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(Lifter & Bloom, 1998). 가 가 , , 가  
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1) 2002

2) yleeyang@center.duksung.ac.kr



(3 3½), 6 ,  
(3½ 4 ), 7 가

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Garvey Kramer(1989) 3, 4, 5 36 가  
(3 9 , 4 12 , 5 15 ) . Wolf, Goldfield, Beeghly, Cardona(1985)  
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(Garvey & Kramer, 1989). Garvey 4), 가 ( 5)  
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가 : The Test of Early Language Development).  
 . McCune-Nicolich(1981)  
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format) 가 . ,  
(Wellman, 1990). Wellman(1990)  
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(mind reading)  
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(2000) 5 7  
(de Villiers, 2000). 5 가  
Nelson (1996) 가  
가 가  
Astington(2001) “ ”, “ ”  
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(Hughes & Dunn, 1997) 가  
(de Villiers, 2000).  
Shatz, Wellman Silber(1983)  
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(Nicolich, 1977), 3 가 가  
(Shatz et. al., 1983). “ ”, “ ”,  
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가 가  
(Astington & Jenkins, 1995).  
~ 가 “~ ” Leslie(1987, 1988, 1991) 가  
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 . , (decoupling mechanism)  
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 (properties)  
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 ‘가 ’  
 가 (Leslie, 1987, 1988, 2000),  
 가  
 Leslie  
 Leslie (Astington & Jenkins, 1995; Taylor & Carlson, 1997). Taylor Carlson(1997)  
 (ToMM-Theory of Mind  
 Mechanism) (German 가  
 & Leslie, 2000; Leslie, 2000).  
 Leslie(1987) 가  
 가 Leslie  
 가 Taylor Carlson(1997)  
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가 3 3 25 ( 3 10  
 가 , , 3.75 ), 24 ( 3  
 , 10 , 3.07 ) 49 , 4  
 가 가 2 39 ( 4 10 ,  
 가 3.79 ), 34 ( 4 10 ,  
 . 3.72 ) 73 , 5 2 24  
 McCune(1995), Garvey Kramer(1989) ( 5 10 , 3.38 ),  
 가 가 25 ( 5 9 , 2.99 )  
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 . (Gopnik  
 & Astington, 1988), (Wellman  
 1. 가 가 & Bartsch, 1988), (Perner  
 & Wimmer, 1985) 3  
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. Westby(2000)

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Westby

(2000)

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4 : ; ;

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18 1 54  
가 10  
, 10 540 7  
가 Westby(2000) 4,320 .

가 , 가 가  
가 , 가 가 가  
가 가 가  
가 .89, .90, 가  
가 가 가 ( : .5×7 = 3.5  
가 .95 .98, ) 1, 2, 3, 4  
가 5, 6, 7  
가  
가  
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2 , 2 4 가 가  
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( : 5 ×7 = 35 )  
가 5, 6, 7 가 가  
가 가  
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가 × (2×3)  
가 (



· · / 가 가

가 가 (F<sub>2, 168</sub>=7.399, p<.001). Scheffé ,  
 F<sub>1, 3 5</sub> , 4 5 (3  
 168=4.501 p<.05 가 5 : p<.01; 4 5 : p<.001). 가  
 가 가 가  
 (F<sub>2, 168</sub>=8.915, p<.001). Scheffé 가 (p<.001)  
 4 5 가  
 F<sub>2,168</sub>=4.512, p<.05  
 . Scheffé , 3 5  
 가 (p<.05). 2.  
 가

(F<sub>2, 168</sub>=2.362, p<.10).  
 5 가 가  
 가 (p<.05) 3 , 4

가

, 가

가

	5	6	7		
	M(SD)	M(SD)	M(SD)	M(SD)	M(SD)
3	1.42(2.89)	24.24 (32.50)	13.86 (37.63)	39.55(66.91)	50.20(67.16)
4	3.56(6.79)	10.93 (21.17)	14.96 (24.00)	29.45(35.80)	46.00(47.63)
5	5.51(10.57)	45.92 (51.58)	18.43 (20.39)	69.86(57.07)	85.10(61.50)
	.351(7.47)	24.77 (38.08)	15.64 (27.65)	43.92(54.91)	58.41(59.94)
F	F <sub>2, 168</sub> =8.915***				F <sub>2, 168</sub> =7.399***

\*\*\* p < .001

가

5

3

2

가

3.

	N	+		+		+		+	
3	49	1.14(.87)	2.00(1.63)	1.47(.77)	2.71(1.61)	.24(.56)	.41(.98)	2.86(1.56)	5.12(3.05)
4	73	1.58(.73)	3.03(1.52)	1.77(.54)	3.08(1.01)	.62(.70)	1.11(1.32)	3.96(1.40)	7.22(2.93)
5	49	1.80(.46)	3.27(1.13)	1.90(.31)	2.90(.42)	1.14(.82)	1.45(.89)	4.84(1.23)	7.61(2.00)
	171	1.51(.75)	2.80(1.54)	1.72(.59)	2.92(1.11)	.66(.78)	1.01(1.18)	3.89(1.58)	6.73(2.10)
	F	F <sub>2, 168</sub> =10.809***		F <sub>2, 168</sub> =1.637		F <sub>2, 168</sub> =11.214***		F <sub>2, 168</sub> =12.194***	

\*\*\* p < .001

( : F<sub>2, 168</sub>=12.194, p<.001; : 가 0, 1, 2  
 F<sub>2, 168</sub>=10.809, p<.001; : F<sub>2, 168</sub>=11.214, p<.001). Scheffé , Pearson  
 , 5  
 3 4 , 4 5 p<.01 (ceiling effect)  
 가 4 5  
 가  
 70% 4  
 (3 57% ) 5  
 90% (r=.265~r=.839).  
 3 -5 3  
 가 가 . 4 5  
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 가 가  
 가 , 가  
 가 ( , )  
 가 ( , )  
 ) Pearson  
 (r=.213~.247).

표 4. 마음이론과제, 언어기능, 언어형태간의 연령별 전체 상관계수

						가		가	
3		.421**							
		.091	.195						
		.786**	.750**	.547**					
		.314*	.227	.127	.328*				
		.308*	.252	.143	.343*	.990**			
		가	.264	.323*	.370**	.430**	.230	.221	
	.329*		.408**	.284*	.482**	.295*	.321*	.681**	
		.271	.021	.003	.157	.146	.139	.302*	.302*
		.320*	.125	.136	.280	.184	.205	.227	.227
									.724**
4		.424**							
		.339**	.316**						
		.818**	.708**	.735**					
		.060	.079	.151	.126				
		.093	.112	.269*	.208	.941**			
		가	-.050	-.058	.085	-.008	.650**	.604**	
	-.003		-.069	.056	.000	.583**	.606**	.766**	
		.081	-.061	.122	.076	.303**	.330**	.264*	.330**
		.012	-.122	.148	.031	.266*	.337**	.254*	.471**
									.734**
5		.539**							
		.458**	.403**						
		.734**	.651**	.676**					
		.217	.012	.070	.157				
		.117	-.020	.064	.125	.980**			
		가	.164	.032	.073	.132	.321*	.379**	
	-.096		.003	-.068	-.084	.361*	.432**	.762**	
		.092	-.052	.062	.069	.348*	.351*	.120	.164
		-.015	-.058	-.014	-.027	.477**	.478**	.199	.292*
									.786**
		.422**							
		.367**	.265**						
		.839**	.713**	.701**					
		.214**	.119	.151*	.223**				
		.219**	.139	.213**	.247**	.970**			
		가	.178*	.107	.231**	.272**	.369**	.434**	
	.100		.094	.121	.170*	.422**	.486**	.748**	
		.148	-.014	.099	.107	.240**	.267**	.200**	.273**
		.111	-.001	.121	.099	.276**	.321**	.198**	.366**
									.748**

\* p < .05 \*\* p < .01

:  


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 3  
 ( : r=.314;  
 : r=.308)  
 ( :  
 r=.328; :r=.343). 4 , 가  
 ,  
 (r=.269) (r=.369~.486).  
 . 5 , , 3 ,  
 가  
 가 ( : r=.295; :  
 r=.321). 4 , 가 :  
 (r=.231) (r=583~r=.650). 5 4  
 (r=.178)  
 (r=321~r=.432).  
 ( : r=.272; : r=.170)  
 , 3 , 가  
 가  
 가  
 가 ( r=.323; (r=24~r=.321). 3 4  
 : r=.370; r=.430). r=.266~r=.337  
 가 . 5 4  
 . 4 (r=.348~r=.478).  
 5 , ,  
 (r=.198~  
 가 r=366). 3 , 가  
 가  
 ( : r=.302). 4  
 , 가 가  
 가 (r=.254~r=.471). 5  
 3 , 가 가  
 (r=.320). 가 , (r=.292).



· · / 가 가

가 93.0: 7.0  
가

가 가

가 . 5. 6  $\chi^2$

(%)

가

가 가

가

2

가

가 5

1, 2, 3, 4,

5, 6, 7

2

가

1

60.4: 39.6

5

가 5

83.3:16.7

6 7

가

가 (6 : 2

=7.213, p<.007; 7 : 2=7.907, p<.005). 1

5

6. 7

$\chi^2$

6, 7

(%)

. 4 5 6 7  
2 가

6

,

77.8: 22.2

	(1+2+3+4)	(5+6+7)	
	116(60.4)	76(39.6)	192(100.0)
	35(83.3)	7(16.7)	42(100.0)
	151(64.5)	83(35.5)	234(100.0)

$\chi^2_1 = 7.556 p < .005$



3 가 .  
가 가 .  
4 5 , 가 가 .  
가 가 .  
가 가 .  
3 가 , 가 가 가 .  
가 가 , 가 (5  
가 )  
Astington 가 .  
(Astington & Jenkins, 1999; Jenkins & Astington, 1996) 가 .  
가 가 . 가  
6 가 , ,  
de Villiers de Villiers(1999) 가  
Astington (2001) , 가 .  
가 ,  
Taylor Carlson(1997) . 7  
가  
4 5 3 , 1  
, 2



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# The Relationships between Language Development and Theory of Mind in Preschooler's Pretend vs. Non-Pretend Play

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Duksung Women's University

To examine the language form difference between pretend context and nonpretend context and the relationships among language development in pretend play and theory of mind, 171 3-, 4-, and 5-year-olds were selected from three kindergartens located in Seoul area. Children's performance on six false belief tasks was measured. The verbal language expressions in pretend play were observed in dramatic, manipulative, and block play area using the target-child-focused observation. Data were analyzed in terms of levels of language forms divided into pretense context and non-pretense context, and levels of language functions in pretend play. In pretense context, children showed higher levels of language forms than in non-pretense context in their pretend play. Generally, language forms were closely related with language functions in pretend play, but not with theory of mind. Children's theory of mind was significantly related with the language forms in pretense context and language functions in pretend play. The significant correlations are mainly due to high correlations among these variables for age 3. In addition, there were differences in language forms depending on children's roles of pretend play. These findings suggested the close relationship between the language development in pretense context and theory of mind among preschoolers.

*Keywords : language form, language function, theory of mind, pretend play*