

The Nature and Ontogenesis of Meaning

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Nature Ontogenesis Of Meaning

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Nature Ontogenesis Of Meaning:

The Nature and Ontogenesis of Meaning Willis F. Overton, David Stuart Palermo, 2024 Throughout its evolution Piaget's theory has placed meaning at the center of all attempts to understand the nature and development of knowing For Piaget all knowing whether sensorimotor representational or reasoned and whether directed toward successful problem solutions or toward general understanding is necessarily a construction which arises out of meaning making activity It was in this context that the editors of this volume originally published in 1994 approached the board of directors of the Jean Piaget Society with a proposal to organize a recent annual symposium around the topic of the nature and development of meaning In forming this symposium and in moving from symposium to integrated text the editors wanted to insure both a breadth and depth to the analysis of the topic Addressing philosophical theoretical and empirical perspectives this issue oriented volume provides an integrated exploration of the current understanding of the nature and development of meaning Contemporary issues that frame alternative understandings of the nature of meaning nativist vs constructivist positions and computational vs embodied mind contexts are examined as they impact on the investigation of meaning Comparative cognitive and linguistic developmental dimensions of meaning are described and discussed

Problem of Meaning Behavioural and Cognitive Perspectives C. Mandell, A. McCabe, 1997-09-26 *Problem of Meaning Behavioural and Cognitive Perspectives* *Meanings of War and Peace* Francis A. Beer, 2001 When the stakes of public words and actions are global and permanent and especially when they involve war and peace can we afford not to seek their meaning For three decades Francis Beer has pioneered the effort to discover describe and connect pieces of the complex puzzle of war peace their interrelationship and their causes In this volume Beer joined by colleagues as co authors of some chapters examines the cognitive behavioral and linguistic dimensions of war and peace Language he shows is important because it mediates between thought and action It expresses beliefs about war and peace and affects the perceptions of potential adversaries about one's own intentions Using multiple perspectives and methods he explores the uses of communication in international relations and the development of meaning for war and peace In this unique and innovative post realist analysis Beer examines how language transmits and creates meaning through interaction with specific audiences His case studies include the Somalian intervention Sarajevo and the Balkan conflict and the Gulf War Moving beyond the discrete words of war the book takes a broader view of how political participants interact in war and peace through continuous streams of communication that reflect and construct worlds of meaning This stimulating and challenging volume brings together insights and evidence from political science cognitive psychology linguistics history and rhetorical studies and applies them in a focused way to the problem of war and peace

The Language of the Kingdom and Jesus Jacobus Liebenberg, 2011-05-02 This study interprets Jesus' parables and the sayings tradition regarding the Kingdom of God from a cognitive linguistic understanding of metaphor It also shows what contribution the theory of metaphor can make when the parables and aphorisms are studied in research on the historical

Jesus The metaphoric nature and polyvalency of the parables and aphorisms of the Jesus tradition undermine their value for research on the historical Jesus The author doubts whether the parables and sayings of the Jesus tradition can be employed to reconstruct the historical Jesus **Meaning, Language, and Time** Kevin J. Porter, 2006-03-11 Given the history of concepts like meaning time language and discourse any serious attempt to understand them must be interdisciplinary so MEANING LANGUAGE AND TIME draws on a wide range of important work in the history of philosophy rhetoric and composition In this groundbreaking work Porter joins these conversations with the aim of breaching the traditional disciplinary walls and opening new areas of inquiry *Literary Intention, Literary Interpretations, and Readers* John Maynard, 2009-04-17 This accessible personal and provocative study returns to the major subject in literary discussion before and during the relatively recent flourishing of literary theory that of literary intention Does the author s personal intention or historical site determine a correct interpretation of a literary work Probing the entire range of issues connected with this many faceted and knotty concept this book engages with interpretation on both theoretical and practical levels It argues that the hard questions about interpretation connected to issues of intention cannot be sidestepped or ignored It does not argue for conservative concepts of literature itself nor against the major historical engagements of critics in our time But in addressing those who continue to read or teach literature it does insist on a level of sophistication in issues of literary interpretation that cannot be assured by historical research and knowledge of the social and cultural connections to literary works The overall aim of the work is to recall readers to the great complexity pleasure and interest of literary interpretation

The Future of the Cognitive Revolution David Johnson, Christina Erneling, 1997-04-24 The basic idea of the particular way of understanding mental phenomena that has inspired the cognitive revolution is that as a result of certain relatively recent intellectual and technological innovations informed theorists now possess a more powerfully insightful comparison or model for mind than was available to any thinkers in the past The model in question is that of software or the list of rules for input output and internal transformations by which we determine and control the workings of a computing machine s hardware Although this comparison and its many implications have dominated work in the philosophy psychology and neurobiology of mind since the end of the Second World War it now shows increasing signs of losing its once virtually unquestioned preeminence Thus we now face the question of whether it is possible to repair and save this model by means of relatively inessential tinkering or whether we must reconceive it fundamentally and replace it with something different In this book twenty eight leading scholars from diverse fields of cognitive science linguistics psychology neurophysiology and philosophy present their latest carefully considered judgements about what they think will be the future course of this intellectual movement that in many respects has been a watershed in our contemporary struggles to comprehend that which is crucially significant about human beings Jerome Bruner Noam Chomsky Margaret Boden Ulric Neisser Rom Harré Merlin Donald among others have all written chapters in a non technical style that can be enjoyed and understood by an inter disciplinary

audience of psychologists philosophers anthropologists linguists and cognitive scientists alike *The Future of the Cognitive Revolution* David Martel Johnson, Christina E. Erneling (ed), 1997 The basic idea of the particular way of understanding mental phenomena that has inspired the cognitive revolution is that as a result of certain relatively recent intellectual and technological innovations theorists now possess a more powerfully insightful comparison or model for mind than was available to any thinkers in the past The model in question is that of software or the list of rules for input output and internal transformations by which we determine and control the workings of a computing machine's hardware Although this comparison and its many implications have dominated work in the philosophy psychology and neurobiology of mind since the end of the Second World War it now shows increasing signs of losing its once virtually unquestioned preeminence Thus we now face the question of whether it is possible to repair and save this model by means of relatively inessential tinkering or whether we must reconceive it fundamentally and replace it with something different In this book twenty eight leading scholars from diverse fields of cognitive science linguistics psychology neurophysiology and philosophy present their latest carefully considered judgements about what they think will be the future course of this intellectual movement that in many respects has been a watershed in our contemporary struggles to comprehend that which is crucially significant about human beings Jerome Bruner Noam Chomsky Margaret Boden Ulric Neisser Rom Harré Merlin Donald among others have all written chapters in a non technical style that can be enjoyed and understood by an interdisciplinary audience of psychologists philosophers anthropologists linguists and cognitive scientists alike *Handbook of Child Psychology, Theoretical Models of Human Development* William Damon, Richard M. Lerner, 2006-05-19 Part of the authoritative four volume reference that spans the entire field of child development and has set the standard against which all other scholarly references are compared Updated and revised to reflect the new developments in the field the Handbook of Child Psychology Sixth Edition contains new chapters on such topics as spirituality social understanding and non verbal communication Volume 1 Theoretical Models of Human Development edited by Richard M Lerner Tufts University explores a variety of theoretical approaches including life span life course theories socio culture theories structural theories object relations theories and diversity and development theories New chapters cover phenomenology and ecological systems theory positive youth development and religious and spiritual development **Movement and Action in Learning and Development** Ida Stockman, 2004-08-13 This book presents theories and clinical practices for dealing with children diagnosed with pervasive developmental disability or PDD These are children who have a wide range of disabilities that affect their participation in even the most routine events of daily life such as eating dressing bathing and so on Unlike many who are diagnosed with classic autism however these children seem to have normal social behavior normal physical appearance the ability to learn hear see and move their bodies at will in other words none of the well known reasons that cause autistic and other children to develop differently These children have the use of all their senses but their brains are unable to process the information

that is fed through them While much new research is being done in genetics and neurobiology to explain why something in these children has gone fundamentally wrong with their development clinicians and therapists who deal with them on a daily basis have needed to develop practical therapies based on how the children react to their environments Movement and Action in Learning and Development suggests that when therapists plan treatment strategies children s experiences and interactions with the world should be given the same consideration as the limits of their biological makeups Too often children diagnosed with PDD are lumped into therapy groups for the classically autistic where the focus tends to be on the distance senses hearing and vision Case studies presented in the first half of the book suggest that for children with PDD there is a disconnect between the brain and the tactile kinesthetic senses that involve body movement and physical interaction with the world Movement in turn seems to be connected to perception interpretation of the world around and ultimately the acquisition of knowledge For children with PDD normal learning seems to be limited not only by their tactile kinesthetic sense but also by the lack of collaboration between all the senses The second half of the book demonstrates how these new theories translate into clinical practices

What Develops in Emotional Development? Michael F. Mascolo, Sharon Griffin, 2013-11-22 The problem of development is central in the study of emotional life for two basic reasons First emotional life so clearly changes dramatically in the early years with new emotional reactions emerging against the backdrop of an increasing sensitivity to context and with self regulation of emotion emerging from a striking dependence on regulatory assistance from caregivers Such changes demand developmental analysis At the same time understanding such profound changes will surely inform our understanding of the nature of development more generally The complexity of emotional change when grasped will reveal the elusive nature of development itself At the outset we know that development is complex We must take seriously what is present at any given phase including the newborn period because a developmental analysis disallows something emerging from nothing Still it is equally nondevelopmental to posit that new forms of new processes were simply present in their precursors Rather development is characterized by transformations in which more complex structures and organization emerge from new integration of prior components and new capacities These new forms and organizations cannot be specified from prior conditions but are due to transactions of the evolving organism with its environment over time They are not simply in the genome and they are not simply conditioned by the environment They are the result of the developmental process

Handbook of Psychology, Developmental Psychology Richard M. Lerner, M. Ann Easterbrooks, Jayanthi Mistry, 2003-03-04 Includes established theories and cutting edge developments Presents the work of an international group of experts Presents the nature origin implications an future course of major unresolved issues in the area

Handbook of Psychology, Developmental Psychology Irving B. Weiner, Richard M. Lerner, M. Ann Easterbrooks, Jayanthi Mistry, 2012-10-16 Psychology is of interest to academics from many fields as well as to the thousands of academic and clinical psychologists and general public who can t help but be interested in learning more about why

humans think and behave as they do This award winning twelve volume reference covers every aspect of the ever fascinating discipline of psychology and represents the most current knowledge in the field This ten year revision now covers discoveries based in neuroscience clinical psychology s new interest in evidence based practice and mindfulness and new findings in social developmental and forensic psychology The Dictionary of Psychology Raymond J. Corsini,2002 With more than three times as many defined entries biographies illustrations and appendices than any other dictionary of psychology ever printed in the English language Raymond Corsini s Dictionary of Psychology is indeed a landmark resource The most comprehensive up to date reference of its kind the Dictionary also maintains a user friendliness throughout This combination ensures that it will serve as the definitive work for years to come With a clear and functional design and highly readable style the Dictionary offers over 30 000 entries including interdisciplinary terms and contemporary slang more than 125 illustrations as well as extensive cross referencing of entries Ten supportive appendices such as the Greek Alphabet Medical Prescription Terms and biographies of more than 1 000 deceased contributors to psychology further augment the Dictionary s usefulness Over 100 psychologists as well as numerous physicians participated as consulting editors and a dozen specialist consulting editors reviewed the material Dr Alan Auerbach the American Psychological Association s de facto dictionary expert served as the senior consulting editor As a final check for comprehensiveness and accuracy independent review editors were employed to re examine re review and re approve every entry **The Nature and Ontogenesis of Meaning** ,1991 *Handbook of Child Psychology: Theoretical models of human development* ,1998 A comprehensive report of the current state of developmental psychology Page x *Meaning and Time* Kevin J. Porter,2002 **The Cumulative Book Index** ,1996 A world list of books in the English language *The Genetic Epistemologist* ,1991 *Shifting Culture and Shaping Context* Marcus Valadon Renner,2000

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