

TALK

CAPTURING DEVELOPMENTAL DYNAMICS: EXPLORING CULTURAL PERSPECTIVES ON COOPERATION THROUGH YURAKARE CHILDREN OBSERVATION

Natalia Siekiera*, Arkadiusz Bialek

Jagiellonian University, Institute of Psychology, Kraków, Poland

*natalia.siekiera-guest@uj.edu.pl

ABSTRACT

As an ultra-social species capable of cultural learning (Legare & Harris, 2016) and even overimitation within our community (e.g., Clay & Tennie, 2018), humans acquire the skill to navigate social life by embedding cultural meanings (e.g., Nielsen & Haun, 2016) into their understanding. Thus, children develop not only by observing the behavior of others but also by actively participating in social activities with partners (Rogoff, 2003), providing a rich context for understanding and describing children's behaviors.

In our presentation, we suggest that the collaborative dynamics of indigenous communities, which are observed on a broader scale, are apparent in even the briefest interactions, including those occurring during childhood. We introduce a conceptual “toy model” (Beer, 2020) elucidating the interplay between culture and behavior to support this claim. Additionally, we provide descriptive empirical evidence based on fieldwork conducted in the small-scale Bolivian community of Yurakare.

We provide data related to different timescales. Firstly, we present data gathered through a focal-follow analysis conducted over weeks, thus depicting a broader timescale of development. Secondly, we offer a microanalysis of quasi-natural cooperative interactions among peers and siblings within playful contexts (i.e. shorter timescale).

The exploration of the connection between the LOPI social model (Rogoff, 2014; Rogoff & Mejia-Arauz, 2022), observed through focal-follow sampling, alongside the analysis of the cooperative atmosphere at the molar level, and verbal and non-verbal collaboration among children analyzed at a microscopic level, reveals the dynamic nature of cultural patterns unfolding in children's interactions.