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Jean Piaget at the University of Michigan, c. 1968BörnJean Wilam Fritz Piaget(1896-08-09) August 1896Neuchâtel, SwitzerlandDied16 September 1980(1980-09-16) (aged 84)Geneva, SwitzerlandAlma materUniversity of NeuchâtelKnown forConstructivism, Genevaan School, genetic epistemology, theory of cognitive development, object permanence, egocentrismScientific careerFieldsDevelopmental psychology, epistemologyInfluencesImmanuel Kant, Henri Bergson,[1] Pierre Janet, Alfred Binet, Théodore Simon, Sabina Spielrein, James Mark Baldwin,[2]InfluencedRabbi Shlomo Wolberg, Bärbel Inhelder,[3][4] Jerome Bruner,[5] Kenneth Kaye,[citation needed] Lawrence Kohlberg,[6] Robert Kegan,[7] Howard Gardner,[8] Thomas Kuhn,[9] Seymour Papert,[10] Lev Vygotsky,[11][12] John Flavell, Yann LeCun,[13] Jordan Peterson[14] Jean Piaget (UK: /pi ˈæʒeɪ/,[15][16] US: /pi ˈæɪ, piː ˈʒeɪ/,[15][17][18][19][20] French: [ʒɑ̃ piʒɑːʒ]; 9 August 1896 – 16 September 1980) was a Swiss psychologist known for his work on child development. Piaget's theory in cognitive development and epistemological perspective together are called genetic epistemology. Piaget placed great importance on children's education. As director of the International Office on Education in 1934, he declared that only education is able to save our communities from possible collapse, whether violent or gradual. [21] His child's development theory is studied in pre-service education programs. Coaches continue to accommodate construction-oriented strategies. Piaget established the International Center for Genetic Epistemology in Geneva in 1955 while at the University of Geneva Faculty and led the center until his death in 1980. [22] The number of collaborations that became possible, and their impact, ultimately led to the center being named Piaget Factory in scientific literature. [23] According to Ernst von Glasersfeld, Jean Piaget was a great pioneer of the constructionist theory of knowing. [24] However, his ideas did not become widely popular until the 1960s. [25] This then led to the emergence of development study as a major multidisciplinary in psychology. [26] By the end of the 20th century, Piaget only became the second-most cited psychologist of that era. Piaget's personal life was born in 1896 in Noshabel, Switzerland/ Francoven region. He was the eldest son of Arthur Piaget (Swiss), a professor of medieval literature at The University of Noshabel, and Rebecca Jackson (French). Piaget was a pre-income child who found an interest in biology and the natural world. His early interest in lifelessness gained a reputation among those in the field after he had published several articles about the Mulsuks by the age of 15. [28] When he was 15 years old, his former nanny wrote to his parents to apologize for having once led to them about fighting a kidnapper who'd be from Baby Pram Jan. It was never a kidnapper. He had somehow formed a memory of this kidnapping incident, a memory he endured even after he realized it was false. He had been interested in epistemology because of his godfather's insistence on studying the fields of philosophy and logic. [30] He studied at The University of Noshabel, and studied for a short time at the University of Zurich. During this time, he published two philosophical articles showing the direction of his thinking at the time, but later dismissed them as adolescent thinking. [31] His interest in psychoanalysis, at the time a bruised strand of psychology, could also date into the course. Piaget moved from Switzerland to Paris, France, after graduating from Switzerland, and he taught at the Grange-Ogne-Bells Boys' School. The school was run by Alfred Binet, the developer of the Binet-Simon test (later revised by Louis Terman to become the scales of Stanford-Binet intelligence). Piaget helped mark Binet's intelligence tests. While she was helping mark some of these tests, Piaget found that young children always answered specific questions wrongly. Piaget was not so focused on the mistakes of children's responses, but that young children always made all sorts of mistakes that older children and adults did not. This led him to the theory that the cognitive processes of young children are inherently different from those of adults. Finally, he was supposed to propose a universal theory of cognitive developmental stages in which individuals show certain common patterns of cognition in each developmental period. Piaget returned to Switzerland in 1921 as director of the Rousseau Institute in Geneva. At this time, the institute was directed by Edouard Claparède. Piaget was familiar with many of Claparède's ideas, including the idea of the psychological concept of 'groping', which was closely related to the trials and errors observed in human mental patterns. In 1923, she married Valentine Shatnay (January 7, 1899 – July 3, 1983), and the couple had three children, which Piaget studied from their infancy. Piaget worked as a professor of psychology, sociology and philosophy of science at Nohchal University from 1925 to 1929. Jean Piaget accepted the director of the International Office of Education in 1929 and remained head of the international organization until 1968. Each year, he drafted his director's speeches for the IBE Council and for the International Conference on Public Education, in which he explicitly addressed his training credo. Piaget, who taught at the University of Geneva and at the University of Paris, was invited in 1926 to serve as a senior adviser at two conferences at Cornell University (March 11-13) and the University of California, Berkeley (March 16-18). The conferences explored the relationship between cognitive studies and curriculum development and attempted to imagine the consequences of recent cognitive surveys of children. For curricula, [36] In 1919, he won the Batzan Prize for Social and Political Science. He died in 1980 and was buried with his family in an unsymed grave in Cimetière des Rois (Cemetery of Kings) in Geneva. This was at his request. [37] Jean Piaget's bust came in Des Bastions Park, Geneva Harry Beilin described Jean Piaget's theoretical research program as consisting of four phases: the sociological model of development, the biological model of intellectual development, the explanation of the logical model of intellectual development, the study of figurative thinking. The resulting theoretical frameworks are different enough that they are identified as indicating different periods. Recently, Jeremy Boerman responded to Beilin, demanding that a step be added to psychology before turn: Piaget Zero [39] Piaget is trained in natural history and philosophy before psychology before Piaget becomes a psychologist. In 1918, he received his Ph.D. from Noshabel University. Then he performed post-doctoral training in Zurich (1918–1919) and Paris (1919–1921). He was hired by Theodore Simon to standardly standardate psychometric measures for use with French children in 1919. [40] The theory that we recognize today only emerged when he moved to Geneva, to work for Edouard Claparède as research director at the Russo Institute, in 1922. Piaget's sociological model of development was first developed as a psychologist in the 1920s. He researched the hidden side of children's minds. Piaget suggested that children move from a position of egotism to socialism. For this explanation he combined the use of psychological and clinical methods to create what he called a semiclinical interview. He started the interview by asking standardized questions about children, and depending on how they responded, he would ask them a series of non-standard questions. Piaget was looking for what he called a self-serving conviction so he often asked questions that children neither expected nor anticipated. In his studies, he noticed gradual progress from intuitive responses to scientific and socially acceptable responses. Piaget's theorized children did so because of their social interaction and the challenge of smaller children's ideas by the ideas of those children who were more advanced. The work was used by Elton Mayo as the foundation of Hawthorne's famous experiments. [41] For Piaget, he also earned an honorary doctorate from Harvard in 1936. [43] At this stage, Piaget believed that the process of thinking and intellectual development could be considered as an extension of the biological process of species adaptation, which also has two on-the-go processes: absorption and settlement. There is a time when the child responds to a new event in a way that is consistent with an existing schema. [44] Accommodation when there is a child Corrects the existing schema or forms a completely new schema to deal with a new object or event. [44] He argued that babies engaged in an absorbing operation when they sucked in everything available to themselves. He claimed babies turned all objects into objects to be sucked. The children absorbed objects to match their own mental structures. Piaget then assumed that whenever someone transforms the world to meet individual needs or imagination, one is absorbing it in a way. Piaget also observed his children not only attracting objects to fit their needs, but also modifying some of their mental structures to meet environmental demands. This is the second part of compatibility known as accommodation. For starters, babies were only primarily engaged in reflex-like sucking actions, but not long after that, they would take objects and put them in their mouths. When they do, they change their reflex response to accommodate foreign objects or reflexes. Because the two are often at odds, they provide an incentive for intellectual development. The constant in for double balance causes intellectual growth. To test his theory, Piaget observed habits in his own children. Explaining the logical model of intellectual development in the Piaget model, which was developed in stage three, he argued that intelligence develops in a series of stages that are age-related and progressive because one step must be done before the next step occurs. For each stage of development, a child has a view of reality for that age period. Next, the child must maintain the previous level of mental abilities to reconstruct concepts. Piaget imagined intellectual development as an expanding upward spiral in which children must constantly rebuild ideas formed at previous levels with concepts of new and higher order achieved at the next level. This is primarily Piaget III (the logical model of intellectual development), discussed by American psychologists when Piaget's ideas were rediscovered in the 1960s. [45] Piaget's figurative thought study studied areas of intelligence such as perception and memory that are not entirely logical. Logical concepts are described as completely reversible because they can always go back to the starting point, meaning that if someone starts with a given detail and follows the logical steps to achieve the result, the same steps may be taken in the opposite order, starting with the conclusion to reach the default. The perceptual concepts of piaget studied cannot be manipulated. Piaget uses images as examples to describe the figurative process. Images cannot be separated because bumps cannot be separated from the forms they project. Memory is the same: it's never completely reversible; memory is not completely reversible; memory is not completely reversible. People can't necessarily remember all the intervening events between the two points. In this last term, Piaget and his colleague Inhelder also Books on perception, memory, and other figurative processes such as learning. [46] Because Piaget's theory is based on maturity and biological stages, preparedness theory is important. Preparedness concern when certain information or concepts should be taught. According to Piaget's theory, children should not be taught specific concepts until they reach the appropriate stage of cognitive development. [48] For example, young children think of irreversible in the pre-operation stage and cannot understand that an item that has been somehow transformed may be returned to its original state. [49] The theory of the original paper: Piaget's theory in cognitive development defined Piaget himself as a 'genetic' epistemologist, interested in the process of qualitative development of knowledge. He regarded the development of cognitive structures as a distinct from bio-regulation. When all his theory was first known - the theory in itself based on a structuralist and cognitivist approach - it was an outstanding and exciting development in relation to the psychological community at the time. [50] There are a total of six phases in piaget's research program, including books on specific topics of developmental psychology. Especially during a research period, she described herself studying her three children, and observing and interpreting their cognitive development accurately. [51] In one of his later books, *Balancing Cognitive Structures: The Central Problem of Intellectual Development*, he intends to explain the development of knowledge as a process of balance using two main concepts in his theory, as attraction and settlement, as belonging not only to biological interactions but also to cognitive concepts. Piaget believed answers to epistemological questions in his time could be answered, or better suggested, if someone looked at the genetic aspect of it, so his experiments with children and adolescents. As he says in the introduction to his book *Genetic Epistemology*, What Genetic Epistemology suggests is the discovery of the origins of different types of knowledge, because its primitive forms follow the next levels, including scientific knowledge. Children experience the world through their movements and senses. During the sensory-motor stage children are extremely sensual, meaning they cannot understand the world from the perspective of others. The sensory motor stage is divided into six sub-stages: 1. Simple reflexes, from birth to one month. At this time, babies use reflexes such as rooting and sucking. 2. First habits and initial circular reactions; from a month to four months . During this time, infants learn to harmonize feelings and two types of schemas (habits and circular reactions). A primary circular reaction is when the baby tries The event that was caused by the accident (ex.: sucking the thumb). 3. Secondary circular reactions; from four to eight months . At this time they become aware of things beyond their bodies; At this time, they may accidentally shake a ratch and continue to do so for satisfaction. 4. Coordination of secondary circular reactions from 8 months to 12 months. During this stage they can do things deliberately. They can now combine and re-combine the text and try to achieve a goal (ex: use the stick to achieve something). They also begin to understand object ally in the following months and early next step. It's that they understand that objects still exist even when they can't see them. V. Tertiary circular reactions, novelty, and curiosity; from twelve months to eighteen months during this stage babies discover new possibilities of objects; They try different things to get different results. 6. Internalizing you. Some followers of Piaget's studies of infatuation, such as Kenneth Cai, argue that his contribution as an observer was countless phenomena that were not previously described, but he did not provide an explanation of the processes in real time that caused those developments, beyond comparing them to broad concepts about biocompatibility in general. Kai's internship theory of cognitive and social development rejected Piaget's assumption that the mind developed endogenously in infants while allowing them to learn languages. 2- Pre-surgery stage: The second phase of piaget, the pre-operational stage, starts when the child starts learning at the age of two and lasts until the age of seven. During the pre-operational phase of cognitive development, Piaget noted that children still do not understand tangible logic and cannot manipulate information mentally. The increase in children's play and pretence takes place at this stage. Yet the child is still unable to think abstractly. Children's play is mainly characterized by iconic and symbolic manipulation. Such a game is represented by the idea of checkerboard snacks, pieces of paper being plates, and being a part of a table. The observations of symbols give the idea of the game involved with the absence of real objects. A scientist who has the principles under which the action is not only effective or true, but also justified. One of Piaget's most famous studies focused solely on the discriminatory abilities of children between the age of two and a half, four and a half years. He began the study by grabbing children of different ages and placing two lines of sweets, one spread with sweets in one line more each other and one with the same number of sweets in a closer line side by side. He found that children between the age of 2, 6 months to 3 years, 2 months properly discriminate against the relative number of objects in two rows; At first, the younger children did not ask for a study, because if the child could not maintain quantity at the age of four, then a younger child probably couldn't be. However, the results show that children who are less than three years and two months old have quantity protection, but as they get older they lose this quality, and they don't recover it until four and a half years. This feature may be missed due to a temporary inability to solve due to excessive perceptual strategies, which link more candy with a longer candy line, or because of the inability for a four-year-old to reverse positions. By the end of this experiment, several results were found. The first is that younger children have a discriminatory ability that shows that there is a reasonable capacity for cognitive operations earlier than acknowledged. The study also shows that young children can be equipped with specific characteristics for cognitive operations, depending on how logical the task structure makes. Research also shows that children have a clear understanding at the age of 5, resulting in the child counting the sweets to decide which ones to do more. Finally, the study showed that protecting the overall quantity is not a fundamental feature of native human inheritance. Genetic epistemology, according to Jean Piaget, genetic epistemology attempts to explain knowledge, and especially scientific knowledge, based on its history, its sociology, and especially the psychological origins of penalties and operations on which it is based. Piaget believed that he could test epistemological questions by studying the development of thought and practice in children. As a result, Piaget created a field known as genetic epistemology with its own methods and problems. He defined this field as a study of child development as a means of answering epistemological questions. Schema is a structured cluster of concepts, it can be used to represent objects, scenarios or sequences of events or relationships. The original idea was proposed by philosopher Immanuel Kant as delicate structures used to help us understand the world. [56] Schemata is a mental framework that is created as children interact with their physical and social environments. [57] For example, many 3-year-olds insist that the sun is alive because it comes up in the morning and goes down at night. According to Piaget, these children operate on a simple cognitive outline where the things that move across objects and the child is able to say something about the characteristics of the action and its effects. The child is able to trinity and integrate Piaget's theory of cognitive development has been influential in many different fields, teaching the psychology of growth and ethics of historical studies from the thought and reactions of Piaget (1953) described three types of intellectual structures: a behavior (or sensory-motor), symbolic, and operational syntax. Youth Behavior/ Organized patterns of behavior that are used to represent and respond to objects and experiences. Iconic icons: inner mental symbols (such as images or verbal codes) that a person uses to represent aspects of experience. Operational syntax: the inner mental activity that one performs on objects of thought. [59] According to Piaget, children use the recruitment and accommodation process to create schemas or mental frameworks for how they understand and/or interpret what they experience. As a result, early concepts of young children tend to be more universal or universal in nature. [60] Similarly, Gallagher and Reid (1981) maintained that adults find children's concepts very public and even inaccurate. With added experience, interactions and maturity, these concepts become more refined and detailed. In sum, meaning the world from a child's point of view is a very complex and time-based process. [61] Mata are: critically important building blocks of conceptual development are constantly in the process of reforming or changing modified by experience is going a general idea, usually based on previous experience or knowledge. [60] It's a constantly reconsidering and masterful after every time a child encounters new experiences. In doing so, children create their own unique understanding of the world, interpret their experiences and knowledge, and subsequently use this knowledge to solve more complex problems. In the sense of nerve, the brain/mind is constantly working to build and rebuild itself as it is in, adapts/modifies new information, and enhances understanding. [60] Schemata's physical microstructure in his biology and knowledge (1967+France 1965). Piaget tentatively hinted at possible physical incarnation for his abstract schema institutions. At the time there was a lot of talk and research on RNA as such a learning factor, and Piaget considered some evidence. However, he offered no firm conclusions, admitting that this went beyond his field of expertise. One problem at the time was that it was generally assumed that almost all RNA would serve as mere templates for protein production, and such ideas offered no coherent explanation for Piaget's schema account. However (from 2001 onwards), Matic and others noted that in humans, only about 3% of RNA serves that goal - Leave enough shares of ncRNA available for other tasks (perhaps acting in your own right, rather than as templates). According to this new basis, a seemingly acceptable mechatronic framework can now be reverse engineered, based on Piaget's work, which takes on some hippocampus and cerebral cortex activities, etc. [63] meanwhile, it remains to be seen whether this will be consistent with new direct empirical evidence (if not such experiments are possible). Piaget's research methods wanted to revolutionize the way the research was conducted. Although he began researching with his colleagues using the traditional method of data collection, he was not entirely satisfied with the results and wanted to continue trying to find new ways to research using a combination of data that included observation, psychometrics and psychological clinical examination to have a less guided form of research that would produce more credible experimental results. As Piaget (2010) At the same time, the child is able to identify the properties of objects in the manner of different types Actions affect them. This process is experimental abstraction. By repeating this process in a wide range of objects and actions, the child establishes a new level of knowledge and insight. This process is the formation of a new cognitive type. This dual process allows the child to create new ways to deal with new objects and knowledge about the objects themselves. However, once the child has built this kind of new knowledge, it begins to use them to create still more complex objects and take still more complex actions. As a result, the child begins to recognize more complex patterns and make objects still more complex. In this way, a new phase will begin that will only be completed if all the child's activity and experience at this still higher level is reorganized. This process may be quite gradual, but new evidence suggests that passing to new stages is more gradual than once thought. Once a new level of organization, knowledge and insight proves to be effective, it will quickly go public to other areas if any. As a result, transitions between stages can seem fast and radical, but often the child understands one aspect of the new phase of cognitive function but has not been addressed to others. Much of the time spent in a new phase involves refining this new cognitive level; however it doesn't always happen quickly. For example, a child may see that two different polydes are fused together to make a ball, based on color. However, if sugar is mixed into water or frozen tea, then the sugar disappeared and therefore does not exist for the child at that stage. These levels of a concept of cognitive development are not realized at once, and it gives us the gradual realization of the world around us. [55] This is because this process takes this dichotic form, in which each new phase is created through greater distinctiveness, integration, and synthesis of new structures from the old, that the sequence of cognitive steps is reasonably necessary rather simply experimentally correct. Each new phase emerges only because the child can grant the achievements of his predecessors and yet there are still more complex forms of knowledge and practice that are capable of developing. Because it covers both how we gain knowledge about objects and our reflections on our own actions, piaget's development model explains a number of characteristics of human knowledge that were never counted before. For example, by showing how children gradually enrich their understanding of things by reflecting on the effects of their previous knowledge, they are able to organize their knowledge in increasingly complex structures. So when a young child can consistently and accurately recognize different types of animals, then have the ability to organize different types into higher groupings such as Fish, and so is it. This is remarkable because they are now able to know things about a new animal simply based on the fact that it is a bird - for example, that it lays eggs. At the same time, the child is able to understand the characteristics of the action and its effects. 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