

原著

幼児における交差感覚様相的認知の媒介機構

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An Intervening Mechanism on Cross-Modal Recognition in Infants

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Abstract

Fifteen 3-year-old children were given a cross-modal recognition task which required them match an identical object across sense modalities (tactual to visual, or visual to tactual) . The testing material consisted of four stimulus sets of three-dimensional objects which had different cues of verbalization. The result showed that there was significant relationship between stimulus sets and task performances, and there was significant interaction between stimulus sets and presentation modes of stimulus such as visual sample to tactual comparison, or vice versa. So, it was discussed that verbal coding, although not necessary, was a kind of critical role for the mediating process of this type of cross-modal recognition in infants.

要約

15人の3歳児に、視覚-触覚および触覚-視覚の交差感覚様相間で、対象の同一視を求める見本含ませ作業を課した。刺激材料として、言語化の手掛かりが異なる4種類の3次元物体からなる刺激セットを用いた。その結果、刺激セットの種類と遂行成績との有意な関連性ととも、刺激セットと刺激呈示モード(サンプル刺激や比較刺激の呈示方法)との間に有意な交互作用が認められた。そこで、幼児によるこの種の交差感覚様相的認知の媒介過程において、言語的符号化が果たす役割の重要性が検討された。