development of Cognitive Flexibility: Implications for Theory of Mind 9. Representational Development and False-Belief Understanding 10. Can Language Acquisition Give Children a Point of View?; 11. What Does ""That"" Have to Do with Point of View? Conflicting Desires and ""Want"" in German; 12. Linguistic Communication and Social Understanding; 13. The Role of Language in Theory-of-Mind Development: What Deaf Children Tell Us; 14. How Language Facilitates the Acquisition of False-Belief Understanding in Children with Autism; 15. Genetic and Environmental Influences on Individual Differences in Language and Theory of Mind: Common or Distinct?; Author Index; A; B CD; E; F; G; H; I; J; K; L; M; N; O; P; Q; R; S; T; U; V; W; Y; Z; Subject

Index; A; B; C; D; E; F; G; H; I; J; K; L; M; N; O; P; R; S; T; U; V; W

Sommario/riassunto

"Theory of mind" is the phrase researchers use to refer to children's understanding of people as mental beings, who have beliefs, desires, emotions, and intentions, and whose actions and interactions can be interpreted and explained by taking account of these mental states. The gradual development of children's theory of mind, particularly during the early years, is by now well described in the research literature. What is lacking, however, is a decisive explanation of how children acquire this understanding. Recent research has shown strong relations between children's linguistic abilities
