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Autore	Rodríguez Cintia
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Altri autori (Persone)	PalaciosPedro Moreno-LlanosIván GuevaraIrene
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Nota di contenuto	Introduction On the social life of objects in early development -- PartI: Historical, Theoretical, and Methodological Roots of the Pragmatics of the Object -- Pragmatics of the Object: Roots in the Geneva School -- The uses of objects and their social construction in early childhood -- Methodological approach to the study of early development from the Pragmatics of the Object -- Part II. Types of Uses of Objects and Gestures. A Semiotic and Social Development -- The pragmatics of music: Rhythmic-sound uses in early development at home, in the hospital, and in the early years school -- Development of the first symbols in triadic communicative contexts -- Early Development of the number: Semiotic and social construction -- Gesture development in the early years school: The role of early interactions -- PartIII. Executive Functions and Their Development in Everyday Situations. Toward a paradigm shift -- Executive Functions and material objects. What is the

role of materiality in early Executive Functions research? -- Is a paradigm shift necessary today in the approach to Executive Functions -- Action and communication in the origin of Executive Functions: A pragmatic perspective -- Early childhood schools in Brasília: I show you, and you observe. Executive Functions, educational situations, and object Use -- PartIV. Psychoeducational intervention in everyday situations in the context of Autism -- Construction of shared meanings from Object Pragmatics. Psychoeducational experiences in the field of autism.

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#### Sommario/riassunto

This book fills a gap in early developmental psychology by providing a critical reconsideration of the status of artifact objects as protagonists of children's actions and communication. The main thesis explored in the book is that objects are part of the material culture; they have public functions and social meanings that are transmitted by the members of the community. Their meanings are not "naturally" given, and children are not born knowing what to do with objects. All chapters analyze and illustrate communication with parents, or with teachers and peers in the early-years school. The book also explores the status of action and uses of materiality in communicative situations with children on the autism spectrum. The book shows objects coming alive in action and in communication, shaping the social foundations and early development of the human psyche. The book is intended for use by scholars and researchers in developmental psychology, teachers in early childhood education (mainly 0-3 years), undergraduate and postgraduate students in the fields of psychology and education, and sociocultural psychologists interested in early development.

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