

Abstract

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The present study examined that proper inference of task demand determined use of category in counting. The previous studies reported 4- to 5- year- olds tended to show unstable performance depend on tasks, whereas 5- to 6- year- olds showed stabilization through tasks. The overlapping waves model of Siegler's, which explained cognitive changes as a variety use of information and the proportion of each information used by children, was useful to find out what made the difference of performance between 2 age groups. The previous studies also suggested the difference use of information derived from whether children could make appropriate use of information embedded in tasks or not. In order to examine relationship between use of category and context information ,tasks of object categorization in counting and mapping Japanese numeral classifiers to categories were conducted among 4- to 5- year- olds children and 5- to 6- year- olds in the present study. The present study showed the following: (1) 5- to 6- year- olds tended to make proper use of category to perform task, whereas use of category among 4- to 5- year- olds did not lead performances to proper direction, (2) a diversity of category use derived from the regulation of a variety of information which exists at the same tasks and stabilization of category knowledge, (3) difference between age groups was described as difference of proportion of each category use pattern. These findings suggested that change through ages about category use counting based on diversity, therefore that change from 4- to 5- year- olds to 5- to 6- year- olds was regarded as successions of changing. The studies hereafter based on the present study will be to illustrate change within individuals through a variety of routes of change on category use and interaction of change in information given to children and information use by children.