



## **Development of thinking: relations between the individual and society as indissociable elements**

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### **1 INTRODUCTION**

Amidst the discussions and reflections about the development of thought in children, questions are being raised about the endogenous and exogenous factors in this process, generating different conceptions that sometimes privilege the innate mechanisms of the individual, and sometimes the action of the environment on its development. In view of this, this essay presents a reflection on Jean Piaget's contributions to the understanding of how thought is constituted in this relationship between the individual and society in an inseparable movement. Thus, when considering the origin of thought, Piaget's conception of the development of the human intellect is presented.

### **2 OBJECTIVE**

Describe how thought is constituted in the relationship between the individual and society through the contributions of Jean Piaget, considering learning as an act of organizing the world.

### **3 METHODOLOGY**

This is a theoretical essay, developed based on texts published by Jean Piaget on the subject in question. From which specific chapters on the theme were analyzed, in which the author discusses the development of thought and in human beings, considering the endogenous and exogenous aspects in this process as inseparable elements.

### **4 DEVELOPMENT**

Through this study, it is possible to observe that, according to Jean Piaget's theory, the origin of thought is strictly linked to the evolution of schemas, which at first are sensory-motor schemas until they become concepts. In this way, in the development of human thought, between the sensory-motor schemas and the concept there is a continuity, because the concept is a sensory-motor schema now at the level of representation, that is, the concept is the extension, the continuity of the action schemas. Thus, thinking and acting are considered inseparable elements. In this perspective, the coordination of schemas in terms of



means and ends, at the sensory-motor level, will be adjusted along the development until they become mental, in such a way that the mental schemas are supported by two aspects of intelligence, invention and representation, which, as Piaget (1978, p.320) states, are reciprocal, because "to invent is to combine mental, that is, representative, schemas, and to become mental, the sensory-motor schemas must be capable of combining among themselves, in all ways". Thus, the solutions that children find to the problems that are posed to them are the product of the coordinations that they make on the elements around them.

## **5 CONCLUDING REMARKS**

In view of the reflections presented, the development of human thought is considered, through an interpretative system that involves laws of totality, since learning is an act of organizing the world, accommodating it through a system that assimilates. In this perspective, learning necessarily requires an intellectual act, so that the fundamental activity of working with intelligence is the act of integrating. Thus, the force of society dynamizes the movement of the individual, so that thought develops in a continuous process of construction.



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