

Jean Piaget

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THE CHILD'S CONCEPTION OF THE WORLD

The subject of this investigation—one of the most important but also one of the most difficult in child psychology, is: What conceptions of the world does the child naturally form at the different stages of its development? To what extent does he distinguish the external world from an internal or subjective world and what limits does he draw between his self and objective reality? These are the questions which make up the first problem, the child's notion of reality.

A second fundamental problem is the significance of explanations put forward by the child. What use does he make of the notions of cause and of law? Is the form of explanation presented by the child of a new type? These and like questions form the second problem, the child's notion of causality. These two questions of what reality and causality mean to the child are the subject of this book.

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The Child S Conception Of

Jean Piaget, Joan Tomlinson



The Child's Conception Of:

The Child's Conception of the World Jean Piaget, 2007 Nineteenth century developmental psychologist Jean Piaget examines the child's notions of reality and causality at various stages of development *Child's Conception of Space* Jean Piaget, 2013-08-21 First published in 1997 This Volume 4 of Jean Piaget's selected works and explores the study of the concept of space or rather of the innumerable ideas involved in the concept of space which Piaget sees is for many reasons an indispensable part of child psychology *The Child's Conception of the World* Jean Piaget, Joan Tomlinson, 1929 *The Child's Conception of Space* Jean Piaget, Bärbel Inhelder, 1956 **The Child's Conception of the World** Jean Piaget, 1971

The Child's Conception of Time Jean Piaget, 1970 *The Child's Conception of the World (Classic Reprint)* Jean Piaget, 2017-05-18 Excerpt from *The Child's Conception of the World* Hence it is not merely useful but essential first to examine the methods to be employed in studying these beliefs To judge of the logic of children it is often enough simply to talk with them or to observe them among themselves To arrive at their beliefs requires a special method which it must be confessed outright is not only difficult and tedious but demands also an outlook the fruit of at least one or two full years' training Mental specialists trained in clinical practice will immediately appreciate the reason In order to assess a child's statement at its true worth the most minute precautions are necessary Some account of these precautions must now be given since if the reader ignores them he is likely to falsify completely the meaning of the pages which follow and moreover to mismanage the experiments should he as we hope decide to check them by repeating them himself About the Publisher Forgotten Books publishes hundreds of thousands of rare and classic books Find more at www.forgottenbooks.com This book is a reproduction of an important historical work Forgotten Books uses state of the art technology to digitally reconstruct the work preserving the original format whilst repairing imperfections present in the aged copy In rare cases an imperfection in the original such as a blemish or missing page may be replicated in our edition We do however repair the vast majority of imperfections successfully any imperfections that remain are intentionally left to preserve the state of such historical works

The Child's Conception of Number Jean Piaget, 1952 Professor Piaget discusses a set of investigations he and a team of co-workers carried out on the genesis of the notion of number in the child's mind By asking questions freely they were able to gather valuable statements from children about the actions they were asked to perform with experimental objects Beginning with the hypothesis that the construction of number goes hand in hand with the development of logic the research team set out to diagnose developing number-relevant capabilities more basic than those involved in counting and routine primary school number work The aim was to study the essential properties of the number system and the underlying assumptions which adults make about the behavior of numbers The first experiments dealt with the child's ability to grasp the ideas of conservation of quantity and conservation of number These led to investigations on the ability to coordinate corresponding sets and a study of the cardinal and ordinal aspects of numbers and their interrelationships The final

experiments dealt with the child's growing awareness of basic additive and multiplicative properties of numbers. Piaget sees classes, relations, and numbers as cognitive domains which develop in an intertwined, mutually dependent way. From these experiments, he concludes that number is organized stage after stage in close connection with the gradual elaboration of systems of inclusions, hierarchy of logical classes, and systems of asymmetrical relations. Qualitative seriations, the sequence of numbers, thus resulting from an operational synthesis of classification and seriation.

The Child's Conception of Space Jean Piaget, 1948 [The Child's Conception of Physical Causality](#) Jean Piaget, 1960 *Child's Conception Of Geometry* Jean Piaget, Barbel Inhelder, Alina Szeminska, 2013-07-04 This is Volume XIX of thirty-two in a series on Developmental Psychology. Originally published in 1960, there are certain problems of a general nature in regard to the development of spatial concepts in young children: the problem of spatial intuition as a whole is exceedingly complex, and this study discusses a child's conception of geometry, of measurement, and of metrical geometry.

The Child's Conception of Time Jean Piaget, 2013-04-15 This book was first published in 1969. **The Child's Conception of Language** A. Sinclair, R. J. Jarvella, W. J. M. Levelt, 2013-03-12 It is obvious that the growing child manifests an increasing understanding of his language and facility to use it. A major part of the child language literature is concerned with the child's developing linguistic and communicative competence. Scattered evidence also shows, however, that children become progressively more aware of language as a language. It is interesting to consider in what ways the internal structure and mechanisms of language become more accessible. Little is known about linguistic awareness of this kind, the role it plays, or how it develops. When the new Projektgruppe für Psycholinguistik of the Max Planck Gesellschaft was founded, the child's conception of language in analogy to Piaget's child's conception of the physical world became one of the research unit's topics of study. As previous work on linguistic awareness was largely amorphous, we first organized a kind of conference/workshop with some of those who had worked in the area. The aims of this meeting were to map out the field of study, detail the phenomena of interest, and define major theoretical issues. The meeting took place just after the creation of the project group on May 3-7, 1977. The participants were psychologists and linguists who had either published work on metalinguistic issues in child language or who could be expected to contribute substantially to the discussion. This book is a direct outcome of that conference, though it is not a complete reflection of the papers presented or of the discussion that took place.

Child's Conception of the World Jean Piaget, 2013-07-04 First published in 1997, Routledge is an imprint of Taylor & Francis, an informal company. **The Child's Conception of Geometry** Jean Piaget, 2007 [The Child's Conception of Physical Causality](#) Jean Piaget, 2017-11-30 Our encounters with the physical world are filled with miraculous puzzles: wind appears from somewhere, heavy objects like oil tankers float on oceans, yet smaller objects go to the bottom of our water-filled buckets. As adults, instead of confronting a whole world, we are reduced to driving from one parking garage to another. *The Child's Conception of Physical Causality*, part of the very beginning of the ground-breaking work of the Swiss naturalist Jean Piaget, is filled with creative experimental

ideas for probing the most sophisticated ways of thinking in children The strength of Piaget s research is evident in this collection of empirical data systematically organized by tasks that illuminate how things work Piaget s data are remarkably rich In his new introduction Jaan Valsiner observes that Piaget had no grand theoretical aims yet the book s simple power cannot be ignored Piaget s great contribution to developmental psychology was his clinical method a tactic that integrated relevant aspects of naturalistic experiment interview and observation Through this systematic inquiry we gain insight into children s thinking Reading Piaget will encourage the contemporary reader to think about the unity of psychological phenomena and their theoretical underpinnings His wealth of creative experimental ideas probes into the most sophisticated ways of thinking in children Technologies change yet the creative curiosity of children remains basically unhindered by the consumer society Piaget s data preserve the reality of the original phenomena As such this work will provide a wealth of information for developmental psychologists and those involved in the field of experimental science

The Child's Conception of Space Jean Piaget, Bärbel Inhelder, 1997 First Published in 1997 Routledge is an imprint of Taylor Francis an informa company

The Child's Conception of Language Anne Sinclair, 1978 It is obvious that the growing child manifests an increasing understanding of his language and facility to use it A major part of the child language literature is concerned with the child s developing linguistic and communicative competence Scattered evidence also shows however that children become progressively more aware of language as Zanguage It is interesting to consider in what ways the internal structure and mechanisms of language become more accessible Little is known about linguistic awareness of this kind the role it plays or how it develops When the new Projektgruppe fUr Psycholinguistik of the Max Planck Gesellschaft was founded the child s conception of language in analogy to Piaget s child s conception of the physical world become one of the research unit s topics of study As previous work on linguistic awareness was largely amorphous we first organized a kind of conference workshop with some of those who had worked in the area The aims of this meeting were to map out the field of study detail the phenomena of interest and define major theoretical issues The meeting took place just after the creation of the project group on May 3 7 1977 The participants were psychologists and linguists who had either published work on metalinguistic issues in child language or who could be expected to contribute substantially to the discussion This book is a direct outcome of that conference though it is not a complete reflection of the papers presented or of the discussion that took place

The Child's Conception of the World... Transl.... Jean Piaget, 1967

An Introduction to "The Child's Conception of Geometry" G. E. T. Holloway, 1967

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Table of Contents The Child S Conception Of

1. Understanding the eBook The Child S Conception Of
 - The Rise of Digital Reading The Child S Conception Of
 - Advantages of eBooks Over Traditional Books
2. Identifying The Child S Conception Of
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an The Child S Conception Of
 - User-Friendly Interface
4. Exploring eBook Recommendations from The Child S Conception Of
 - Personalized Recommendations
 - The Child S Conception Of User Reviews and Ratings
 - The Child S Conception Of and Bestseller Lists
5. Accessing The Child S Conception Of Free and Paid eBooks
 - The Child S Conception Of Public Domain eBooks
 - The Child S Conception Of eBook Subscription Services

- The Child S Conception Of Budget-Friendly Options
- 6. Navigating The Child S Conception Of eBook Formats
 - ePub, PDF, MOBI, and More
 - The Child S Conception Of Compatibility with Devices
 - The Child S Conception Of Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of The Child S Conception Of
 - Highlighting and Note-Taking The Child S Conception Of
 - Interactive Elements The Child S Conception Of
- 8. Staying Engaged with The Child S Conception Of
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers The Child S Conception Of
- 9. Balancing eBooks and Physical Books The Child S Conception Of
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection The Child S Conception Of
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine The Child S Conception Of
 - Setting Reading Goals The Child S Conception Of
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of The Child S Conception Of
 - Fact-Checking eBook Content of The Child S Conception Of
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

The Child S Conception Of Introduction

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