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Bjorklund Harnishfeger(1990), Dempster
(1993) . (cognitive inhibition)
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. Hanishfeger Bjorklund

(Harnishfeger & Pope, 1996).

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(Bjorklund & Harnishfeger, 1990; Harnishfeger, 1995; Harnishfeger & Bjorklund, 1994).

(limited resources model)

가 (inefficient

inhibition hypothesis)

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(Harnishfeger & Pope, 1996; Wilson &

Case, 1985; Case, Kurland, Kipp, 1998).

& Goldberg, 1982).

(directed-

forgetting task)

(Bjork, 1972; Kihlstrom, 1983; Harnishfeger & Pope, 1996; Wilson & Kipp, 1998).

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Bjork(1972)가

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(“
(Harnishfeger & Pope, 1996).
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....”),
(blocked-cued directed-forgetting task) 가 , 가
(remember-cued items)
(forget-cued items) ,
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Harnishfeger Pope(1996) 1, 3,
(directed-forgetting 5
effect)가 (Lehman et al., 1998;
Lehman et al., 2001).
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가 가 , 1 3 5 가
Harnishfeger Pope
(Harnishfeger & , 5
Pope, 1996; Wilson & Kipp, 1998).
가 Harnishfeger Pope . 5
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가 , 5

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5 . Bray, Hersh, & Turner, 1985; Bray, Justice, & Simon, 1978; Bray, Justice, & Zahm, 1983) 3
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Harnishfeger Pope 5
1 , 3 Harnishfeger Pope
(1996)

Harhishfeger . Harnishfeger Pope
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(Bjorklund & Harnishfeger,
1990; Dempster, 1993; Harnishfeger, 1995; 5
Harnishfeger & Bjorklund, 1993)

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Harnishfeger
Pope

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Bray
(Bray & Ferguson, 1976; 가

(1996)	가	Harnishfeger Pope 가	1	/	16	64
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5 (=11 4) 64 B

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가 20 , 40

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Harhishfeger Pope(1996)
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 (Harnishfeger & Pope, 가 , 가
 1996; Zacks, Radvansky, & Hasher, 1996; Lehman
 et al., 1997; Wilson & Kipp, 1998; Lehman et
 al., 2001)

가
 가 (Bray & Ferguson, 1976; Bray, Hersh, &
 Turner, 1985; Bray, Justice, & Simon, 1978;
 Bray, Justice, & Zahm, 1983)
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(F(2, 45) = 14.75, p < .001) Scheffé (p < .001), 3 (p < .05), 1 3 (3 1, 3, 5) × 가 1 2 (4: / , / , /) (F(1, 45) = 43.29, p < .001).

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Scheffé

		/ M(SD)	/ M(SD)	/ M(SD)	/ M(SD)
5	1	4.00(1.63)	2.63(1.15)	0.50(0.73)	1.25(1.24)
	2	4.38(1.54)	4.75(1.39)	4.69(1.35)	3.19(1.28)
3	1	2.94(1.12)	1.88(1.31)	0.25(0.48)	0.56(0.63)
	2	2.94(1.44)	3.69(0.79)	4.00(1.09)	2.94(1.34)
1	1	2.63(1.20)	1.56(1.09)	1.44(1.46)	0.50(0.73)
	2	2.06(1.39)	2.81(1.38)	2.88(1.50)	3.13(1.54)
	1	3.19(1.44)	2.02(1.25)	0.73(1.09)	1.25(1.24)
1	2	3.13(1.72)	3.75(1.44)	3.85(1.50)	3.08(1.37)

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 (F(2, 90) = 8.0, p < .01)
 Scheffé 5
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 (F(1, 90) = 20.39, p < .001). / 2
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 (F(2, 45)
 = 6.57, p < .01). , / , /
 Scheffé 1 2
 3 (p < .01), 5 (p < .05) 1 (F(2, 90)
 , 3 = 20.22, p < .001) (1, 90) = 5.19,
 5 가 p < .05)
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 (F(2, 90)
 = 3.81, p < .05) (F(1, 90) = 7.72, p
 < .01) 가 , /
 (F(2, 90) = 3.59, p < .05).
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 / 2 가 가 가
 가 5 가 Harnishfeger
 / / Pope
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 (F(1, 30) = 10.41, p < .01), 3
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 (F(1, 30) = 6.03, p < .05). 1 / /
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Harnishfeger Pope(1996) 5

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1 가 , 3 5

2 가 (Bjork, 1989; Hamishfeger & Pope, 1996; Wilson & Pope, 1998). 1 가 2 가

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4. , ,

		/ M(SD)	/ M(SD)	/ M(SD)	/ M(SD)
5	1	7.50(1.55)	7.81(1.11)	7.43(1.67)	8.25(1.65)
	2	7.69(1.19)	7.13(1.59)	7.63(1.78)	7.31(1.78)
3	1	7.38(1.78)	7.63(1.20)	8.06(1.44)	7.31(1.74)
	2	6.94(1.84)	7.38(1.63)	8.38(1.50)	7.00(1.26)
1	1	6.38(2.19)	6.69(1.49)	7.31(1.96)	7.00(1.79)
	2	6.19(1.87)	6.19(1.72)	7.38(1.90)	7.19(1.83)
	1	7.08(1.89)	7.38(1.35)	7.60(1.70)	7.52(1.77)
	2	6.94(1.74)	6.90(1.70)	7.79(1.75)	7.17(1.62)

(F(2, 180) = 6.67, p < .01).

Scheffé 1 3 가 (p < .05), 5 (p < .01) 가 (Lorsbach & Reimer,

1996; Kipp & Pope, 1997; Harnishfeger & Pope, 1996; Lorsbach, Katz, & Gupak, 1998)

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Bray

(Bray & Ferguson, 1976;

Bray, Hersh, & Turner, 1985; Bray, Justice, & Simon, 1978; Bray, Justice, & Zahm, 1983)

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Harnishfeger

Pope(1996)

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. Harhishfeger

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The Effect of the Children's Cognitive Inhibition on the performance of Memory Task

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This study examined the developmental difference of childhood cognitive inhibition and the effect of cognitive inhibition of unrelated information on related information. One hundred and ninety two primary 1st, 3rd and 5th grade children were sampled and they were randomly distributed to 4 inhibition conditions. At remember / all condition, they were given 20 words, and made to recall all the presented words at recall test. At forget / all condition, the subjects were asked to cognitively inhibit 10 previously presented words, then heard new 10 words, then at recall test, they were asked to recall all the presented words. At forget / only condition, children were under the same condition as forget / all condition except for that they were told not to recall forget-cued words, but to speak of remember-cued words. At remember / only condition, children were heard 20 words, and at recall test, they were instructed to recall only 10 words presented later.

As results of the test, as children got older, they were able to inhibit cognitively unrelated information. Also in case of the children who were good at cognitive inhibition, they showed significantly higher amount of related information at forget / only condition than remember / only condition. These results have its significance in that children benefit recall of related information by cognitive inhibition to unrelated information.

Keywords: cognitive inhibition, memory development, directed- forgetting task