The purpose of this study was to complement the limits of existing results and investigate the theoretical point of dispute about theory of mind. Domain specific theory has the limitations in overlooking general cognitive process and comparing with tasks neglected executive level. To supplement this limit, the change of task achievement rate was compared by offering the cue which lowered executive level in false belief tasks. Conflicting desire tasks considered executive level were recreated and examined according to age. It was also attempted to find the issue of domain general theory by contemplating executive function, general cognitive ability which was related to theory of mind.

For this, 246 preschooler from 2.5 years old to 4 years old who lived in Seoul and Kyoung Ki-Do were investigated. And two groups, one offered the standard false belief tasks and the other offered clue, were divided and compared to study if the clue makes significant difference. Each child was interviewed individually in the quiet room and the interviews took about 50 to 60 minutes per child. Collected data were statistically analyzed using one-way ANOVA, two-way ANOVA, Pearson's correlations, and multiple regression analysis with SPSS Win 13.0 program.

The main findings were as following:

First, the overall tendencies of false belief and conflicting desire task performing ability showed different change of the average according to age. The total average of false belief task performing ability rapidly increased in the vicinity of 3.5 years. This reflected the children from 2.5 to 3 years old had insufficient false belief task ability, but the children over 3.5 years old had more improved ability. The children from 2.5 to 4 years old had higher conflicting desire task performing ability than false belief task performing ability. This showed that desire preceded belief in conceptual understanding and there was a difference between belief and desire in the nature of representation.

Second, There was a significant difference in false belief task performing ability depending on age and clue offering. 2.5 to 3-year-old children showed prominent improvement by getting clues. When the clue reduced executive level of false belief tasks, the underestimated conceptual understanding of young child was verified. Otherwise, any big difference between the group offered clues and that offered standard false belief tasks was not found from 3.5 to 4-year-old children. This ment that the children of this age could achieve false belief task without clues.

Third, There was a significant difference in conflicting desire task performing ability depending on age. The older children got better average of task performing. And the average of children between 3.5 and 4 years old was as high as middle level, because it was difficult for the young children to control their own desire and select the conflicting desires which contradicted their desire.

Forth, Regression analysis showed that age and executive function affected the false belief and conflicting desire task performing ability. In performing the false belief and conflicting desire task, inhibition control and working memory did a very meaningful role to the children in activating new response which couldn't coexist as well as in inhibiting the dominant response.

In addition, when the relative influence of age and executive function was compared, the effect of age was greater than that of executive function in false belief task performing ability. It was clearly improved at the age of over 3 years old. This ment that the age did more important role than personal executive function in false belief task performing. On the other hand, in conflicting desire task performing ability, the effect of executive function was relatively greater than the age. Development of the conflicting desire task performing ability by age was relatively slow from 2.5 to 4 years old. Therefore, It was considered that difference of the personal executive function played a greater role in task performing than the age.

This study made up for the limit of domain specific theory and verified domain general theory by proving executive function. The result of this study was expected to contribute to establishing the theoretical foundation of preschooler theory of mind and be used for the development of preschool-education program.
for improving the social cognition.

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