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28.7
572.7+611(08)
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(12 25 2010 .)

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**Terms formation process and IQ level assessment in the
Iranian students dependently on their leading extremity
and individual interhemispherical profile**

Madani Farzad, Tkachenko Elena, Fazeli Niaki Morteza87

611.12:611.013.8:572.7

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616-092: 611.36+616.149-005.98

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118,64 %. 20 .

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1169,62 ± 157,65 / 25,09 ± 4,08 %

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2,47

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25,09 ± 4,08 %

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0109U005062.

«Asterion» (Toshiba,).

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120 V, 100 / , 1,0 ,
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24 51 ,
 $32,7 \pm 3,6$ $33,8 \pm 4,1$. ()

80,0 85,9 % ,
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($0,897 \pm 0,035$, $< 0,05$).

II
 $- 34,4 \pm 4,3$ $36,1 \pm 5,1$.

43 , $32,1 \pm 2,8$ 23
 $32,4 \pm 2,9$
 84,0 – 85,9, $82,0 - 83,9$
 $80,0 - 81,9$,
 $3,76$ % .

84,0 – 85,9 86,0 – 87,9, . .
 ($80,0 - 81,9$ $88,0$, $>$)

86,0 – 87,9. $4,55$ %

(33,0 ± 2,8 33,0 ± 3,3).
 - (0,846 ± 0,021,
 < 0,05).

(0,903 ± 0,020).

125 , 88,1 ± 9,4 62
 92,5 ± 5,2 .

80,0 – 81,9, 82,0 – 83,9, 86,0 – 87,9 88,0 > ,
 – 84,0 – 85,9. –

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(0,793 ± 0,017, > 0,05).

135 , 90,4 ± 5,7 64
 91,9 ± 8,1 .

(0,963 ± 0,019, > 0,05).

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0,38 %, II

3,95 %,

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611.718.1:616.34-007.43

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0109U000340

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- 27 (48,21 %);

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6 (10,71 %),

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(44

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- 20 (45,45 %),

- 14 (31,82 %),

- 5 (11,36 %),

- 4 (8,88 %),

- 1 (2,49 %).

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- 8, 66,67 %
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- 11 % (p < 0,001),
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(p < 0,01). (10 /) 51,4 %
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[616.89-008.444.9:616.833]-072.5-092.9

615.06:611.334

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616.36-002+616.33-005.1

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Sonoace-8000 (Medison,
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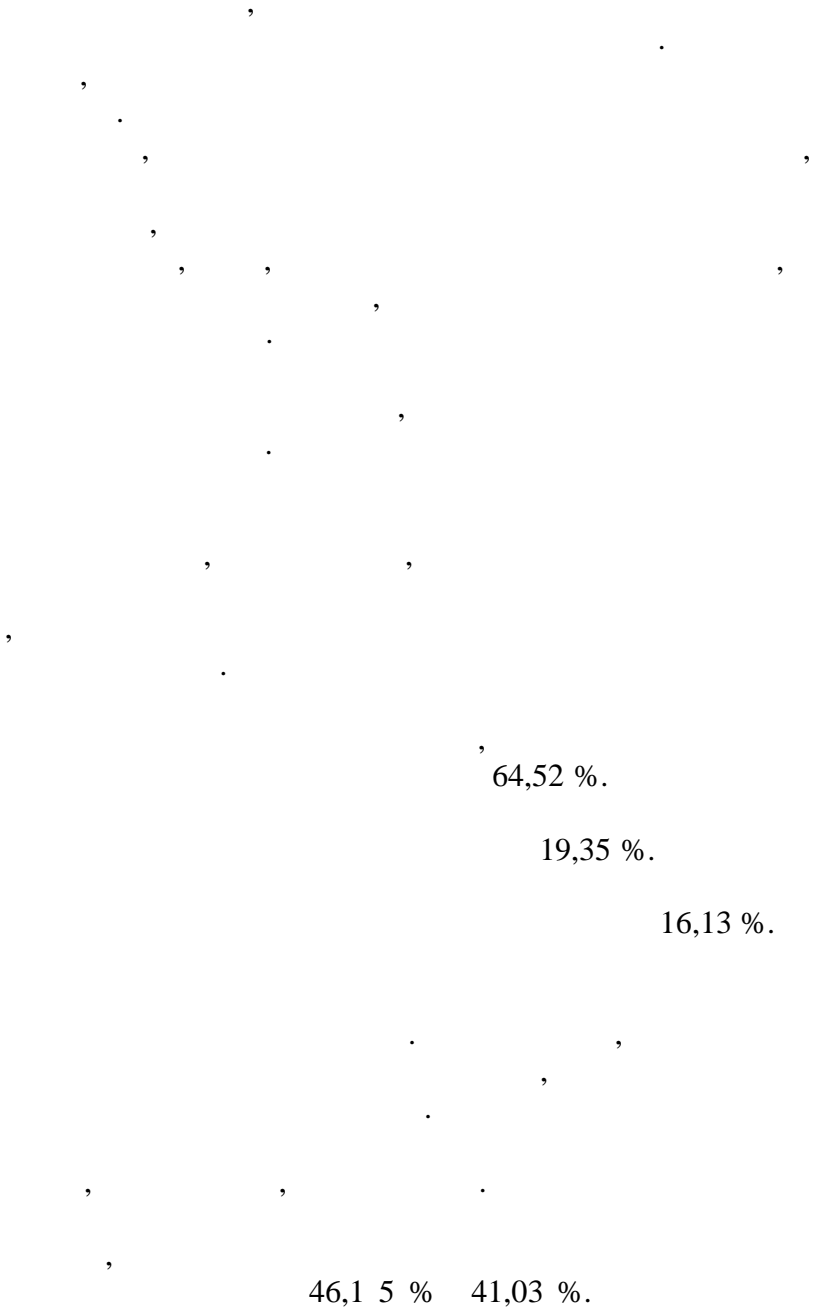
Microsoft Excel.

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O. Ostberg (1976) ’

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611:612.6

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41,5 ± 4,5

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80,0 – 81,9

(< 0,05).

0,947 ± 0,018

87 147 ,
108,8 ± 12,6

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80,0 87,9 %.

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< 0,05).

(0,981 ± 0,011,

82,0 – 83,9.

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102,6 ± 14,1

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616-092:611.36+616.149-005.98

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 24 - 32

70 %, 72- 48-
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12,62 / . 0,12 0,16 . 9,85

3,315 5,9 / . 0,17 . 0,13

10,77 ± 5,67 / .
0,125 ± 0,027 .

4,465 ± 4,96 / .
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7,29 - 10,5 / . 14,22 - 24,57 / ,

612.12:57.034

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621.914.02:616.71-089.87

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616.342-089.84

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612.176

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($p < 0,01$).

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611-019:611.9+611.714.14:617.51

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	114,33	121,8	154,17	165,0
	114,75	–	159,0	–
	VIII		VIII	
	119,44	116,65	157,28	157,65
	114,33	122,75	157,22	173,0
	114,11	116,25	153,22	163,75

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VIII

6,57

6,15

0,42

VIII

5,11

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0,22

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VIII

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0,4
6,5
1
4,83
4,83
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VIII
4,06
4,0
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$$\left(\frac{\text{...}}{\text{...}} \right) \times 100,$$
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	VIII		VIII	
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611.714/716

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VIII

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XX 19

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VIII 24 (40 %),
 - 20 (33 %) - 16 (27 %).
 32 (53 %), - 28 (47 %).
 9 (28 %), - 14 (44 %)
 - 9 (28 %), - 15 (53 %), 6 (22 %) 7

(25 %)

VIII

(d) : (a), (h)
 , (S . . .) (∠)
 (V)

$$V = \frac{4}{3} \cdot a \cdot d \cdot h,$$

a - 1/2, d - 1/2, h - 1/2
 , - 3,14

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Microsoft (M);

(p <); (± m); (R_{xy});
 (± r).

VIII

	$M \pm m$	$M \pm m$	$M \pm m$
d	$2,83 \pm 0,33$	$3,07 \pm 0,24$	$3,57 \pm 0,14$
d	$1,65 \pm 0,28$	$2,98 \pm 0,22$	$3,77 \pm 0,6$
h	$6,6 \pm 0,5$	$6,7 \pm 0,6$	$6,8 \pm 0,8$
h	$5,9 \pm 0,5$	$6,0 \pm 0,6$	$7,3 \pm 0,5$
a	$13,4 \pm 0,7$	$13,2 \pm 0,7$	$12,9 \pm 0,7$
a	$12,6 \pm 0,3$	$13,4 \pm 0,6$	$12,4 \pm 0,5$
S	$59,33 \pm 6,22$	$61,4 \pm 5,4$	$61,1 \pm 9,2$
S	$51,47 \pm 9,3$	$45,17 \pm 9,8$	$62,79 \pm 11,27$
∠	$124 \pm 6,5$	$119,1 \pm 9,8$	$117,7 \pm 7,7$
∠	$118,8 \pm 7,5$	$117,2 \pm 3,8$	$110,5 \pm 7,2$
V	$131 \pm 20,4$	$151,1 \pm 18,0$	$155,0 \pm 28,2$
V	$79,3 \pm 8,4$	$110,4 \pm 27,4$	$155 \pm 28,2$

	$M \pm m$	$M \pm m$	$M \pm m$
d	$1,2 \pm 0,21$	$1,7 \pm 0,52$	–
d	$1,4 \pm 0,27$	$1,4 \pm 0,23$	$1,7 \pm 0,23$
h	$6,4 \pm 0,5$	$7,1 \pm 1,09$	–
h	$5,7 \pm 0,57$	$6,0 \pm 0,54$	$6,0 \pm 0,82$
a	$13,9 \pm 0,93$	$13,5 \pm 0,47$	–
a	$13,08 \pm 0,86$	$12,4 \pm 0,81$	$12,1 \pm 0,48$
S	$52,68 \pm 7,8$	$60,88 \pm 12,6$	–
S	$45,17 \pm 5,5$	$45,19 \pm 6,8$	$50,50 \pm 6,0$
∠	$120,08 \pm 8,0$	$119,70 \pm 13$	–
∠	$123,83 \pm 12,8$	$118,88 \pm 10,2$	$120,17 \pm 6,7$
V	$55,8 \pm 13,1$	$63,4 \pm 14,7$	–
V	$53,9 \pm 12,7$	$54,3 \pm 13,3$	$76,2 \pm 20,1$

VIII

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(J. Talairach, P. Tournoux, 1988). , 74 %

(31 %), (29 %)
(11 %). 65 %

(17, 18 19). 12 %
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612.825.56:613.1

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304 , - -

2007 – 2009 .

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(< 0,05)

/ *S. pneumonia* (28 %),

Candida (16 %) *Corynebacterium spp.* (11 %).

Haemophilus spp.,

Moraxella spp. *S. pyogenes* ,

(< 0,05) .

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(< 0,05).

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$$(47,5 \pm 4,9) \quad (47,3 \pm 2,3)$$

$$45,5 \pm 5,5 \quad (n < 3),$$

$$(48,0, n < 3) \quad (48,3 \pm 4,9)$$

$$46,0 \pm 3,5 \quad 45,8 \pm 3,8$$

$$(53,0 \pm 3,6 \quad 51,2 \pm 5,4) \\ (50,5 \pm 4,5, n < 3)$$

$$49,6 \pm 4,1 \quad 51,1 \pm 3,2$$

$$(33,2 \pm 2,4 \quad 32,8 \pm 2,0) \\ (n < 3). \quad 33,0$$

$$31,3 \pm 0,9 \quad 32,5 \pm 3,5 \quad (n < 3)$$

$$(34,0 \pm 2,7 \quad 33,8 \pm 3,5)$$

$$(34,0 \pm 1,0, n < 3).$$

(33,6 ± 2,9), (33,4 ± 1,7);
 - (33,5 ± 4,1);
 (33,1 ± 3,4).

(10,4 ± 1,4 10,0 ± 1,7)
 (10,0 ± 0,2 , n < 3 10,4 ± 1,0) .

(10,7 ± 0,8), (10,3 ± 1,2).

Terms formation process and IQ level assessment in the Iranian students dependently on their leading extremity and individual interhemispherical profile

Madani Farzad, Tkachenko Elena, Fazeli Niaki Morteza

Higher State Educational Institution of Ukraine «Ukrainian Medical Stomatological Academy» (Poltava, Ukraine)

The work actuality. The abbreviature IQ is used for two terms designation: intellect co-efficient applying only to children, on one hand, and the intellectualism co-efficient as a mere of the adult mental abilities on the other hand. As the first intellectual tests which have appeared at the XX-th century beginning allowed solving many practical problems than this questions attached rather huge attention of many scientists the psychologists first of all. First, the child intellectual greatness or retardation was considered to be estimated as a difference between his/her passport and mental age. So, the 10-year-old child with mental age equal to 8 years was considered to be retarded in his mental development on 2 years while the 6-year-old child with mental age equal to 9 years – preceding to 3 years. This designation method for the intellectual greatness or mindedness is not so comfortable. The 2-year-old child with mental leaving behind to 2 years is a rather seldom phenomenon and he is rather visible in a human population. Such a possibility is observed with a rate 1:50000 children while such a preceding in 12 – 14 years is hardly to be met and it means nothing. That is why more standardized methods necessity became actual. New approach was to count the correlation of mental age to the passport one, multiply this numeral to 100 and to receive the intellect co-efficient (IQ). Also IQ assessment tests reflect the differencies in mental abilities of the people having various professional training. So, they can be useful at a professional choice.

The investigation **object** was 81 Iranian students (for 5 study years) to real, hidden and unreal sinisters, dexters and ambidexters. Our **aim** was to assess some cognitive abilities in the Iranian students dependently on their asymmetry individual profile, **tasks** – to assess

IQ in sinisters, dexters and ambidexters among the UMSA students as well as to assess term-formation process peculiarities in them dependently on their leading extremities.

We have used following **methodics** for asymmetry individual profile assessment: dominant extremity; dominant finger; dominant eye; dominant leg; Napoleon's pose; probe with applauding; anamnesis (sinisters among close relatives, arms and hemispheres traumas – for asymmetry individual profile assessment). We have analyzed the students' marks, participation in different activity types (scientific, artistic, social). Also we have proposed them to solve tests compiled by H. J. Aizenk (for IQ assessment). The essence of these subjects (experiments) is that the investigated person must understand the conditionality of this operation and find the principle of subjects generalization.

The **results** have demonstrated that real sinisters (with sinistrality among parents) and ambidexters were more able in different branches of life and their activity was more differentiated and united bigger types. The real sinisters and ambidexters IQ level has been fluctuated from 90 till 100 degrees. Hidden (forced) sinisters IQ level was 80 – 90 degrees. Unreal sinisters IQ was 75 – 82 degrees. Dexters IQ in the investigated group was 50 – 70 degrees. Though it should be mentioned that tests with time limit have been solved with big difficulties by sinisters comparatively to the dexters (that can be used in a study process, to our point of view).

We assessed four operations: terms determining, terms comparison and difference, logic correlations finding out, subjects free classification. The terms determining was easier for ambidexters, then for real and hidden sinisters and more difficult for dexters and unreal sinisters. The terms comparison and difference was the easiest for dexters, then for ambidexters and unreal sinisters and difficult for sinisters (both real and hidden). Logic correlations finding out was easy for dexters and ambidexters, at average level – for unreal sinisters while difficult to be realized or practically impossible to be made – for real and hidden sinisters. The subjects free classification making was an easy operation for real and hidden sinisters,

ambidexters, difficult for dexters and unreal sinisters (they study proposed classifications easier than created the new ones by free way).

Conclusions. The results received, probably, can be explained by following. Left hemisphere dominant in dexters and unreal sinisters is logic one, performs consequent operations easier, thinking type for left hemisphere is a successive one. Right hemisphere dominant in real and hidden sinisters is alogic, creative one, it performs semantic operations better and thinking type for it is simultant (id est the sinister «captures» the information as a whole and it is rather difficult for him to tell about details that is easy, in turn, to the dexters and moreover to ambidexters).

VIII
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60×84 1/16. . .	Times New Roman.
. . . . 5,23.	100 . . . 103.

« . . . , 2, . . . , 91011, . / : (0642) 58-03-20 »
E-mail: alma-mater@list.ru
, 3459 09.04.2009 .