

The Psychology Of Intelligence Jean Piaget

Origin of Intelligence in the Child
The Psychology of Intelligence
The Origins of Intelligence in Children
Memory and Intelligence (Psychology Revivals)
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The Origins of Intelligence in Children/ Jean Piaget
Intelligence and Affectivity
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Jean-Claude Bringuier
Pierre Oléron
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Jean Piaget
Webster R. Callaway
Jean Plaget
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first published in 1997 this is volume iii of selected works of jean piaget which explores his concepts on the origins of intelligence in children the theses developed in this volume concern in particular the formation of the sensorimotor schemata and the mechanism of mental assimilation

this book deals with the origins of intelligence in children and contains original observations on young children novel experiments brilliant in their simplicity which the author describes in detail piaget divides the growth of intelligence into six sequential stages the use of reflexes the first acquired adaptations and primary circular reaction secondary circular reactions and the child s procedures for prolonging spectacles interesting to him

in the course of their researches for mental imagery in the child 1971 the authors came to appreciate that action may be more conducive to the formation and conservation of images than is mere perception this raised the problem of memory and its relation to intelligence which they examine in this title originally published in english in 1973 through the analysis primarily of the child s capacity for remembering additive and multiplicative logical structures and his remembrance of causal and spatial structures the authors investigate whether memories pursue their own course regardless of the intelligence or whether in specified conditions mnemonic improvements may be due to progress in intelligence they examine the relationship between the memory s figurative aspects from perceptive recognition to the memory image and its operational aspects the schemata of the intelligence and stress the fundamental significance of the mnemonic level known as the reconstructive memory this

was a pioneering work at the time presenting illuminating conclusions drawn from extensive research together with a number of constructive ideas which opened up a fresh approach to an important area of educational psychology

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what is most impressive about this book is its intelligence its sophistication and its charm this book presents piaget s work and his person better than anything else that i know about david elkind tufts university the tone is one of constant movement from the most ordinary to the most abstruse there are 14 conversations with le patron some in 1969 some in 1975 and several more with co workers in various fields in mr bringuier s book in a pleasant informal way we see a sophisticated non scientist exploring piaget s domain with the master some of piaget s best known findings about children as explained along the way but mr bringuier has ways of bringing out the relation of this psychological work to the whole of piaget s enterprise and we get a good sense of the man and his work howard e gruber new york times book review

first published in english in 1969 the book opens with a chapter by pierre oléron on intellectual activities these fall into three groups inductive activities the apprehension of laws relations and concepts reasoning and problem solving it describes typical methods and essential results obtained by relevant experiments there are two chapters by jean piaget and his collaborator bärbel inhelder the first on mental images breaks new ground it describes original experiments carried out by piaget and associates with children of various ages piaget examines the relations between images and motor activity imitation drawing and operations he also classifies images according to their degree of complexity and show why children have inadequate images of some processes the second chapter is on intellectual operations and piaget gives a summary of

the main findings of a number of his earlier books on the child's notions of conservation classification seriation number measurement time speed and chance in the last chapter pierre gréco discusses learning and intellectual structures he describes the work of psychologists with rats in mazes and formulating theories of animal learning gestalt psychology and various other interpretations are examined and greco also pays attention to piaget's view of structural learning based on experience

jean piaget is often considered to be one of the most important thinkers of the 20th century in the field of cognition the author of this book challenges piaget's frequent dual use of the meanings of words within the same paragraph extensive comparisons and examples of this extraordinary phenomenon are presented conclusions are offered to explain piaget's intent contents introduction the absolute subject piaget's dual system the marvellous monad activities of the absolute appendix bibliography

the works published by the swiss psychologist jean piaget and his associates during the past forty years constitute the largest repository of knowledge about the cognitive development of children that is available anywhere and piaget's general theory of intellectual development rivals in scope and comprehensiveness freud's theory of personality development here is a self-contained general summary of piaget's theory written at a relatively nontechnical level it is suitable for use in a variety of courses in psychology and education child psychology child development educational psychology learning psychological systems general psychology and others it will also interest professionals and educated laymen as a timely exposition of ideas that are attracting the attention of increasing numbers of american psychologists in order to convey the complexities of the theory to readers who have had no previous contact with it the author uses a number of unusual pedagogical devices he first outlines the theory in an introduction that students can reread

with increasing comprehension as they study the text the main part of the book is an elucidation of the piagetian periods of intellectual development with enough illustrations of piaget s research activities to give the theory meaning the author frequently reproduces passages from piaget s clinical observations with piaget s interpretations deleted so that the reader can assess his own understanding and better appreciate piaget s style of inquiry in an epilogue the author discusses the educational implications of piaget s work

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