



Study of Biological influences characteristics of human growth and behaviour

Dr Rita, PGT Biology, Education Department, Haryana

Abstract

Human creation is the mechanism in which all parts of an organism are transformed from conception to death. It is a normal phase to develop for any boy. But it is noted that not all children develop in the same way. Few children had earlier physical growth than others, some individual variations in the development process Development relies on development and learning Development is forecast Early growth is more important than societal expectations of later development Development poses potential risks Happiness varies emotionally over various stages of development, some are better than others and so forth. In terms of behavioural maturity, some children have more cognitive capacity, memory, thought, etc. than others. Nor do all infants have the same kind of intellect.

Keywords: Development, Physical Growth, Maturation etc.

Presentation

The interaction of biological, cognitive, socioemotional and ecological systems results in human growth. Genetic influences are the underlying basis for biological growth processes. For example, brain, heart, lungs, nervous system and so forth innovations are primarily dependent on human genetic characteristics. Changes of height, weight and sex features are all part of the biological growth process. Each person tries to keep himself physically and mentally safe. Differences exist within people because of the biological foundation of self-preservation. For example, children with higher physical strength may cope with different challenges that arise in their childhood than children with lower physical strength. Similarly, the mentally healthier and more stable child will face different obstacles in life than the other child. Physical and emotional ability also concerns genetic factors. Because of the genetic aspect, certain children want to live longer and other children want to die.

The biological factors of children's needs are also noted. For eg, if a child is starving, it wants water while he is thirsty, etc. These requirements are related to the protection of life. However, how these needs are met depends on socio-cultural factors. A person's genetics is interlinked with his behaviour. The body and mind are thus interdependent. Physical injury can cause mental disorders and physical well-being can be affected by mental problems.

When a human being resides in a culture, he deals with his biological abilities with various environmental stimuli. Social customs, history, values, race, etc. affect human behaviour. The individual's culture and actions are inseparable. Human evolution and attitudes are thus combined with biological, social, and psychological forces. For example, if the community encourages the growth of your talents in mathematics by birth, then the child's natural abilities will not develop properly.

Biological influences characteristics of human growth and behavior:-

Human development and conduct can be understood from the following characteristics:



1) Comportements are reproduced in the following generations: Comportements in species are passed on from generation to generation. In other words, over many years, the individual behaviour persists. For instance, goats live in flocks.

2) **Changes in biological processes influence behavioural change:** change in human development and behaviour is dictated by biological process changes. When the biological system or mechanism evolves, this often contributes to changes in human development and behaviours. For example, when a person's brain has trauma, the person's behaviour will change and it can be more offensive or emotional. The ingestion of such substances will also affect the chemistry of the brain, which has triggered behavioural changes in human beings.

(3) **Comportements in families / Comportements are transmitted in families:** in families, it was found that if a person is mentally disordered by a family, other members of the same family may experience any kind of problem as they bear some related genes transmitted over generations.

4) **Developmental genes:** behavioural modifications arise through gene evolution. The chromosomes of primates and humans are almost the same. Chimpanzees are thus nearest to humans and their features and conduct are more or less like humans that can be traced from the history of gene evolution.

Human Growth Standards

Development psychologists agree that comprehension of a precise developmental cycle is crucial to children's understanding. There are some underlying concepts that define growth and development trend and method. These principles characterise traditional production as an ordered and consistent process. While there are individual variations in the behaviours, perceptions, behaviour and time of development of children, development concepts and features are common trends.

1. Transition includes development: - The individual undergoes changes from the moment of creation to the time of death. Various types of modifications occur, such as changes in scale, size, loss of old features and acquisition of new features etc. The purpose of these developments is self-realization, which is called auto-actualization by Abraham Maslow. Each person has some skills and ability at birth. By using natural or innate skills one seeks to understand and seek to realise oneself throughout the whole life span. The attitude of children towards change is usually dictated by their experience of these changes, their social attitudes towards them and how adults in public perceive children when these changes occur.

2. Progress is an evolving process: - Development continues throughout an individual's lifespan. This method is carried out in interaction with a person's environment. The fundamental structure for the next step of development is one stage of progress. A kid has insufficient environmental awareness and experience. But, as he progresses, he learns more knowledge by reviewing and advertising the abilities he has already learned, and the additional knowledge form the foundation of more accomplishment and mastery. The boy, for example, will write and draw, but have a hand balance to handle a pencil and pencil. A individual therefore has considerable experience and expertise as he grows up.

3. Development assumes an ordered course and uniform pattern:-



1. Development begins externally from the middle of the body: This is the proximodist theory that defines the course of growth (from nearer to far apart). It means that the backbone forms before the body's external sections. The limbs of the infant grow before the hands and before the fingers and toes develop.

2. Creation continues downwards from the head: This is considered the cerebrospinal principle. Production happens from head to tail in accordance with this theory. The kid first gets leverage of his head, then his arms and then his legs.

3. Human growth differences: - In the common pattern of development for all infants, the rate of development among children varies. In compliance with his ability and expectations of his world, each child grows. Children differ physically and chemically from each other. Thus, both the biological and environmental situations have an impact on growth of humans, contributing to human development variations. Understanding this reality of the different growth rates should make one aware of using and depending on the features of age and stage to mark them.

4. Maturation and learning focus on development: - Maturation refers to cellular growth and evolution linear characteristics. Biological developments occur sequentially to include new skills for infants. Brain and nervous system changes primarily account for maturation. This changes in the brain and nervous system are primarily responsible for maturation. The climate of the infant and the learning resulting from the child's activities ultimately decide whether the child is optimally developed. The child will grow its talent in an enriched atmosphere and diverse experiences.

5. Progress is foreseeable: - Human evolution over the lifetime is predictable. While both genetic and environmental factors affect this development, it occurs in a defined way. Relevant areas of development such as: diverse facets of motor development, emotional activity, expression, social behaviour, conceptual development, objectives, academic development, etc. For eg, the height and weight development of the infant etc. continues up to a certain age. In addition, it is often observed that in growth stages of life all children adopt a commonality. In addition, all children grow up after prenatal and postnatal cycles. The postnatal cycle comprises adolescence, infancy, youth, puberty, etc.

6. More important than later development is early development: Milton writes: "The man reveals the childhood, as the day shows the morning." Erikson also sees 'childhood as the scene of the beginning of man as a man.' He states that if parents fulfil the child's food, care and affection needs, etc., his view of people and circumstance remains optimistic throughout his life. He develops healthy attitudes, is secure, emotionally comfortable and well adapts to the environment. If traumatic interactions occur in the child's early years, maladjustments can occur. Glueck concludes that criminals should be detected at the age of 2-3 years. Different scientists believe that pre-school years are the most critical years of growth because during this tough time the fundamental foundations are developed.

7. Development needs development Social expectations: - There are certain laws, norms and customs which all of us are supposed to obey in every society. Progress is defined by societal values and human behaviour preferences. Children study the customs, practises and beliefs of culture and know what behaviours. They know that their conduct is approved or disapproved.



Social standards are often referred to as "developmental tasks." Havinghurst describes developmental tasks as a task that occurs during or around a certain time of a person's life. The key cause of developmental tasks is (a) the physical maturation, (b) the societal pressures of culture, (c) the individual's personal ideals and goals. The developmental activities remain the same in a given society from one generation to the next. When cultures change, children automatically learn evolving customs and cultural patterns of a culture through their growth period. This developmental tasks help inspire children to learn and help their children to be led by their parents.

8. Development has potential dangers - Different dangers can hamper development. Physical, environmental or psychological dangers can be. These risks can be caused by the world in which the infant develops or by genetic influences. They have a negative effect on the child's physical and socio-psychological development. The child's development may be delayed, an abusive boy, or attachment issues. For example, if a child slurs or stamps and parents ignore the child, this issue can continue.

9. Pleasure at various stages of growth varies: - Bliss varies at various stages of the production process. Childhood is life's happiest and puberty is the unhappiest. Gladness habits differ from child to child and are affected by the child's upbringing process. Paul B. Baltes specified six concepts of lifelong growth. The six development principles are described below:

- 1) Progress is a lifetime process – development is a life-long process. It starts at birth and ends at a person's death.
- 2) Development requires gains as well as losses over lifetime. In one place, the child will grow and lose in another.
- 3) Biological component and environmental situations are affected by growth. Biological and environmental influences affect human growth. For example, in the early stages, the body strength of the infant strengthens but can worsen during age.
- 4) Development entails shifting resource allocations. It notes that services such as; time, money, social support etc. are used differently during various developmental times. For example, people in their old age need more resources to preserve their wellbeing.
- 5) Development can be changed- This theory shows that adequate teaching can change. For instance, a person can preserve his good health even in old age by doing different exercises.
- 6) Development is dependent on a historical and cultural environment—The infant grows, evolves, acquires information about customs, laws, and social regulations according to the environment of his/her history and culture.

Finalization

The cycles of postnatal human growth and development—infancy, puberty, youth and adolescence. The biocultural viewpoint of human evolution reflects on the ongoing association between genes and hormones within the body and the socio-cultural context surrounding the body during all stages of human development. Anthropology, psychology of development, endocrinology, primate behaviour and human genetics demonstrate how the view of human development is enhanced by a biocultural viewpoint.

References



- [1] Aggarwal, J.C. : Essentials of Educational Psychology. Vikas Publishing House Pvt. Ltd. new Delhi,
- [2] Bhatia, K.K. : Foundation of Child Development. Kalyani Publishers, New Delhi,
- [3] Bhatia and Bhatia : A Textbook of Educational Psychology. Doaba House, Delhi,
- [4] Borua, Jatin : An Introduction to Education (Part I) LBS, Guwahati,
- [5] Bhatia, Safaya & Shukla : Modern Educational Psychology Dhanpat Rai Publishing Company, New Delhi, Revised.
- [6] Das, Dr. L. : Elements of Education (Part I) Amrita Prakashan, Guwahati, 1st Edition 1962,
- [7] Hurlock, E.B. : Child Growth and Development, TATA McGRAW-HILL Publishing Company LTD., New Delhi, 5th Edition,
- [8] Hurlock, E.B. : Developmental Psychology, A Life-Span Approach, TATA McGRAW-HILL Publishing Company LTD., New Delhi, 5th Edition,
- [9] Mangal, Dr. S.K. : Psychological Foundations of Education. Parkash Brothers, Ludhiana,
- [10] Goswamee, Dr. G., : Child Development and Child Care, Arun Prakashan, Guwahati - 1.