

SOCIAL COGNITION

DEFINITION

Social cognition refers to the processes by which people think about and interpret themselves, others, and the social world. It encompasses how individuals perceive social stimuli, the inferences they make about these stimuli, and how these perceptions influence behavior.

EXAMPLES

- **Attribution Theory:** People try to determine why others do what they do, often attributing their actions to either internal dispositions or external situations.
- **Stereotyping:** Based on limited information, individuals might categorize others into groups and make broad generalizations about their characteristics.

Social Cognition And Social Development

Jessica Sommerville, Jean Decety



Social Cognition And Social Development:

Social Cognition and Social Development E. Tory Higgins, Diane N. Ruble, William W. Hartup, 1985-07-26 In psychology there has been an explosion of interest in what has come to be called social cognition How do people categorise and conceptualise social situations obligations and relationships And what are the implications of their categorisations and conceptualisations for behaviour Developmental and social psychologists are currently converging on the developmental roots of social cognitive abilities This timely 1983 book offers a useful overview of research and theory concerning social cognition and social behaviour in children at the time of this book s publication A full range of theoretical approaches is represented key problems are systematically reviewed and research programmes and perspectives of leading psychologists in the field are summarised

The Development of Social Cognition Suzanne Hala, 1997 This book presents a lively up to date examination of both the classical issues and contemporary understanding of theory and research in social cognitive development

Social Cognition Jessica Sommerville, Jean Decety, 2016-09-13 Social Cognition brings together diverse and timely writings that highlight cutting edge research and theories on the development of social cognition and social behavior across species and the life span The volume is organized according to two central themes that address issues of continuity and change both at the phylogenetic and the ontogenetic level First it addresses to what extent social cognitive abilities and behaviors are shared across species versus abilities and capacities that are uniquely human Second it covers to what extent social cognitive abilities and behaviors are continuous across periods of development within and across the life span versus their change with age This volume offers a fresh perspective on social cognition and behavior and shows the value of bringing together different disciplines to illuminate our understanding of the origins mechanisms functions and development of the many capacities that have evolved to facilitate and regulate a wide variety of behaviors fine tuned to group living

The Development of Social Cognition and Communication Bruce D. Homer, Catherine S. Tamis-LeMonda, 2013-12-02 For young children two of the most important tasks they face are 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 constructing their own knowledge The book is organized into four thematic sections each introduced by an integrative overview The first section Language and Cognition examines the function of language in young children s lives The second section Intentionality and Communication explores young children s understanding of intentions and their verbal and non verbal communication The third section Theory of Mind and Pedagogy examines the ways in which developments in cognitive and communicative skills transform children s participation in the process of teaching and learning The final

section Narrative and Autobiographical Memory looks at the effects of narrative on young children's understanding of themselves and their world. This book will be of great interest to anyone concerned with young children's learning and development.

Social-Cognitive Development in Context Felicisima C. Serafica, 2015-06-19 The relationship between the cognitive and social spheres of human functioning and their context has long been regarded by social and behavioural scientists as a central theoretical issue. By the early 1980s a number of empirical studies had further elucidated the nature of this relationship but no attempt had been made to present a coherent picture of the research and developments in this increasingly popular area of study. Originally published in 1982 the topics covered in this book filled the gap admirably. They present a view of the development of aspects of the self and of self-other relations and how these two lines of development interact within a given context. All the contributions attempt to portray the child's developing awareness of the self in relation to the social world but all consider it from different perspectives and in varying degrees of detail. This useful collection by a number of well-known contributors should still be of great value to students of developmental and social psychology.

Early Social Cognition Philippe Rochat, 2014-05-12 In recent years much stimulating research has emerged on children's theories of mind construed as the understanding of others' intentions, beliefs and desires. In this context there is a renewed interest in the developmental origins of social cognition. This book is an expression of this new interest, assembling current conceptualizations and research on the precursors of joint engagement, language and explicit theories of mind. The focus is on what announces such remarkable development. The book is divided into four parts. Part I deals with the nature and development of social cognition in infancy. Each contribution provides a different view of the important features of social cognition in the first months of life. Part II presents recent empirical findings on the developing ability by young infants to detect whether caretakers and social partners are attentive and responsive to their own behavior in social exchanges. Part III focuses on the early development of infants' ability to monitor others in their action, their gazing, their animacy and their emotion. Part IV offers a commentary on the contributions as a whole, discussing the basic theoretical assumptions guiding current research on early social cognition. The author identifies the conceptual strengths and weaknesses of the work presented and suggests interesting avenues for future research.

Social Cognition George Butterworth, Paul Light, 1982

Childhood Social Development Harry McGurk, 1992 This book provides an account of research in action and debate in progress in a selection of areas of childhood social development where significant progress is underway. The chapters are written by an eminent group of British and American developmental psychologists, each of whom has made primary contributions to research in the areas covered in the volume. The contributors were invited to reflect upon the current scene in social developmental research and to develop their own distinctive viewpoint and contribution to the field. The book addresses issues in social development from infancy to adolescence. The topics examined include interactions between biological and social factors in social development, sex role development, the development of friendships, the role of peer

interaction in social and cognitive development and the influence of cultural artifacts in the social and cognitive development of children Although each chapter is concerned with a different aspect of social development there are a number of themes that recur throughout the volume One concerns the nature of social development the acquisition of social understanding and the development of social skills are not individual achievements of children reared in isolation Rather they are the outcome of social processes in which the developing child engages sometimes in an unequal partnership with experienced adults at other times in more equal partnership with peers and playmates In both cases the development change is a constructive outcome A second recurrent theme is a concern for developmental researchers to take fuller account than they may traditionally have done of the nature of the cultural settings in which social development occurs Different cultures have different customs and artifacts and these can constrain development in different ways This issue is considered throughout the book and is the specific focus of the final chapter The Relationship Between Social and Cognitive Development Willis F.

Overton, 2013-05-13 Published in the year 1983 The Relationship Between Social and Cognitive Development is a valuable contribution to the field of Developmental Psychology

Variability and Individual Differences in Early Social Perception and Social Cognition Jessica Sommerville, Alia Martin, Talee Ziv, 2016-06-10 Over the past three decades mounting evidence has suggested that infants social perceptual and social cognitive abilities are considerably richer than was once thought By the end of the second year of life infants discriminate faces along various social dimensions attend to and understand others goals and intentions use the emotions of others to guide their learning and behavior attribute dispositional characteristics to other agents and make basic social evaluations What has also become clear is that there is a great deal of variability in infants social perception and cognition A critical outstanding question concerns the nature and meaning of such variability The proposed Research Topic welcomes papers addressing cutting edge questions regarding variability and individual differences in early social perception and social cognition The goal of these papers is to investigate overarching questions in this domain which are necessary to move the field forward Variability in early social perception and social cognition among other domains in infancy and early childhood is often attributed to noise or overlooked in favor of focusing on age related changes Yet recent work suggests that variability in social perceptual and social cognitive tasks reliably inter relates and predicts real world social behaviors For example infants everyday experience with different face categories predicts individual differences in face processing infants production of goal directed actions predicts their simultaneous understanding of these actions and variability in social attention during the second year of life is related to theory of mind during the preschool years These findings suggest that variability in performance on social perception and social cognition tasks is not merely a nuisance variable but rather may provide the key to addressing significant questions regarding the nature of infants social perception and social cognition and the processes that underlie developmental change Acknowledging and closely examining and investigating variability in early social perceptual and social cognitive abilities

may represent a powerful approach for understanding development in at least two ways First variability can signal transitional points in the developmental onset of a given ability Thus such variability and the extent to which variability relates to experience and or other abilities can be used to test hypotheses regarding mechanisms that underlie developmental changes Second variability can represent more enduring individual differences between infants In this case critical questions arise regarding the source of individual differences that is what factors shape the emergence of individual differences and whether such early individual differences contribute to the development of more advanced and sophisticated forms of social cognition and behavior The goal of this Research Topic will be to encourage researchers to take variability in early social perception and cognition seriously Papers that give variability center stage and are aimed at addressing the value of variability for identifying developmental mechanisms as well as investigating the existence source and antecedents of early individual differences in social perception and social cognition are welcomed Taken together the contributed papers will provide integral new information to the study of social perception and social cognition over the first three years of life

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