The Emergence Of The Presentational Self In Children Everyday Dialogues

Children's development encompasses various aspects, including cognitive, social, and emotional growth. One intriguing facet of their development is the emergence of the presentational self during everyday dialogue. This article explores the significance of this phenomenon and delves into its implications for children's social interactions and understanding of self.

Understanding the Presentational Self

The presentational self refers to the aspect of an individual's identity that is consciously projected during social interactions. In simpler terms, it is how we present ourselves to others, often influenced by societal expectations, personal experiences, and desired goals. While the notion of presenting oneself may seem more relevant to adulthood, research suggests that even young children engage in this process.

Children, from a very young age, begin to adapt their behavior and communication to fit different social contexts. They learn to modify their speech, gestures, and expressions based on the audience, setting, and desired outcome. For instance, a child may speak differently when interacting with peers compared to when conversing with adults or authority figures.

Meaning-Making for Living: The Emergence of the Presentational Self in Children's Everyday Dialogues (SpringerBriefs in Psychology)

by Arnold Yates (1st ed. 2019 Edition, Kindle Edition)

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Factors Influencing the Presentational Self

Several factors contribute to the development of the presentational self in children's everyday dialogues. These include:

1. Socialization:

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Children learn social norms and expectations through the process of socialization. They observe how those around them behave and internalize these behaviors as they construct their presentational self. Parents, siblings, teachers, and peers all play crucial roles in shaping a child's understanding of appropriate and desired behavior.

2. Cognitive Development:

The emergence of the presentational self is closely tied to children's cognitive development. As they grow older, their ability to understand social cues, perspective-taking, and empathize with others' feelings improves. This increased cognitive capacity allows children to be more conscious of their behavior and its impact on social interactions.

3. Self-Concept:

Children's self-concept, or their understanding of who they are as individuals, also plays a role in shaping the presentational self. As children develop a clearer sense of self, they become more aware of how they want others to perceive them. This awareness influences their communication style, gestures, and overall presentation during dialogues.

The Role of Everyday Dialogues

Everyday dialogues form the foundation for children's social interactions and provide valuable opportunities for the emergence of the presentational self. These dialogues occur in various contexts, such as conversations with family members, friends, and even when engaging in pretend play.

During these dialogues, children navigate the complexities of interpersonal communication and experiment with different identities. They may adopt various roles, imitate characters from books or media, and test different communication styles to see how others react. These interactions serve as a platform for children to refine their presentational self and understand the effects of their behavior on others.

Implications for Social Development

The emergence of the presentational self in children's everyday dialogues has significant implications for their social development. By engaging in these dialogues, children gain a deeper understanding of themselves and others, fostering social intelligence and emotional competence.

Children who actively shape their presentational self become adept at modifying their communication and behavior to suit different social situations. This adaptability not only strengthens their interpersonal relationships but also lays the foundation for successful future interactions in various contexts, from school to work and beyond.

Furthermore, everyday dialogues provide opportunities for children to practice perspective-taking, empathy, and negotiation skills. Through role-playing and adopting different identities, children learn to see situations from different viewpoints and understand how their actions can impact others. These experiences contribute to the development of social awareness and cooperative behavior.

Supporting Children's Presentational Self

Parents, caregivers, and educators can play a crucial role in supporting children's emergence of the presentational self. This can be done through:

1. Encouraging Dialogue:

Creating an environment that promotes open and meaningful conversations allows children to express themselves freely and experiment with different communication styles. Encouraging dialogue also helps children develop their cognitive and language skills, enabling them to articulate their thoughts and emotions effectively.

2. Recognizing Individuality:

Recognizing and celebrating each child's unique qualities and attributes helps foster a positive self-concept. When children feel valued for who they are, they gain confidence in shaping their presentational self authentically rather than conforming to societal expectations.

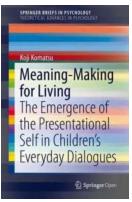
3. Modeling Sensible Behaviors:

Children observe and learn from the behaviors of those around them. Modeling sensible behaviors, such as active listening, respect for diversity, and kind gestures, provides children with valuable examples to follow. They begin to understand the importance of empathy, understanding, and embracing differences.

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The emergence of the presentational self in children's everyday dialogues is a fascinating aspect of their development. By actively shaping their communication and behavior, children gain a deeper understanding of themselves and others, enhancing their social intelligence and emotional competence.

Engaging in everyday dialogues offers children opportunities to experiment with different identities, perspectives, and communication styles. By providing a supportive environment and recognizing their individuality, adults can nurture children's presentational self, empowering them to navigate social interactions successfully throughout their lives.



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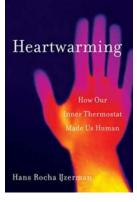
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This Open Access Brief analyzes the dynamics in which children's selves emerge through their everyday activities of meaning construction, both in their relationships with family and within school education. It begins with a discussion of new psychological inquiries into children's selves and builds upon the innovative theoretical notion of the Presentational Self, developed by the author over the last decade.

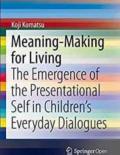
The book illustrates how the observation of children's meaning construction in their everyday lives becomes a starting point for theoretical and empirical inquiries into child development and gives a framework that promotes new inquiries in this area. The book describes the Presentational Self Theory as a sense of how the notion of the Self is being worked upon in everyday life encounters. Chapters feature in-depth analyses of exchanges between adults and children in the Japanese cultural context.

Meaning-Making for Living will be of interest to researchers and graduate students in the fields of cognitive, social, developmental, educational, and cultural psychology.



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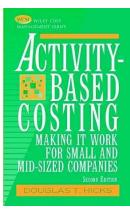
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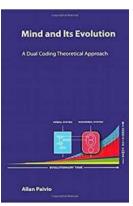
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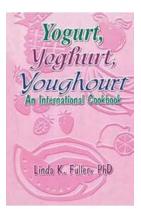
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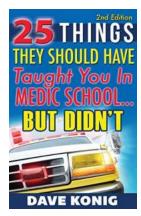
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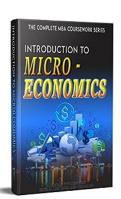
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