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Psychology 246

3. The Stanford-Vine method is an American application of France's Binet-Simon test. The Vine-Simon test method originally started out as a simple method of distinguishing mentally retarded people, consisting of questions for measuring judgment, reasoning and attention-intensive forces, and the total score was scored as an age scale, or average age. In the process of standardization, two-thirds to three-quarters of children in selected age groups gather the correct questions to create an inspection question, and if the test questions are correct, the age to which the test questions belong is given. Stanford University's IQ test first used the concept of intelligence quotient, complementing the problem of mental age. The non-intelligence test was opposed to assessing only intellectual capability, and considered intelligence to be an integrated and omnidirectional ability to act on purpose, think rationally and cope effectively with the environment. Thus, he included various areas of intelligence testing, as well as intelligence capabilities, opposed to the ideal mental age concept, and devised a standard score to evaluate intelligence by comparing individual scores with population scores of similar age groups.

5. Intelligence is the ability to adapt and cope with changes in order to adapt to the environment within a person's life. Sternberg argued that this intelligence consists largely of three factors: analytical intelligence, creative intelligence, and practical intelligence. The first is the ability to obtain task-related knowledge or to be conscious of how much knowledge I know, and to apply strategies for problem solving and regulate myself for goals. Next, creative intelligence involves the ability to solve new problems that have never been experienced and how much of your skills and strategies can be adapted from new situations. Finally, practical intelligence includes the ability to select or create contexts for oneself to achieve one's goals, as well as the ability to achieve the desired goals in context and environment when the environment cannot be changed. Sternberg argues that intelligence is not simply composed of a few subcomponents, but rather of a complex structure because it consists of a variety of intelligence. Therefore, he saw that the intelligence tests currently in use were not able to fully measure intelligence with such complex characteristics.

8. Studies that first look at how much a personal difference in intelligence can be explained by genetic factors include twin studies, family studies, and adoptive children's. Since the genes cannot be manipulated due to ethical problems, studies have been conducted to identify the effects of genes, usually by comparing and analyzing the family's IQ and twin's IQ. There is a study that analyzed more than 100 studies of approximately 50,000 pairs of twins and their relatives to see how relevant the IQ of family members and twins is. Studies show that identical twins who grew up in the same environment had a correlation of 0.86 in the IQ, and fraternal

twins who grew up in the same environment had a correlation rate of 0.60 indicating that identical twins who had stronger genetic sharing than fraternal twins did. In addition, in terms of genetics, the lower the correlation index for family members who share less with each other was found to have an IQ of about 0.47 for siblings who grew up in the same environment, a parent-child index of 0.50 and a grandparent-son child. Based on the above results, the researchers mathematically analyzed the genetic factors, finding that about 50 percent of the variation in the IQ can be explained by genetics. This suggests that genetic factors have a huge impact on the IQ. A more recent study, such as Neisser et al., 1996 also found that genetic effects have a lot of impact on intelligence. They looked at how high the correlation coefficient between parental and child intelligence was, and in later adolescence, the intelligence correlation between the two was very high at 0.75. McGue also argued that the genetics of intelligence grew stronger as it grew older. But genetic factors are not the only ones that determine intelligence. For example, an educational environment can affect a child's intelligence. Children who had long been under formal education by their surroundings were reported to have a lower IQ. Children's nutritional status can also affect their intelligence. Inadequate nutrition early in life can negatively affect cognitive development and cause difficulties in high-level cognitive activities such as inference. Another proof of the environmental factors' impact on intelligence is the 'Flynn effect' found by New Zealand psychologist James Flynn after collecting and analyzing IQ change data from more than 20 industrialized countries. The Flynn effect refers to a steady increase in the index as it moves from one generation to the next, a phenomenon that appears more pan-cultural than only in one country. In the Netherlands, Norway, Israel and Belgium, for example, the IQ rose by an average of 18 points after a generation (30 years). These Flynn effects are also appearing in developing countries. Many studies involving the effects of genetics and environment on intelligence show that both factors affect intelligence, but that genetic factors play a more decisive role than environmental factors. In other words, genetic factors set the limits of intelligence, but how much intelligence develops within those limits can depend on environmental factors.

15. Communication is a gross act of exchanging ideas and feelings among people. Communication can be accomplished through verbal language or written language, and other communication can also be accomplished through nonverbal elements such as gestures and postures, facial expressions, eye contact, voice, intonation, etc.

19. The factor influencing language development is the time when an infant comes into contact with its parents. There is a qualitative aspect of the language that parents use for infants. speech-enhancing form The mother's limited use of language is a hindrance to her child's development of Infants who grow up in facilities such as orphanages experience language delays. A mother with a good command of language promotes the development of her child's language. Parents should show their children a desirable language use model, considering that the qualitative level of parental-child interaction has a significant impact on language development

in infants. I have no children, but when I talk to children in kindergarten, I keep talking to them since I was a baby and I keep talking to them in sentences. Surely speaking with children using multiple words seems to help them develop their language.

22. I think there is a crucial period to learn a language. The period of language development has already begun from birth, and by the age of three, basic expression is achieved. From the ages of four to six years of life, the most vocabulary develops the most. By the age of six, there is no shortage of talking to adults. At this time, listening, speaking, reading and writing are developed in a related way, so language education for infants should be organized as well. Age 4 to 6 is the time of childhood education. I told you earlier that there is a language where there is a class. There is a language in every class of children. The teacher asks more questions to the infant. Through questions and answers, children's thinking improves. Most of the children of this period want to express their thoughts endlessly. I don't think we should miss this very moment.

25. I don't think the mother helps the child. Because there is something to learn at that age, and I try to educate my children without knowing what their talents are. This seems to do harm. Because I can accumulate knowledge through practice and effort even if my intelligence is low. However, from a young age of 2 years old, studying hard is likely to bring mental stress to children. Children have a natural intelligence. I think it is important to let me study according to the level. It seems that nature is important for a 2-year-old child. The average child generally knows how much development is needed. In the case of gifted children, there are other ways. I want you to know the child's level and give him the right education.

26. When children cry, they check what they need, and by also understanding the meaning of their laughter and tears, parents play a role in making their children happy and filling in the necessary parts. When children are trying to speak, they can tell them what their mother is trying to say, ask them questions, and help them express themselves in words. It makes children feel that they interact with their parents. So it makes the children react. It seems that non-sensual sounds serve to express the desire to keep talking about children of infants and babies, so it is good to keep talking and to be able to distinguish between language and non-verbal things. I think it is good to use language since I was an infant because I can accept it naturally in using language.