

Don't need a topic

[Psychology](#)



Summary The question of interest is whether the infants are cognitive to the fact that there is arithmetic's around them, which later translate to the ability to conduct mathematical later in life. The authors are scrutinizing if the infants can recognize the difference in addition and subtraction when they are at a tender age. The basic methodology used to conduct the research is using the Subitization or the ability of recognition of small numerals using the conscious counting in the process. In general, the method was a sequential deliberation of separate events giving the infant time to deliberate the things that they see and make a conscious judgment of the event. The result of the process was that the infants who were subject to the experiments saw the infants looked at the instance that was impossible making them have the recognition of a different occurrence in the process. The authors concluded the infants are possess a true numerical concept for they have the access to the ordering of the numerical relationships. They argue the arithmetical capabilities of the infants give them a capacity to do arithmetic calculations and thus provide the foundation for future mathematical knowledge.

Methodology

Another aspect to use in the realization of the same hypothesis is through numerosity detection and manipulation. It is in the nature of children to have higher interest at new things they come into contact or see. According to the research done by Cooper and Starkey (1980) the infants of 4-6 months are sensitive to the numerosity of arrays of black dots using the habituation and dis-habituation epitome. Since they look more on the new things the infants can be presented with new stimulus like bright flower pictures. The use of habituation and dis-habituation give the infants new reaction as they lose

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interest with the things that are they see repeatedly but the introduction of a new stimuli makes them have interest again in the process. The control of the new stimuli with a spatial frequency makes the children habituate with the first instance losing the interest and the introduction of a new issue gives them the back their curiosity. The use of this methodology is useful since the reactions of the infants to different stimuli will be put in record and the process can be repeated severally each time using a new aspect of stimulation like animal pictures. The reaction on every experiment will quantify the aspect of infant reactions in to the new issues. The concept of numerosity is very lucrative in the process of making up the new method since possession of the numerosity is implies that the infant has the ability to recognize the change in the members of the old stimuli and the entrance of new stimuli. In other words, they can recognize the addition of the new changes and the subtraction of the old instances. This means that they can compute the arithmetic sequences via addition and subtraction of the sequences. The experiment will only use 2-3 experiments to avoid the confusion of the infants for they can lose concentration easily.

Reference

Wynn, K. (1992) Addition, and Subtraction by Human Infants. Department of Psychology, University of Arizona, Tucson 85721. USA 749-750.