

# PROTOTYPES (PSYCHOLOGY)

## DEFINITION

In psychology, prototypes refer to a mental representation of the most typical and characteristic example of a category. They serve as a standard or benchmark against which other members of the same category are compared. Prototypical examples are often more easily recognized and recalled than non-prototypical ones.

## EXAMPLES

**Red Apple:** When people think of the category "fruit," a red apple often comes to mind as a prototypical example due to its widespread recognition.

**Golden Retriever:** For many, when envisioning a "dog," the image of a golden retriever often emerges as a prototype because of its popularity.

# Prototype Meaning In Psychology

**George Lakoff**



## Prototype Meaning In Psychology

Meaning and cognition - The development of categorisation, concepts and prototypes Nadine Richters, 2008-08-18 Seminar paper from the year 2008 in the subject English Language and Literature Studies Linguistics grade 2.3 University of Hamburg IAA course Seminar Linguistik Semantics Understanding the meaning of words and their combinations language English abstract This term paper deals with the development of categorisation concepts and prototypes in terms of cognitive psychology In recent decades prototype semantics has begun to gain an important role in linguistics and led to a paradigm shift This is proved by research in cognitive psychology People have a command of categorising all times Without the process of categorisation our brain would be overstrained because the flood of information the brain receives has to be memorised and thus categorised in a certain way First of all I will explain the importance of categorisation and concepts in everyday life then I will introduce some forms of categorisations Aristotle's traditional view and the prototype theory explain them by giving examples analyse and criticise them insofar as I consider them criticisable In section three I will describe the development of categorisation concepts and prototypes with regard to childhood One important question in this context will be whether prototypes are changeable in the course of life The process of categorisation by having some concepts in mind is an important factor in human existence Human beings categorise what they perceive by comparing the perceived object with their mentally represented concept All people think categorically because it helps them to establish a certainty and order People need certainty and order for not drowning in chaos Without categorising human beings would have to store the information of each single element which encounters him Categories and concepts help us to understand the world its elements and we establish a form of cohesive network by building up concepts and categories and having prototypical exemplars in mind If we see people we categorise them whether it is their outward appearance or how they talk or how they behave towards us By doing this we sometimes practise a form of pigeonholing other people This pigeonholing though is human as we cannot cease to categorise what we perceive Categorization provides the gateway between perception and cognition After a perceptual system acquires information about an entity in the environment the cognitive system places the entity into a category

**Problems of prototype theory** Stephanie Eßer, 2012-07-30 Studienarbeit aus dem Jahr 2012 im Fachbereich Anglistik Linguistik Note 1.0 Universität zu Köln In Englisch Seminar I Veranstaltung Semantics Sprache Deutsch Abstract This paper will deal with prototype theory and its problems The first part of the paper will provide a brief introduction into prototype theory It will be based on the experimental and theoretical work done by Eleanor Rosch and her colleagues in the 1970s Rosch's work can easily be considered the most important work in the field of prototype theory as Rosch's work marked the beginning of prototype theory The focus of the first and more theoretical part of the paper lies on the structure of conceptual categories as this is where most critics of prototype theory take aim at The second part of the term paper will be dedicated to a selection of the most commonly brought up problems of prototype theory In the conclusion it will be discussed whether or not prototype theory is relevant for linguistics

Semantic Features vs. Prototypes Thomas Glöckner, 2001-11-12 Studienarbeit aus dem Jahr 1997 im Fachbereich Anglistik Linguistik Ludwig Maximilians Universität München Institut für englische Philologie Veranstaltung Proseminar Language and Psychology Sprache Deutsch Abstract 1 Introduction According to Aristotle every word is to be defined by naming its genus proximum and differentia specifica The linguistic debate concerning the issue of word meaning and its adequate description has split researchers into two opposing parties Traditional linguists whose position is relatively close to Aristotle's idea favour a theory called Feature Semantics hereafter FS whereas many scientists rather support a more modern approach which can be labelled Prototype Theory hereafter PT The aim of this research paper is to describe and compare these two concepts As a conclusion of the first theoretical part it will try to show that the two approaches are not incompatible but that they even seem to function on a complementary basis In the second more practical part I will try to decompose the meaning elements of some verbs of selected English semantic fields and thus give an example for the use and usefulness of semantic features

Women, Fire, and Dangerous Things George Lakoff, 2008-08-08 Its publication should be a major event for cognitive linguistics and should pose a major challenge for cognitive science In addition it should have repercussions in a variety of disciplines ranging from anthropology and psychology to epistemology and the philosophy of science Lakoff asks What do categories of language and thought reveal about the human mind Offering both general theory and minute details Lakoff shows that categories reveal a great deal David E Leary American Scientist

The Psychology of Learning and Motivation Brian H. Ross, 2006-04-28 Discusses the concepts of category learning prototypes prospective memory event memory memory models and musical prosody This work is intended for researchers and academics in cognitive science

Meanings and Prototypes S.L. Tsohatzidis, 2014-02-03 There are fewer distinctions in any language than there are distinct things in the universe If therefore languages are ways of representing the universe a primary function of their elements must be to allow the much more varied kinds of elements out of which the universe is made to be categorized in specific ways A prototype approach to linguistic categories is a particular way of answering the question of how this categorization operates It involves two claims First that linguistic categorization exploits principles that are not specific to language but characterize most if not all processes of cognition Secondly that a basic principle by which cognitive and linguistic categories are organized is the prototype principle which assigns elements to a category not because they exemplify properties that are absolutely required of each one of its members but because they exhibit in varying degrees certain types of similarity with a particular category member which has been established as the best example or prototype of its kind The development of the prototype approach into a satisfactory body of theory obviously requires both that its empirical base be enriched and that its conceptual foundations be clarified These are the areas where this volume in its 26 essays makes original contributions The first two parts contain discussions in which various kinds of linguistic phenomena are analysed in ways that make essential use of prototype notions The last two parts contain discussions in which prototype notions themselves become the object rather than the instrument of analytical scrutiny

**The Development of Word Meaning** Stan Kuczaj, Martyn D. Barrett, 2012-12-06 For some time now the study of cognitive development has been far and away the most active discipline within developmental psychology. Although there would be much disagreement as to the exact proportion of papers published in developmental journals that could be considered cognitive, 50% seems like a conservative estimate. Hence a series of scholarly books devoted to work in cognitive development is especially appropriate at this time. The Springer Series in Cognitive Development contains two basic types of books, namely edited collections of original chapters by several authors and original volumes written by one author or a small group of authors. The flagship for the Springer Series is a serial publication of the advanced types carrying the sub-title *Progress in Cognitive Development Research*. Each volume in the Progress sequence is strongly thematic in that it is limited to some well defined domain of cognitive developmental research, e.g. logical and mathematical development, development of learning. All Progress volumes will be edited collections. Editors of such collections, upon consultation with the Series Editor, may elect to have their books published either as contributions to the Progress sequence or as separate volumes. All books written by one author or a small group of authors are being published as separate volumes within the series. A fairly broad definition of cognitive development is being used in the selection of books for this series.

**Categories and Concepts** Iven van Mechelen, 1993 A book aimed at advanced undergraduates and graduates in cognitive science and artificial intelligence, linguistics, applied mathematics and data analysis.

**Linguistic Categorization** John R. Taylor, 2003-11-06 This book provides a readable and clearly articulated introduction to an important area in the broader field of Cognitive Linguistics. Taking as its starting point the categorization of colour, it explores the far-reaching implications of Eleanor Rosch's seminal work on prototype categorization, extending its application of prototype theory from lexical semantics to the study of morphology, syntax and phonology. First published in 1989, the third edition of this popular text has been fully revised and updated to include recent developments in Cognitive Linguistics. It introduces basic issues in the study of word meaning and demonstrates the viability of the prototype approach to the study of phonology, syntax and acquisition. The new edition expands the treatment of polysemy, meaning relatedness, idioms and grammatical constructions. The book presupposes no prior knowledge of linguistics and will therefore be particularly suited to undergraduate courses.

*A Dictionary of Psychology* Andrew M. Colman, 2015-01-22 Including more than 11,000 definitions, this authoritative and up-to-date dictionary covers all branches of psychology. Clear, concise descriptions for each entry offer extensive coverage of key areas including cognition, sensation and perception, emotion and motivation, learning and skills, language, mental disorder and research methods. The range of entries extends to related disciplines including psychoanalysis, psychiatry, the neurosciences and statistics. Entries are extensively cross-referenced for ease of use and cover word origins and derivations as well as definitions. More than 100 illustrations complement the text. This fourth edition has incorporated a large number of significant revisions and additions, many in response to the 2013 publication of the American Psychiatric Association's latest edition of *Diagnostic and Statistical Manual of Mental Disorders*, bringing the Dictionary fully up to date with the most recent literature of the subject. In addition to the alphabetical entries, the dictionary also includes appendices covering over 800 commonly used abbreviations and symbols, as well as a list of phobias and phobic stimuli with definitions. Comprehensive and clearly written, this dictionary is an invaluable work of reference for students, lecturers and the general reader with an interest in psychology.

**Concepts and Conceptual Development** Ulric Neisser, 1989-03-31 *Concepts and Conceptual Development* draws together a wide range of theorists to consider many different aspects of the psychology of concepts.

**Syntactic Gradience** Bas Aarts,2007-06-21 This is the first exhaustive investigation of gradience in syntax conceived of as grammatical indeterminacy It looks at gradience in English word classes phrases clauses and constructions and examines how it may be defined and differentiated Bas Aarts draws on and reviews work in psychology philosophy and language from Aristotle to Chomsky and writes clearly on a fascinating and important aspect of language and cognition

Foundations of Cognitive Psychology Daniel J. Levitin,2002 An anthology of core readings on cognitive psychology

**Topics in Cognitive Linguistics** Brygida Rudzka-Ostyn,1988-01-01 This volume presents new developments in cognitive grammar and explores its descriptive and explanatory potential with respect to a wide range of language phenomena These include the formation and use of locationals causative constructions adjectival and nominal expressions of oriented space morphological layering tense and aspect and extended uses of verbal predicates There is also a section on the affinities between cognitive grammar an early linguistic theories both ancient and modern

**Doing Without Concepts** Edouard Machery,2009-02-27 In Doing without Concepts Edouard Machery argues that the dominant psychological theories of concept fail to provide a coherent framework to organize our extensive empirical knowledge about concepts Machery proposes that to develop such a framework drastic conceptual changes are required

**Knowledge Concepts and Categories** Koen Lamberts,David Shanks,2013-10-28 Knowledge Concepts and Categories brings together an overview of recent research on concepts and knowledge that abstracts across a variety of specific fields of cognitive psychology Readers will find data from many different areas developmental psychology formal modelling neuropsychology connectionism philosophy and so on The book can be divided into three parts Chapters 1 to 5 each contain a thorough and systematic review of a significant aspect of research on concepts and categories Chapters 6 to 9 are concerned primarily with issues related to the taxonomy of human knowledge Finally Chapters 10 to 12 discuss formal models of categorization and function learning The purpose of these three chapters is to provide a few examples of current formal modelling of conceptual behaviour Knowledge Concepts and Categories will be welcomed by students and researchers in cognitive psychology and related areas as an unusually wide ranging and authoritative review of an important subfield of psychology

Prototyping Todd Zaki Warfel,2009-11-01 Prototyping is a great way to communicate the intent of a design both clearly and effectively Prototypes help you to flesh out design ideas test assumptions and gather real time feedback from users With this book Todd Zaki Warfel shows how prototypes are more than just a design tool by demonstrating how they can help you market a product gain internal buy in and test feasibility with your development team

**The Origin of Concepts** Susan Carey,2011 New in paperback A transformative book on the way we think about the nature of concepts and the relations between language and thought

The Psychology of Word Meanings Paula J. Schwanenflugel,2013-06-17 This volume contains perspectives from a collection of cognitive scientists on the psychological philosophical and educational issues surrounding the meanings of words and how these meanings are learned and accessed It features chapters covering the nature and structure of word meaning how new word meanings are acquired in childhood and later on in life and how research in word processing may tell us something about the way in which word meanings are represented and how they relate to the language processor

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## **Table of Contents Prototype Meaning In Psychology**

1. Understanding the eBook Prototype Meaning In Psychology
  - The Rise of Digital Reading Prototype Meaning In Psychology
  - Advantages of eBooks Over Traditional Books
2. Identifying Prototype Meaning In Psychology
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Prototype Meaning In Psychology
  - User-Friendly Interface
4. Exploring eBook Recommendations from Prototype Meaning In Psychology
  - Personalized Recommendations
  - Prototype Meaning In Psychology User Reviews and Ratings
  - Prototype Meaning In Psychology and Bestseller Lists
5. Accessing Prototype Meaning In Psychology Free and Paid eBooks
  - Prototype Meaning In Psychology Public Domain eBooks
  - Prototype Meaning In Psychology eBook Subscription Services
  - Prototype Meaning In Psychology Budget-Friendly Options
6. Navigating Prototype Meaning In Psychology eBook Formats
  - ePub, PDF, MOBI, and More
  - Prototype Meaning In Psychology Compatibility with Devices
  - Prototype Meaning In Psychology Enhanced eBook Features



7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Prototype Meaning In Psychology
  - Highlighting and Note-Taking Prototype Meaning In Psychology
  - Interactive Elements Prototype Meaning In Psychology
8. Staying Engaged with Prototype Meaning In Psychology
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Prototype Meaning In Psychology
9. Balancing eBooks and Physical Books Prototype Meaning In Psychology
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Prototype Meaning In Psychology
10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
11. Cultivating a Reading Routine Prototype Meaning In Psychology
  - Setting Reading Goals Prototype Meaning In Psychology
  - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Prototype Meaning In Psychology
  - Fact-Checking eBook Content of Prototype Meaning In Psychology
  - Distinguishing Credible Sources
13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
14. Embracing eBook Trends
  - Integration of Multimedia Elements
  - Interactive and Gamified eBooks

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