

ORIGINAL

Fostering Personal Success Through the Development of Resilience

Fomentar el éxito personal mediante el desarrollo de la resiliencia

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Cite as: Bykova S, Koshyrets V, Zhuk O, Babii M, Redko S. Fostering Personal Success Through the Development of Resilience. Health Leadership and Quality of Life. 2025; 4:705. <https://doi.org/10.56294/hl2025705>

Submitted: 22-07-2024

Revised: 25-12-2024

Accepted: 11-07-2024

Published: 12-07-2024

Editor: PhD. Neela Satheesh 

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ABSTRACT

Introduction: the study is devoted to the analysis of psychological aspects of personality development at different stages of one's life. The article analyzes the transformations that take place during the periods of maturation and aging from the standpoint of biological, social and psychological contexts.

Method: the research methodology is based on theoretical and inductive-deductive methods. The most significant factors influencing the psychological development of a person during his or her development - biological and social - are identified.

Results: it is substantiated that an individual develops most actively through involvement in the processes of learning, gaining life experience, communication and skills of interaction with diverse objects. It is found that in the process of ontogenesis, the individual develops not only as a biological organism but also as a conscious social phenomenon. The necessity of taking into account the aspects of psychological development in various spheres - social, physical, cognitive - is argued. The author analyzes the aspects of physical development - the dynamics of the shapes and sizes of human body organs, sensory capabilities, brain structure, motor skills, etc.; social development - the synergy of social skills and personal traits; cognitive development - mental abilities, thinking, and other psychological processes. It is noted that all areas of development take place interdependently and simultaneously.

Conclusions: it is proved that a comprehensive study of the psychological aspects of different stages of human development contributes to the improvement of their passage in terms of psychological well-being.

Keywords: Psychological Aspects; Age Psychology; Development; Social Development; Physical Development; Cognitive Development; Ontogenesis.

RESUMEN

Introducción: el estudio está dedicado al análisis de los aspectos psicológicos del desarrollo de la personalidad en las diferentes etapas de la vida. El artículo analiza las transformaciones que ocurren durante los períodos de maduración y envejecimiento desde el punto de vista de los contextos biológico, social y psicológico.

Método: la metodología de la investigación se basa en métodos teóricos e inductivo-deductivos. Se identifican los factores más significativos que influyen en el desarrollo psicológico de una persona durante su desarrollo: los factores biológicos y sociales.

Resultados: se fundamenta que el individuo se desarrolla de manera más activa a través de su participación en procesos de aprendizaje, adquisición de experiencia de vida, comunicación y habilidades de interacción con diversos objetos. Se constata que, en el proceso de la ontogénesis, el individuo se desarrolla no solo como un organismo biológico, sino también como un fenómeno social consciente. Se argumenta la necesidad de tener en cuenta los aspectos del desarrollo psicológico en diversas esferas: social, física y cognitiva. El autor analiza los aspectos del desarrollo físico - la dinámica de las formas y tamaños de los órganos del cuerpo humano, las capacidades sensoriales, la estructura cerebral, las habilidades motoras, etc.; el desarrollo social - la sinergia de las habilidades sociales y los rasgos personales; el desarrollo cognitivo - las capacidades mentales, el pensamiento y otros procesos psicológicos. Se señala que todas las áreas del desarrollo ocurren de manera interdependiente y simultánea.

Conclusiones: se demuestra que un estudio integral de los aspectos psicológicos de las diferentes etapas del desarrollo humano contribuye a la mejora de su tránsito en términos de bienestar psicológico.

Palabras clave: Aspectos Psicológicos; Psicología De La Edad; Desarrollo; Desarrollo Social; Desarrollo Físico; Desarrollo Cognitivo; Ontogénesis.

INTRODUCTION

Ontogenesis, the process of individual human development, is a continuous process of biochemical, morphological, and functional transformations that lasts from birth to death. The phenomenon of ontogenesis is characterized by a clear periodization, within which each stage is determined by the psychological and physical state, the relationship of the individual with the environment. In addition to physical and cognitive aspects, a person as a biosocial phenomenon should be subject to an assessment of the nature and specificity of relationships in society.⁽¹⁾

Ontogenesis is differentiated by certain age ranges that have established relative chronological boundaries due to various factors that can significantly affect the process of human development. The World Health Organization (further - WHO) has determined the main periods of human life: infancy (newborn period - up to 1 month of life; infant period - up to 1 year of life; early childhood - 1-3 years; preschool age - 3-6/7 years; primary school age - 6/7-10 years; adolescence - 11-17/18 years); and adulthood (young age - 18-44 years; middle age - 45-59 years; elderly age - 60-74 years; senile age - 75-89 years; long-livers - over 90 years).⁽²⁾

The process of human mental development at each stage of life has unique characteristics. Awareness of the specifics of the periodization of physical, cognitive and social development of a person will help to harmonize the process and can ensure the mental well-being of the individual throughout life.

The aim of the study was to determine the main psychological aspects of the process of human development from early childhood to old age, in the context of physical, social and cognitive development at different age stages.

In psychological science, the definition of development refers to changes in the properties of the body and mind caused by the passage of time, as well as the corresponding behavioral response of the individual. Beauchamp et al.⁽³⁾ define the concepts of the psyche as consciousness and self-awareness, intelligence, motivational and emotional-volitional spheres. All changes caused by the natural course of biological processes, according to Dyer,⁽⁴⁾ lead to the complexity of human body systems. At the same time, the scientist defines psychological development as successive changes in the body that allow achieving a higher level of activity, optimizing the structure and functions of the body.

The comprehensive approach proposed by Cascio et al.⁽⁵⁾ to the periodization of a person's life path provides for the established criterion of age limits, which takes into account physiological, social and psychological factors. The authors emphasize that the age limits of certain periods are conditional and have pronounced individual variations. In addition, in 2015, at the initiative of the WHO, the traditional periodization was revised due to the increase in life expectancy. Some researchers⁽⁶⁾ note the imperfection of the generally accepted periodization, emphasizing the different speeds of developmental processes in youth, adulthood, and aging.

Tokareva and Shamne⁽⁷⁾ determine the main factors influencing the psychological development of a person, including natural (biological) and social factors. Scientists give a special role to communication processes, development of creative potential and socialization of an individual, because higher mental functions can develop only in the process of communication in certain social conditions.

Costa et al.,⁽⁸⁾ Dyussenbayev⁽⁹⁾ note that the effectiveness of development at certain stages is also determined by the level of social support. At the same time, the key property of the human psyche is activity, which mediates the influence of environmental and biological factors.

Salthouse⁽¹⁰⁾ notes that development is characterized by a progressive nature, while it is necessary to take into account "age crises" when changing age periods. The transformation of the way of interacting with the

environment, which is characteristic of periods of crisis, can cause a number of psychological complications for the individual and have a practical impact on the social environment. The researcher emphasizes that the transition is not always obvious, and the natural process of development involves a conflict between old and new forms, with the latter prevailing.

Wrzus⁽¹¹⁾ and Bjorklund⁽¹²⁾ actualize the issue of crises in infancy, at the age of three, in adolescence, in middle age, and in old age. In fact, these crises are aimed at upgrading relationships with the environment. Another category of crises is minor crises, which are characteristic of the age of 1.7 years and the period of 17-18 years, due to the active expansion of human abilities and the development of independence.

Bland and DeRobertis⁽¹³⁾ note that in ontogeny, a person is formed primarily as a conscious social being. This determines the need to take into account the psychological context of developmental processes in the physical (development of the nervous system, dynamics of body shape and size, sensory abilities, motor skills, brain structure, etc.

As emphasized by Tse et al.,⁽¹⁴⁾ Bogin,⁽¹⁵⁾ the psychosocial sphere of an individual's development is characterized by the synergy of a person's personal traits and the level of development of his or her social skills. Scientists include typical behavioral styles, forms of emotional response and reaction to social reality in each age period. As Roslan et al.⁽¹⁶⁾ add, the psychological basis of ontogenesis should be seen as a correlation between the internal process of personality development and the determining conditions, norms of behavior, and nature of relationships that are inherent in each age stage within the typification.

METHOD

The study focuses on the specifics of the influence of cognitive, social and physical factors of human development on their psychological characteristics in different periods of ontogenesis. The study conducted a systematic and comprehensive analysis of scientific publications and industry statistics. Relevant primary sources from publications indexed in leading scientometric databases were used. The works taken into account were mostly published in the time interval of 2020-2025.

The criteria for including and excluding publications were the spatial and temporal indicator and the level of information reliability. The keywords used for the search were "psychological aspects, age psychology, development, social development, physical development, cognitive development, ontogenesis". The limitations of the study include the lack of access to complete and up-to-date statistical data and the difficulty of experimentally testing theoretical conclusions.

The research methodology included analysis and synthesis, systematization, comparison, generalization, and abstraction. These methods made it possible to summarize scientific, theoretical and research data, determine cause and effect relationships, define basic criteria and definitions, determine the most influential factors within the process under study, formulate generalized conclusions and develop recommendations.

RESULTS AND DISCUSSION

Biological and ecological concepts are the key factors that determine the processes of personality development. Biological factors determine the vector of development complementary to the genetic code and a certain sequence of age-related changes. These include the process of childbirth, the course of the embryonic period, and heredity. At the same time, environmental factors include natural and geographical factors and socio-cultural factors. The latter include education and culture, peculiarities of upbringing that are characteristic of a particular socio-cultural environment in a micro or macro format.

The relationship between environmental and biological factors is not fixed and is subject to transformations at different stages of ontogeny in the context of individual mental functions. In particular, the process of development in the prenatal period is mostly biological in nature, while postnatal development is determined mainly by the influence of the environment and the individual's interaction with it.⁽¹⁷⁾

At the same time, ontogenesis involves the interaction of these elements, and the balance of such interaction is variable for each individual at different age stages. The synergy of biological and social factors determines, in fact, the development of a human personality. This category includes motives, needs, communication, behavior, cognition and self-knowledge, self-esteem, and self-awareness.^(18, 19) In this context, cognitive psychology is considered as a synthesizing phenomenon that combines the most important aspects (figure 1).

Development implies the existence of expanded relationships between physiological, psychological, and social changes. Human progress in the physical, psychosocial, and cognitive aspects takes place in the same time dimension and is closely interdependent.⁽²⁰⁾ At the same time, transformations in one area determine the dynamics in the others.

It is advisable to take a closer look at the psychological aspects of human development at different age stages.

For example, in the neonatal period (the first month of life), infants are completely biologically dependent on their mothers, and physiological development continues. At the same time, a newborn's brain contains the

same number of neurons as an adult's, although it remains functionally immature. Reflex processes are carried out through genetically determined reflexes. In the social context, complete dependence on adults is inherent. From the point of view of psychological development, it is necessary to note the formation of conditioned reflexes, auditory and visual focuses.

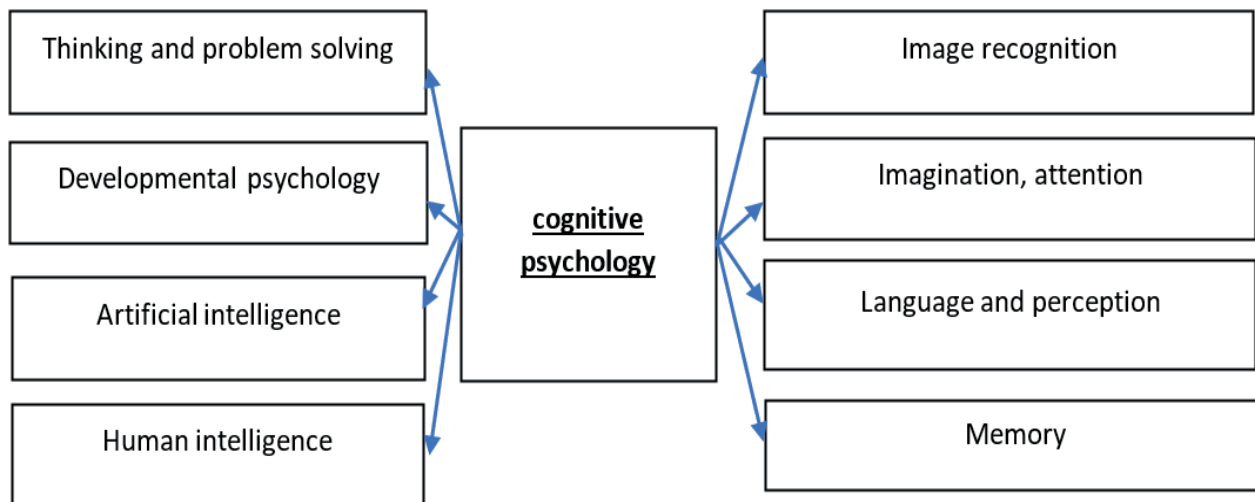


Figure 1. Basic concepts of cognitive psychology of age-related aspects

During the first year of life, the human body undergoes intensive physical development: growth in height and weight, changes in body proportions, the appearance of teeth, and rapid development of the central nervous system. Innate reflexes disappear with the acquisition of standing and walking skills. At the same time, social development is determined by the quality of interaction with adults, which occurs through direct emotional communication that stimulates the child's activity, provides optimal conditions for the development of sensations, thinking, motor skills, and speech.⁽²¹⁾

During early childhood (1-3 years), the physical development aspect is characterized by rapid brain development, changes in body proportions, and development of motor skills. Children form their own natural and cultural environment, interact with peers to develop social and communication skills.

The leading activity is object-manipulative. At this stage of psychological development, speech plays a crucial role in communication and understanding of others, which is the basis for the intensive development of thinking and perception processes. The child differentiates and contrasts his or her own independent actions with joint activities with adults.

The preschool years (3-6/7 years) are characterized by a slowdown in growth, an increase in physical strength, the transformation of cartilage tissue into bone, and the transition of teeth. New inter-neuronal connections are formed in the brain, hemispheres are specialized, and hand mobility is determined. The child's active exploration of family relationships, establishing new relationships, self-identification, and exploration of behavioral norms become characteristic.

Social development is supported by gamification, which promotes the development of imagination and thinking, as well as socialization through imaginary experiences of feelings. The child's behavior becomes situational, and attempts to generalize experience contribute to the transition from associative to logical thinking. During this period, basic ethical and social norms and values are learned, self-esteem and self-criticism develop.⁽²²⁾

During the primary school years (6/7-10 years), there is variability in changes in body size and proportions, as well as a decrease in subcutaneous fat, skeletal maturation, impulsivity, and motor anxiety. An important feature of this period is readiness for schooling in terms of social, emotional and intellectual maturity.

Social maturity is manifested in the child's expressed need to communicate with peers, the ability to adjust their own behavior to the established rules, skills of the role of a student; intellectual maturity is manifested in concentration, logical memorization, analytical thinking, development of sensorimotor coordination, etc.

In the social sphere, at this stage, a stable need to establish relationships related to socially useful activities is formed. Mental development is characterized by volitional reactions in behavior, the development of the ability to identify and explain one's own actions, and awareness of personal relationships with the world and with oneself. Successful completion of this stage is important for building a strong sense of confidence and competence.^(23,24)

Adolescence (11-17/18 years old) is a period of puberty accompanied by body restructuring, intensive growth, high hormonal activity, and the establishment of gender roles. Adolescents usually go through a difficult

psychological crisis caused by the destruction of the old personal structure of the individual, the growth of emotional experiences, and the dynamics of key values.

The psychological aspect in this period synergizes the formation of a sense of adulthood and self-awareness. These formations are determined by the desire to assert oneself as an adult, including in relationships. The main motive for mental activity is interpersonal communication, the desire to belong to a peer group, and the expansion of communication boundaries. Also, new activities and the development of personal qualities, the formation of like-minded groups, and the search for friendship become important.

Among the key psychological aspects of this period are conflicts with adults in case of intergenerational maladjustment, rejection of unequal relationships, lack of trust and respect. Cognitive processes, on the other hand, are characterized by arbitrariness. Logical thinking and memory, as well as conceptual vision, are actively developing.

Adulthood (after the age of 18) is characterized by a significant influence of personal, cultural, and social factors. The basis of activity is the positive resolution of difficult situations and conflicts.

Young adulthood (18-44 years) is endowed with the achievements of peak physical development: optimal physical and sexual maturation, maximum health and resilience. Strategic tasks are emerging to create a family, professional self-identification, and define their own role in society. The key psychological features of this period are the formation of an individual approach to life, the desire for self-expression, and the awareness of values, meanings, cultural, spiritual, and moral concepts.

Middle age (45-59 years) is characterized by the achievement of optimal body functioning with a simultaneous potential physical decline. In the social context, this is the period of full realization of one's own creative and professional potential. Aspects of self-actualization in society and family relationships become important.

The level of intellectual abilities in this period is determined by personal qualities, values and plans, and the attitude to life. Obviously, cognitive processes at this time can potentially slow down, while the efficiency of thinking is positioned to be the highest in adulthood.

Late adulthood (old age) is divided into the categories of old age (60-74 years), old age (75-89 years), and longevity (over 90 years). It is worth noting that the differentiation is not clear and is determined by a number of individual specific features. The key strategies for the development of longevity are changing the leading activity and maintaining professional activity.

The physical context of the aging period involves weakening of health and sensory functions, decreased performance, and increased fatigue. The cognitive aspect is manifested in a decrease in the ability to successfully absorb new information and minimize the level of overall intellectual activity. At the same time, theoretical, logical, operational, and sensory memory remain at a high level.⁽²⁵⁾

In the period of aging, a person often relies on logical connections as the conceptual basis of his or her own memory - such a cognitive property, conditioned by the experience, contains a cultural intellectual formation at its core. In the social aspect, there is a gradual distancing from the second circle environment. Instead, ties with relatives are actualized. Effective acceptance of the process of personal aging is seen as the result of a successful rethinking of life values, the formation of productive and positive life attitudes.

CONCLUSION

In ontogenesis, a person develops not only as a biological organism but also as a conscious social phenomenon. Psychological development is actively manifested in three main aspects: physical, cognitive, and social. All aspects are interconnected, and therefore any changes in one of them significantly affect the dynamics of the others.

An integrated approach to the periodization of a person's life course involves the established criterion of age limits, which takes into account physiological, social and psychological factors. The authors emphasize that the age limits of certain periods are conditional and are endowed with pronounced individual variations. Awareness of the specifics of the periodization of physical, cognitive and social development will help to harmonize the process and can ensure the mental well-being of the individual throughout life.

The prospect of scientific developments in the chosen direction is seen in an in-depth study of the psychological characteristics of cognitive, physical and social development against the background of social crisis phenomena.

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FINANCING

The author did not receive funding for the development of this research.

CONFLICT OF INTEREST

The authors declare that there are no conflicts of interest in this study.

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