

## **Human Intelligence: The process or content?**

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### **Abstract**

Human intelligence typically refers to the ability of mental activities in knowing, perceiving, remembering, problem solving, reasoning, and understanding. The development of intelligence is studied most frequently in children and adolescents where abilities often are relatively learning and cognitively developing. Since the 1890s, when researchers such as James Mark Baldwin and Alfred Binet established cognitive development as a substantive area of inquiry, two overlapping goals were evident. One goal was to provide insights into how complex and organized knowledge systems known as process. The other goal was to provide insights into optimizing human development, especially with respect to education more on content. Researchers had adopted many different theoretical approaches to the study of human intelligence over the past 100 years, and they continue to do so. These efforts addressed the concerns of early measurement of intelligence that general and specific abilities that extend beyond the concept merely human intelligence as whole. Started in the 1960s, a growing number of cognitive theorists studied neuropsychology, neuroscience, and higher mental processes. It has been described as the cognitive revolution that had a substantial influence in theoretical psychology and more recently in applied psychology. This paper focuses on the discussion of understanding human intelligence from the perspectives of process and content that to be concluded.