DESCRIPTION

This book provides a critical review of research into how children come to understand the social world, an area often known as children’s “theories of mind”.

• Takes an integrated approach to the development of children's social understanding

• Brings out the connections between mental state understanding and children's understanding of language, social skills, morality and emotions.

Sets research within a historical and theoretical context

• Contributes unique insights and perspectives, particularly in its discussions of Piaget and Vygotsky, and in its Wittgensteinian focus on the role of language.

ABOUT THE AUTHOR

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• A critical review of research into how children come to understand the social world.

• Addresses a broad range of issues in children’s “theories of mind”.

• Takes an integrated approach to the development of children’s social understanding.

• Brings out the connections between mental state understanding and children’s understanding of language, social skills, morality and emotions.

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