



Martyr Hama Lakhdar-Wadi University
Faculty of Social and Human Sciences
Department of Psychology



**Printed in the scale of growth
psychology**

First Year Master Private Breeding
Prepared by Dr. Leila khenniche

University Season: 2023-2024

Lecture I: Growth Psychology

Boot

I: Definition of growth psychology

II: The History of Growth Psychology

The importance of studying growth psychology

Fourth: Psychology Goals

V. Topic of growth psychology:

Sixth: Growth Demands:

VII: FACTORS AFFECTING GROWTH

Boot

The phenomenon of growth is one of the divine miracles that it is impossible for man to interpret, except to the extent that it is authorized by the gifted Creator of Life and the clutch of it, God Almighty said. It was created from a flush of water. Come out of between the crosses and the dirt. God Almighty created the universe and its things.

It is one that has created man and plans for his evolution from a slope that you do not see with the naked eye until he has attained its severity in an adorable sequence in which the subsequent development process depends on the past and where the growth process is continuously graded across the aspects of quantum, qualitative, organic and guest change. These changes are physical and psychological psychology of development, i.e. the study of the physical and moral behaviour of a child. First: Growth psychology:

Psychology is divided into general theoretical and other applied branches where the general branches are competent to study the behaviour of all individuals a theoretical study formulated through the results of theories, intuitions and general realities in the psychology such as the theories of Alana, feeling, personality, intelligence, etc. The applied branches are competent to apply those theories to specific categories or behavioral phenomena such as industrial psychology which studies the behaviour of producers and related to education ", the profession and military psychology that studies the behaviour of the military and the psychology of growth that is concerned with the

study of developmental manifestations in organisms, including humans.

Growth:

The phenomenon of growth is the life cycle of the organism, which is a successive series of organic and behavioral changes from the formation of the attached cell until the deaths. This change is rapid during the early years of life and then takes the slowdown even if the young person may not be noticeable.

These include structural changes aimed at raising the individual to maturity and destructive changes aimed at ending life (Oil, 1969, 69). These changes are behavioral manifestations that include the body in its shape, weight and size and include social behaviour of acquiring norms, social norms, forming relationships with others, and acquiring knowledge, experience, emotions and emotions such as anger, fear and love.

In order to be well aware of the concept of growth psychology, we need to know the difference between growth and change as two concepts that may come together in meaning and in which they may differ because of the concept of change that encompasses constructive positive changes and destructive negative changes. The concept of growth in psychology is a better progressive, responsive change as is the case in changes in the human being from weakness to strength and ignorance to science (Zahran, 1990.66)

I: Definition of growth psychology

It is a scientific study of the phenomenon of growth and an attempt to interpret it in terms of its origins, enterprises, pathways, nature, development, impact, results and factors that hinder or disrupt its progress (Qadhafi, 56, 1995) Developmental psychology is one of the applied branches of psychology that specializes in the study of the phenomenon of growth in man. It is if scientific study of the manifestations of physical, mental, cognitive, emotional and social development in the individual with the aim of understanding and knowing the changes that occur in those manifestations and trying to control, guide and predict them in the future

Also known is the science of applying general psychology theories in the field of growth in organisms followed in that scientific method of research with the aim of understanding, controlling and guiding the changes that occur to this organism from the beginning to the end of its life. (Oily, 69, 1969) The phenomenon of growth is the life cycle of the organism, a sequential series of organic and behavioral changes from the formation of the ancillary cell to the membranes (Oily, 1969, 68).

Growth Characteristics: Through careful observation and the results of numerous scientific research, the growth process has proven to be based on a set of laws, especially towards growth and its speed and stages. These laws serve as the constructive reference for the progress of the growth process.

- Each stage has special features

- The speed of growth is not steady
- Growth manifestations run at different speeds
- Growth is influenced by internal and external conditions
- Individual differences are obvious in growth and we may find other labels for growth psychology such as: Child psychology, adolescent psychology, adult psychology, and so on, the whole age group. The importance of studying growth psychology lies in defining general criteria for growth at all stages of life. This helps us to describe and compare individuals' growth with those criteria. Our knowledge of the weight of a newborn baby ranging from 3.250 to 3.500 on average guides us to ensure the safety and completeness of development (Mohammad Abdullah, 18, 2018).

II: The History of Growth Psychology

If behaviour is the field of psychology, then it is necessary to identify the reasons why people differ in their behaviour patterns from time to time, both for their different maturity levels and for the social attitudes they are exposed to, that is, the child's response to a trigger is different from that of the same excitement when he is in adolescence, adulthood or old age. Therefore, psychologists consider it necessary to track an individual at different stages of development and study his behaviour changes.

Psychology has flown recently, and scientists' efforts have been able to enter all spheres of life and manifest itself through multiple branches of psychology. There are many branches of psychology, the most important of which is growth psychology. Growth psychology has evolved and can be identified through two phases:

- The stage of traditional psychology:

At this point growth psychology was not viewed in scientific terms, and this was reflected in the writings of "John Locke" and "Jean-Jacques Russo", who published his essay entitled "John Locke". (Some ideas related to education advised by educators to leave children free to express their feelings and to call for respect for children) As a result of the writings collected from the upbringing of his son, the educator referred to the importance of understanding the behaviour of children and mothers as the first and most important for the child. (Aziz Samara, 1999, 12)

The stage of modern growth psychology: Jean-Jacques Russo's recent writing suggests that parents should not force their children to apologize for their mistakes, because it is the child who is a good creature of its nature, to which the adult community imposes a bad, less virtuous and who helped develop the psychology of development. "Geisel", in his studies of children, and the stereotypes of children's lives that emerged at the beginning of the nineteenth century by Charles Daron 1809-1882 contributed to the development of child psychology as well as the advancement of physiology (Benzi) They have an effective contribution to dialogue developmental psychology with his accurate observations on the child's mental development in the first four years, where he observed the repercussions from birth and after his book (Child's Mind) is an important book in developmental psychology that shows the impact of experience and mainstreaming on the child. Also developing growth psychology is "Froel," "Mandel" and "Comichos." (who confirmed the child's character), Watson and Dorth ", (which emphasized the importance of mental development), and "Percy" In addition, many of the problems experienced by adults are rooted in childhood.

The importance of studying growth psychology

The study of childhood psychology is undoubtedly important in itself and useful for understanding ageing, and the study of ageing psychology is important so that those who provide us and the community of all their ages can live as happy as possible, physically and psychologically healthy as possible. The following summarizes the importance of studying growth psychology in theory, in practice, for psychologists, for educators, for parents, for individuals and for society.

Theoretically:

- It increases our knowledge of the human nature and human relationship to the environment.
- Lead to the determination of the criteria for development in all its manifestations and during different stages such as the criteria for physical, mental, emotional and social development in B.C. deafness of childhood, adolescence and then adulthood.

Applied:

- It increases our ability to guide children, adolescents, adults and the elderly, and to control the different factors and influences of TB that affect development in order to achieve the changes you prefer to others, and reduce or stop the changes you do not prefer.
- A different leopard can be measured by practical metrics that help us psychologically and educationally help individuals if the

developmental anomaly in any of these respects becomes apparent from the normal standard.

□ For psychologists:

- Psychologists assist in their efforts to assist children, adolescents, adults and the elderly, especially in the field of Malagi psychology, counselling and psychological, educational and vocational counselling.
- The laws and principles of growth need to be examined and its criteria defined in the detection of any deviation, disorder or anomaly in an individual's behaviour, allowing to know the causes of such deviation and determine the treatment method.

For breeders:

Helps in the knowledge of children's and adolescents' characteristics, the factors affecting their development and behavioural methods, the methods of their compatibility in life, the building of curricula and teaching methods and the preparation of the means involved in the educational process.

Understanding mental growth, intelligence growth, special abilities, preparations, thinking, reminders, imagination, attainment ability and educational process leads to the best education method that suits the stage and maturity level. "It is useful for a teacher to be aware of the individual differences between pupils and that they differ in their ability, mental and physical energies and tendencies... etc.

Thus, the teacher not only draws his attention to collective education but also to individual education, where everyone is intimidated according to his or her abilities.

We know that the act of science is effective, and we say I taught Mohammed a calculation, and hence he likes to surround the teacher about the substance and the psychology of the learner.

□ For parents:

- It helps parents to learn about the characteristics of children and adolescents which assign them and indicates the way to them in the process of nurturing and social normalization of their children.
- They do not consider children as young pioneers, nor do they consider adolescents as children. Thus, they know that each stage of development has its distinctive characteristics as the individual's personality develops in its different physical, mental, emotional and social manifestations.
- Enabling the knowledge of the vast individual differences in the rates of development, parents cost the child only his or her ability and do not carry his or her money, and his or her competencies on the amount of his or her effort and not on the amount of his or her innate talents.

For individuals:

- For children, they are the adults of the future. Parents' and educators' understanding of developmental psychology and

psychological, medical and social care have made it possible to guide people from childhood to old age on a scientific basis.

- Helps everyone - appreciates their level of development - understand the nature of Tibetan growth and considers it to be the widest, fullest and healthiest form possible as an end in itself before being a means to others. That is, an individual should not sacrifice his or her childhood for the sake of his or her guidance, but should live as well as possible in order to reach the fullest possible majority... And so on.

□ For society:

- Constrains an individual's understanding and psychological development and the development of their manifestations at different stages in determining the best possible genetic and environmental conditions that lead to the best possible growth. And so as not to misinterpret it, in order to achieve the good of the individual and the progress of society

- Social problems have had to be understood to be closely related to the composition and development of an individual's personality and the determining factors such as mental impairment, academic delay, wings and sexual deviations... etc., and work to prevent and remedy the apparent ones.

- Help to control and evaluate an individual's behaviour in the present with a view to achieving the best possible level of psychological, educational, social and professional compatibility in

order to achieve his mental health in the present and future as a good human being. • Lead to as accurate a prediction as possible as a key objective to assist in the future mentoring process for everyone so that society benefits the most of their children.

(Zahran, 1995, pp. 12-15)

IV. PSYCHOLOGY OBJECTIVES

Psychology - like other sciences - is consistent with the basic goals of science when it addresses its phenomena with study and research.

These objectives are:

Understanding and interpretation.

Tuning and forecasting control.

1 - Understanding and Interpretation: Human

From the beginning of its history to date, it has strived to know what phenomena it surrounds and try to understand and interpret them. When he was not assisted by his knowledge, or by his approach to a proper understanding and correct interpretation, he was. He has to think absentee, explain it and explain the occurrence of phenomena believing in his integrity and honesty. The phenomena of good are due to the satisfaction of the gods with the human beings, and the phenomena of disasters and misfortunes are due to the gods' anger and revenge against them... This damage to Flana was caused by the magic his enemy sought. and the restoration of this patient's health is due to the blessed mascot of the work of this good custom, This disease,

which went to the mind of this puree, disturbed his behaviour and disturbed his mind, It is due to an unclean demon who has infiltrated his body into his home. and only by expelling this insidious devil from his body. It is not afraid that today we still find the remnants of this understanding and interpretation widespread among a number -- the size of which is fine -- in different societies, especially those lagging behind. Human beings cannot be ambiguous and unaware. They seek to explore in depth the knowledge, causes and ills, and some psychologists even consider the love of reconnaissance and the desire to know an innate instinct in humans by virtue of their composition and nature. Likewise, we find that the goal of understanding, interpretation and knowledge is one of the first fundamental goals the world seeks to achieve from its research into phenomena in its field of competence. For example, a naturalist wants to know, understand, explain and explain the causes of a natural phenomenon such as thermosynthesis, for example... The psychologist likewise - also - wants to know, understand and discover the causes of psychological phenomena; such as academic superiority, occupational compatibility, or hysterical disease. (Faraj, 2000, pp. 29-31)

2. Control and control.

From the adage that if you knew you could; In the sense that the human person's understanding of the causes of the phenomenon and the knowledge of its factors have been able to influence and control the course of the phenomenon itself, he or she can create the causes of the phenomenon, and he or she can change, diminish, increase, abolish

or add, whenever women. So here we judge the phenomenon and control it based on its understanding of the causes of its occurrence, its change and disappearance, and the circumstances and factors of it all. In other words, based on the achievement of the previous objective (understanding and interpretation), we are embarking on the current goal. We therefore expect that some shortcomings in our knowledge and interpretation of the phenomenon will result in less efficiency in control and control, and it is difficult for us to do so unless understanding and knowledge are established.

While the first goal of science seemed primarily theoretical, aimed at public luxury, satisfying a love of reconnaissance, a desire for knowledge and clarification of ambiguity -- even at this very point of view -- the second goal -- which we are now about -- is in fact most useful. We want to control phenomena so that they occur in a timely manner, in a way that benefits us and protects us from damage. For example, from knowing the plurality of the metal with heat, we design the rail bars and stabilize them in a way that does not make them arch or budge when they are exposed to the heat of the sun so that the train does not disturb them. Similarly, based on our knowledge of the causes of mental health, they prepare them for our children and treat their disorders in them... We therefore find that when the desire to control the phenomenon precedes its understanding and interpretation, it is necessary to complete the objective of control that we begin or not achieve the objective of understanding and interpretation.

Prediction. The third of science's basic objectives is the predictability of the phenomenon before it occurs. The possibility of achieving this goal - as well as a precedent - is based on an accurate understanding of the phenomenon and its interpretation; That is, the accuracy of achieving the basic objective One of the goals of science. This prediction is as useful as what is regarded as the second and specific basic objective and control, because we expect the phenomenon to occur, once we realize the availability of its preconditions and the preparation of its factors, thus enabling us to prepare to meet the phenomenon with a view to reaping its benefits and avoiding the harm we can avoid. For example, we are hearing of the outbreak of an epidemic that is a nearby country, And we know that infection is one of its most important causes, and it takes this knowledge as a basis for predicting the future spread of this disease. Unless we rush to blockade and resist it by immunizing citizens and preventing them from travelling to this infested country s citizens were prevented from entering our country until after medical examinations, immunizations and various precautions preventing them from transmitting the epidemic to us.

We can imagine -- also -- in the event that a devastating earthquake in an area is predictable in advance how, as a result of this preconceived knowledge, its inhabitants can avoid much of the damage of this earthquake, which can do them the most harm if it raids them unpredictably or without a proper prediction. Likewise, the psychologist studies the factors of academic success, the factors of academic failure and the causes of each, so he can - On the basis of

this - to predict who is likely to need and be likely to fail before being exposed to the actual position of the study, and thus to provide students or students with educational or vocational guidance that preserves their educational and professional future, thereby achieving the best benefits for them and their community, and avoiding them the most serious harm. Therefore, when Cairo's willingness to predict predates its understanding and interpretation, it is crucial to achieve prediction that we begin to understand and interpret this phenomenon.

V. Topic of growth psychology

It is a branch of general psychology that is interested in studying changes in human behaviour from birth to death. The subject of growth psychology can be identified from the following points:

- The pattern of change as the individual continues to grow.
- The organization of an individual's life in its full range.
- Characteristics of growth at each stage of an individual's life.
- The degree of consistency in an individual's life-cycle change.
- The degree of generality and uniqueness in the individual's personal characteristics at different stages of his life.
- Psychological services provided to the individual to understand different aspects of his or her development and its characteristics in order to avoid feelings of fear and anxiety about the future.
- Factors affecting human growth at different stages. Interest in the study of human growth has increased for the following reasons:

Helping individuals understand themselves and achieve personal and social compatibility.

Help cope with learning difficulties by identifying appropriate curricula for individuals at different ages appropriate to individuals' abilities, tendencies and attitudes at each stage of education.

(Mahmoud Abdul Halim, 2001, PO 37-38)

Sixth: Growth Demands:

HAFGURST's method of identifying growth demands is one of the most modern. It refers to a series of growth demands. HAFGURST identifies growth demands as the requirement that manifests itself in a certain age period of an individual's life. The successful realization of this requirement results in happiness and success in achieving subsequent demands.

For different stages of development, as decided by Hafgurst: 1952

"Demands for development from birth to six years" Infant and child ":

Learn to eat relevant foods

Learn to walk, speak and adjust the output.

Growth of self-confidence and others.

Explore the environment, learn to match another of its same sex
growth demands from 6 to 12

(Middle Childhood):. Increased knowledge from the physical and social world

Learn the role of appropriate sex

Growing confidence and self-esteem

Acquiring academic skills, thinking and excellence

Learning Physical and Social Skills Developmental Demands from
Twelfth to Eighteenth (Adolescent)

Growing self-confidence and sense of identity

Adaptation to physical changes

Acquiring sexual orientation and more mature relationships with peers

- The achievement of the parents' emotional independence

Explore tendencies, abilities and work choices

Preparation for Marriage and Family Life Demands for Growth from
Eighteen to Thirty-fifth (Early Majority)

Completion of Formal Learning and Vocational Start

Family Life, Partner Selection, Child Care and Harmony

Growing Responsibility for Family Needs Demands Growth From
Thirty-Five to Sixty (Average Age)

Accepting greater social responsibility

Build a model and standard of life

Helping his children become more effective adults

Adapting to the role of an elderly parent

- Physiological changes occurring in the autumn accept growth demands (in late life, old age):

Adaptation Increasing physical inertia

Income inadequacy - cohesion with the elderly community

Acceptance of retirement. (Achul, 2008, p. 60-62)

VII: FACTORS AFFECTING GROWTH

□ Genetic factors: Genetics represent all the internal factors that existed at the beginning of life, that is, at the time of fertilization, genetic studies show that the potential is inherited -- not traits or characteristics -- that inherit. Inheritance is an important factor affecting growth in terms of its characteristics and manifestations, its type, its duration, its increase and deficiency, and its maturity or inadequacy. Thus, the rate of growth depends on the inheritance of the characteristics of the species and the inheritance is transmitted to the individual from his or her parents, grandparents and descendants. An individual's genetic characteristics are transmitted from his or her parents by genetics Female egg fertilized from male sperm after intercourse genes themselves are influenced by several factors, including their impact on each other, Its interaction with the internal materials of the cell and its interaction with the chemical results of other genes I genetic qualities vary by sex, male or female, that is, some genetic traits are related to a gender other than the other gender-related genetic traits that appear only in males after puberty. The goal

of inheritance is to preserve the general characteristics of the species and strain (Salim, 2002, 19-20).

□ Environmental Factors: The environment includes all factors that affect the human being since its formation in the uterus. Everything that affects development beyond genetics is considered environmental, including the uterus environment. A pregnant mother may develop diseases that affect the fetus and half as environmental effects on its development. The environment is divided into partial environments, including the physical, geo-social, cultural and religious environment..... These partial environments are divided into smaller environments, and the following are the most important environmental effects on an individual's physical and health development:

Food:

Its types are the origin of substances that the body needs to grow and sustain the survival of the organism, which provides the body with the energy that enables it to move and sensory, physiological and mental behavior.

Diseases

It obstructs the growth process and deviates, especially those chronic diseases that are considered persistent impairments that impair the activity and vitality of the individual and lead to early death. The disease may affect the pregnant mother and affect the fetus such as tuberculosis, syphilis and rubella.

Contamination:

It is contamination of water, air or food with radiation or with extraneous substances that corrupts it and leads to poisoning and diseases that may be unknown to the demand for its source because of its ignorance of the corrupt or pathogenic substance. Chemicals that spray vegetables, fruits and foodstuffs may be the cause of many deformities that the child is born with.

Emotions:

These include fear, anger and nervous tension, especially if severe, resulting in physiological disorders and abnormalities in endocrine and lymphatic secretions that seriously damage the development of the foetus, training and learning.

Maturity and Learning Factor

The development of mental abilities needs to mature in the nervous system first and the development of skills such as walking and writing need to grow legs and hands first.... And so organic physical maturity is a prerequisite for mental, social and emotional development.

Training and education are also necessary if maturity provides for the development of any skill, motor, mental or cognitive power if the child does not teach Arabic language and will not be taught by Jafar and the 28-32

Growth Glands Factor

The glands are internal organs that form chemical compounds that the body needs in its growth processes and are divided into two types, the solitary glands and the anacole glands (endocrine).

The resounding number: its primary substances are collected from the blood and then re-secreted in periods such as salivary glands - fatty - tear - ethnicity have no direct bearing on the growth process

2 - Endocrine (Anomalies): collects its primary substances from the blood and then transforms them into complex chemicals called hormones that pour directly into the blood without the presence of channels. Endocrinology plays an important role in physical development and personality development, especially its effect on the nervous system.

Endocrine types:

- Coniferous gland: Its formation begins in the fifth month. The upper brain is damaged before puberty. It is called childhood glands and early atrophy or delay leads to personality dysfunction.

- Pituitary gland: Located below the brain consisting of two frontal and rear lobes secreting the anterior lobe 12 types of hormones, the most important of which is growth hormone, which affects bone growth along with mental and reproductive development.

- Thyroid: lies below the neck in front of the trachea and secretes the hormone "thyroxine" which affects the function of the nervous system deficiency in its discharge leads to delayed speech, walking and irregular teeth.

- Reproductive gland: male and female hormones are excreted in females responsible for highlighting the characteristics of each sex (Younis Ibrahim, 2015, p. 10-11).

Lecture II: Pioneers of Growth Psychology

Boot

I: John William Fritz Piaget (1896-1980)

Second: Eric Arkson:

Third: Henry Fallon (1879-1962):

Over previous times, clergy and philosophers have tried to study the phenomenon of human growth, the boilers it passes, as well as the factors influencing it more theoretically than practically. From one of Egypt's pharaohs "Akhnaton" to Plato, Aristotle, John Locke, Russo and Daron.....

Even Arabs of the clueless age divided the stages of human development: (fetus, newborn, al-Futtaim, Darj, al-Khamsi, al-Muthghur..).

In modern times, research methods and experimental studies have advanced and he has been a pioneer of growth psychology: (John Dewey-Stanley Hall-Eric Erickson-Alfred Benet-Dorth McCarthy-John Piaget and others).

I: John William Fritz Piaget (1896-1980)

1/His theory: Theory of cognitive development in children:

Piaget's theory is one of the most widespread in the fields of psychology and several research has been conducted to ascertain its gifts.

His theory is that development is an upscaling process connected to changes that reveal the potential of the child. Piaget emphasized the importance of giving the child different educational experiences that help them acquire different concepts during their childhood.

He also considers that thinking is progressively growing in the child, so what we see as easy in the adult is difficult for the child to need preliminary introductions and realities that are a prerequisite for perception. But presenting the basic facts and introductions of the child may be useless because the child is not ready to learn the concept yet. Piaget has developed a model that shows how an individual's understanding of what he or she is.

(A. Maurice Sharpel, 1986.)

2/Main concepts of his theory:

* Adaptation: is an inherited tendency as the organism tends to adapt itself to the environment in which it lives. Adaptation means a process of reconciling the interior buildings with the specific characteristics of the situation.

* Equilibrium: is an internal organization process linked to the concept of adaptation in an individual, which means the process that maintains the balance between representation and harmonization during their interaction.

* Organization: People are born and have the tendency to regulate intellectual processes into cognitive structures and structures. These structures and structures play an important role in our understanding of the outside world. Cognitive structures represent experiences

developed through the individual's interaction with the environment and the surrounding conditions.

* **Retention:** it means retaining some of its characteristics despite its apparent or formal change. It includes the meaning of stability and transformation. A child who has developed this concept can distinguish between the manifestations and realities of things. A child who absorbs the concept of consistency and retention can know the number of balls... He remained in number despite the change of arrangement and despite the change of location.

* **Cognitive structure:** a state of thinking that prevails in a learner's mind at a stage of cognitive development, presumably growing and evolving with age by interacting with experiences and attitudes, Because experience involves interaction, it follows that as the child grows, develops and interacts with attitudes and experiences, this has changed the state of the cognitive mental structure.

* **Mental functions:** processes used by the child in interaction with environmental variables and components and Piaget focuses on the innate aspect of this factor, assuming that this factor is almost relatively stable not centered, but evolving with him and expanding and increasing his efficiency and function, mental functions exist for every natural child, Whether used by the child to address environmental variables, elements or attitudes education conditions contribute to their refinement, diversity, deepening and identification in different fields of different types of treatments.

3/Definition of the cognitive (mental) stage according to his theory:

Biaget from the cognitive stage means a pattern of cognitive structures, mental processes and concepts that appear in children at an age stage, and that differ from children at another age stage. It is necessary to relay, as a child cannot move to a stage without going through the preceding stage. Its progress through these stages determines its ability to adapt to the environment.

4/Stages of cognitive development in children according to Piaget:

- Sensory-motor phase:

This phase extends from birth until around the end of the second year and represents the early picture of the infant's mental activity.

Learning occurs predominantly in this period through sensations and manual treatments, which are innate and involuntary reflexive acts such as sucking, and then gradually shift to voluntary behaviour.

The child becomes able to move towards a specific goal and hold objects or imitate sounds and movements by improving his ability to coordinate his or her different senses where a kind of tactile audiovisual synergy occurs as the child gradually learns to grab the objects he or she sees, and look at the sources of sounds he or she hears and at the end of this stage becomes capable of . Because experience involves interaction, it follows that as the child grows, develops and interacts with attitudes and experiences, this has changed the state of the cognitive mental structure.

* Mental functions: processes used by the child in interaction with environmental variables and components and Piaget focuses on the innate aspect of this factor, assuming that this factor is almost relatively stable not centered, but evolving with him and expanding and increasing his efficiency and function, mental functions exist for every natural child, Whether used by the child to address environmental variables, elements or attitudes education conditions contribute to their refinement, diversity, deepening and identification in different fields of different types of treatments.

3/Definition of the cognitive (mental) stage according to his theory:

Piaget from the cognitive stage means a pattern of cognitive structures, mental processes and concepts that appear in children at an age stage, and that differ from children at another age stage. It is necessary to relay, as a child cannot move to a stage without going

through the preceding stage. Its progress through these stages determines its ability to adapt to the environment.

4/Stages of cognitive development in children according to Piaget:

- Sensory-motor phase:

This phase extends from birth until around the end of the second year and represents the early picture of the infant's mental activity.

Learning occurs predominantly in this period through sensations and manual treatments, which are innate and involuntary reflexive acts such as sucking, and then gradually shift to voluntary behaviour.

The child becomes able to move towards a specific goal and hold objects or imitate sounds and movements by improving his ability to coordinate his or her different senses where a kind of tactile audiovisual synergy occurs as the child gradually learns to grab the objects he or she sees, and look at the sources of sounds he or she hears and at the end of this stage becomes capable of Biaget (pre-conceptual stage). At this point, linguistic growth and the use of language symbols are increasing, and the individual is able to represent subjects through fiction and words. The child remains self-centred and sees the world from his or her point of view. He or she cannot portray the other's point of view and classifies the subjects based on one dimension. At the end of the phase, it starts using number and develops conservation concepts.

Pre-Operation Education Directives:

- * Explanatory means should be used when discussing children's concepts.
- * Let them collect and subtract using gravel, or anything material.
- * Use of short, obvious words when using actions and names.
- * Representation during the explanation of the game, display the form in its final form. Don't expect the stability of their vision of reality.

* Move away from beyond their ability, leave the opportunity to express their views.

* Let them explain the meanings of new words.

* Attention to basic reading skills and others, such as letters and scattered words.

* Use excursions, storytelling and theatre.

* Description of what falls under hearing, sight, smell, etc.

- Phase of physical operations or procedural period felt (in kind)

This phase extends from seven to eleven years. At this stage, the child is able to exercise processes that indicate the occurrence of logical thinking, i.e. the ability to think structured, but it is closely linked to material, perceived and concrete subjects and actions.

The main features of this phase are:

* Transition from self-centred language to socially oriented language.

* Logical thinking occurs through the use of objects and tangible material subjects.

* The concept of retention evolves, the elements retain their properties despite changing shape (water).

understands relationship vocabulary (- a - longer than - b -)

* Classifies topics and arranges them in chains on a given basis, (e.g. shorter to longer).

* The concept of inversion or reverse evolves and means the ability to represent the interior of an inverse process.

For example, transferring water from bowl (a) to bowl (b) is the same as from bowl (b) to (a) without increasing or decreasing.

Education Guidelines for the Formal Operations Phase:

- * Use shapes and illustrations for different contents, and for the sequence of ideas.
- * Relying on laboratory experiments and examining objects as well as their manufacture.
- * Use understandable examples and examples of heroes and creators.
- * Give the opportunity to classify and assemble such as words or human body and animal.
- * Presented issues requiring logical and analytical thinking such as: Is the brain different from the mind?

Abstract stage or mock procedural period:

It starts around the age of 13 until adulthood. It is called the stage of formal processes because the child is able to form concepts and look at the problem from different angles. And process several things simultaneously. In this period the individual thinks in an abstract manner, pursues logical assumptions, explains based on hypotheses, isolates the elements of the problem, regularly addresses all possible solutions, becomes interested in hypothetical and future matters, and Piaget believes that formal processes arise through cooperation with others.

Education Guidelines for the Formal Operations Phase:

- * Continued use of demonstration tools and supporting techniques.
- * Let them compare their way of life with those of heroes.
- * Let them assume hypotheticals by allowing them to write their ideals or write a topic in which they demonstrate their position on a case
- * Divide them into two groups that exchange papers and discuss justification (intellectual storms).

(Nashwati, 1985, p. 57)

Second: Freud's theory of growth

Freud is a major contributor to growth, as the inclusion of the human newborn at certain stages in Freud's classical work of three articles in sexual theory written in 1905 based mainly on his few observations, but the characteristics he observed were reinforced by thousands of additional observations that allowed him to modify, polite and clarify his concepts. Freud's theory is called psychoanalytic theory because of its reliance on the meaning of the approved phase as well as its affirmation of the vital role that experience plays in the development of the character of the human newborn. This theory suggests that unless it meets the basic needs of food, love, warmth and safety in the early stages of human life personality development thus stops and Freud calls it stabilization and indicates that stabilization in the early stages of development causes by frustrating basic needs and thus affects personality at all stages of development. In this sense, each stage constitutes a critical period of a child's life. Without installation, Freud believes that children may pursue stages of development with a specific system in succession as installation impedes the building of a child's personality. Each has many adaptive problems faced by the individual.

(Achul, 2008: 93_ 94)

1/Stages of psychosexual development in Freud:

Oral stage: Freud describes oral stage or periodicity as the first stage of Libidian development (Nationality) where sexual pleasure is associated with the excitation of the mouth and lips with the syndrome

of eating, and in his analysis at this stage goes to various dimensions of oral scalpel where he builds some characteristics of the oral subject relationship of the Union of Lepido and aggression (Love of destruction) The rigidity of the subject, its qualities and its contentment within the self, as well as the correlation of the oral scrolling process closely coincide with the relationship of the first models of identification in the early beginnings of an individual's life, Freud considers this stage to be a sexual manifestation of the stage (pre-reproductive) and concentrated around the mouth area and manifested in the form of lactation, sucking, eating, etc.

Freud believes that breastfeeding provides the child with a sense of pleasure, which is why children breastfeed their fingers and other things where they are not hungry, and Freud called this pleasure self-taste.

Anal stage: During the second and third years of the child's life, the anal zone becomes the centre of the child's sexual concerns. Children are increasingly aware of the sensations of pleasure resulting from bowel movement and the mucous membranes of the anal zone. At this stage, the child's relationship with his or her surroundings, especially with the mother, is of great importance to his or her subsequent development. The child must do things in a certain way. He or she must eat without being dirty and must not defecate on his or her clothes. He or she must undergo certain conditions in the process of defecation; These circumstances may be inconsistent with the child's need for maximum pleasure. During this period of training, the child

begins by showing his or her subordination and compliance with these demands, or by displeasing and rejecting them and expressing them with certain actions such as refusal to eat and refusing to listen to the mother. At this point, the aggressive reactions and feelings of malice against the mother are linked to the aggressive nature and destruction the child applies with its components to the defecation process. Freud claims this stage to be anal physical.

Freud estimates that each of the three characteristics: stubbornness, order and stinginess follow from the anal stage. Consequently, the personality with these characteristics is an extension and derivative of childhood at that stage.

The phallic stage (Oedipian): Where between the ages of three and six, the child enters the phallic or Oedipian stage and Freud has studied it more for boys than for girls.

Freud saw Oedipus as the central and pivotal phenomenon in every human being's childhood, the inevitable phenomenon that ultimately created the character of each individual. It also defines the fundamental characteristics of masculinity and femininity. It also determines the genesis of society, religion and civilization as the driving and effective force of human history.

In Oedipus, the boy has a direct desire for his mother's nationality. The girl's sexual desire is directed towards her father and the consequent result determines the significant difference between the masculinity and femininity of the personality.

The child's love is based on the model of his or her relationship with his or her mother, which is the continuation of this relationship. The young boy begins at an early age to feel the love towards his or her mother, which was originally related to the breast of the mother. It is also the first case according to the subject that arises in the form of dependence on the mother.

Oedipus knot in girl or Electra knot: Freud has noticed that a five-year-old girl becomes disappointed in her mother feels disadvantaged because her mother no longer gives her the constant love and care she needs as a child and is aggravated by her mother's lectures such as masturbation. But the girl regains her pride in femininity when her father's appreciation begins and the girl is inspired by the beginning of the fabric of stories and fantasies she brings together with her father. But she discovers that she lacks the individual right to it, and she realizes that she cannot marry her father, but it seems that the mother can, so she becomes her rival and Freud calls this Oedipian position the Electra knot.

Latency Stage: In the period from the end of the phallic phase to puberty, the Oedipian crisis is destroyed and sexual concerns are reversed, and Freud calls this period of sexual tranquillity a period of latency. This is the period from the first child nationality in the fifth or sixth years until puberty, and is considered a period of discontinuance in the development of nationality. The latency phase begins with a wide, sharp process of repression. This suppression includes not only the wishes of the phases (pre-Oedipian) and the Oedipian, but also most

of the memories of previous events. Freud promotes to this suppression the phenomenon of memory loss that affects memories of the first three or four years of childhood. Most of these memories fall into limbo, which conceals one's first event. Psychoanalysis is the reminiscence of that forgotten phase of a child's life and in terms of oblivion is caused by repression.

As the name Cummins shows, sexual and aggressive fantasies now largely lie and are heavily retained in the depths of the unconscious. Freud believed that suppressing sexual feelings at this time was totally comprehensive, not only suppressing Oedipian feelings and memories but also those of the oral and anal stage.

Accordingly, at this stage, the child's relationship with his or her parents is desexualized and the feelings of hatred and hostility are replaced by those of affection and admiration. In fact, libido energy does not disappear and does not decrease at the latency stage, but it only displaces its Oedipian subject. At puberty, the relative calm that prevailed at the latency stage ends. About twelve begin to mature for genitals and re-activate sexual concerns, i.e., the transition to reproductive nationality. At the end of the latency phase, sexuality resumes with its activity at puberty; In other words, sexuality begins to flourish again.

Reproductive phase: The characteristic of latency phase stability does not last long, says Eric Ericsson "It's just the pre-puberty quiet", at puberty starting at the age of 11 for girls and 13 for boys the sexual energy of all its full forces threatens to break down all existing batches

and the Oedipal sentiment threatens to re-emerge into consciousness, as the young child is now so big that it can actually be implemented. The main task of an individual at puberty is to free the individual from his or her parents. Freud believes that changes in puberty (adolescence) do not grow in the same way. A boy's and girl's childlike sexuality is quite similar, but the evolution of the reproductive region is different, since the new sexual objective gives both sexes very different functions. (Achul, 2008, p. 92)

Third: Eric Erikson:

1/CV:

Eric Homecker Erickson, born 15/06/1902 and deceased 12/05/1994, is a German-born American psychologist whose writings influenced social psychology, individual identity, and psychological interactions with history, politics and culture in specialized orientations in the study of psychological problems and attracted wider attention. (Encyclopaedia Britannica, 2009.)

Born in 1902 near Frankfurt, Germany, he grew up in Karlsruhe. He moved away from formal education because of his keen desire to become an artist, and after many years of studying art and work related to drawing children's portraits, Freud commissioned him to teach art to American children coming to Vienna to study Freud's 1927 curriculum. This accidental entry into Freud's circle caused him to attend the Institute of Psychoanalysis in Vienna. His psychoanalytic entry was carried out by Anna Freud as an essential part of the training programme. Erickson has learned a lot from Freud himself,

including Helen Deutsch, Warnest Kris, Hartman and other talented analysts.

His fear of fascist movement and "authoritarian rule" led him to go to the United States in 1933. Although he received no university degree, he became Boston's top children's analyst. He took up a position at Harvard Medical School, after which he held several positions in large treatment institutions such as Bill, Berkeley, the Menger Foundation. During McCarthy's reign, he was concerned with the danger of "oath of allegiance" to personal freedom. This led him back to the East Coast where the Austin Center in Stockbridge City, Harvard University and other multiple eastern universities. Erickson died in 1994 at the age of 91. (Miller, 2005, p. 143-144)

Eriksson's positions between psychotherapist and professor had the effect of focusing his attention in a particular field, studying the battle problems of American soldiers in World War II, crying children in the Dakota soldier community, playing with natural and troubled children and dialogues with troubled teenagers with personality problems.

Social behaviour in India included his thoughts in many of his publications, including "Known Childhood and Society" (1950) and "Personality: Youth and Crises" (1968). (Miller, 2005, p. 144).

Ericsson has always been interested in rapid social changes in America and has written on important topics such as the generational gap, racial intolerance, boys' tendency to delinquency, changing sexual roles and the dangers of nuclear war. He was distinguished as a talented writer whose writing was described as "Freud in the form of

poems." It is clear that psychiatric analysts have moved away from the field of medical training in Vienna (Hopkins, 1995, p.796).

2/Introduction to Eric Erickson's Theory of Psychosocial Development:

Erik Erickson (Erickson 1902-1994) is the author of this theory and defines Erickson's theory as the theory of "psychosocial development", which he built on the results of his research with children and families across different cultures and with an anthropological approach. His theory is also an extension of Freud's theory of psychological development, but Ericsson believes that human development remains constant and is not limited to the first five years according to Freud's vision, and that psychosocial factors have a clear impact on the life of the individual and not everything the individual experiences as a result of the sexual stages Freud sees. The main thoughts of the Ericsson theory are summarized (Bedir, 2006):

His theory is the only theory that has studied growth from birth to the end of life. Behaviour is the result of three biological, social, environmental and individual factors.

- The Ericsson theory is called "psychosocial theory" of growth as it addresses vital motivations, emotion and ways of reconciling them with the requirements of the social environment.
- Ericsson's theory was based on the principles of psychoanalysis as presented by Freud and Wazi Ericsson between the psychosocial development he and Freud's psychosexual development stages.

- Eriksson addressed the stages of ego development and personality formation in the pattern of fetal development where certain organs would appear at certain times so that the child would eventually form a whole as well as the personality would facilitate its development in sequences and phases to form at the end of the personality as a whole.
- Personality development is followed in eight stages from childhood to old age. Each stage is a turning point and involves a psychosocial growth crisis expressed in two directions: one with a desirable characteristic and the other with a risk. If growth tends to be desirable, it is good, and if it goes to danger, growth problems arise.

3/Stages of psychosocial development: Psychosocial Development Stages:

Ericsson considers that an individual is able to develop his personality during successive stages of development throughout his life and believes that there are critical periods of growth and these periods are marked by critical turning points. Ericsson stresses that the psychosocial crisis must be resolved before an individual can successfully move to the next stage. The fifth stage of development, adolescence, formed a strong basis in the Ericsson theory because it is seen as the bridge from childhood to adulthood and adulthood, and the fifth phase forms the basis of this study, as the study sample is going through the most important and dangerous stages of development through this phase.

A sense of confidence versus a sense of distrust (from birth to eighteenth month)

(A sense of trust versus a sense of mistrust)

Ericsson considers the child's first year of life to be the time to generate confidence in himself and the environment by trusting others who depend on them for their diverse basic needs.

It turns out that if you satisfy the experiences of the child from the first year of his life, he develops confidence and it is a manifestation of trust at this early stage that easy access to food, depth of sleep and feeling comfortable after discharge. And it is worth noting that this sense of trust does not depend on the amount of food the child eats or on showing love for him, Rather, it depends on the type of relationship between the child and the mother. The child receives the world and the external effects surrounding it through the mother and her effectiveness. Hence the importance of the mother's presence in the formation of the child's perception of the outside world in his early years. (Gabr and Nablus, 1995).

Sense of autonomy versus sense of shame and doubt (one and a half years to three years):

(A Sense of autonomy versus a sense of shame and doubt)

By exercising behavioural patterns and performing certain work alone without the help of others, the child asserts his/her sense of autonomy. The role of educators in promoting the development of autonomy is demonstrated through methods of parenting that are balanced between

tolerance and resolve. This phase covers the period between the second and third years of the child's life and is characterized by a significant development in the child's ability to control his or her body organs and muscles. If the child succeeds in this control, he or she develops a sense of independence. If the child fails to control his or her different body movements, he or she develops a sense of self-shame and suspicion of his or her abilities. (Allaanah, 2004).

Feelings of principle versus guilt (from three to five years):

(A sense of initiative versus a sense guilt)

At this stage the child has many experiences of mobility and mobility in walking, running and jumping, upgrading language and imagination, learning to plan and implement, and moving through directions and objectives. Psychological development at this stage is based on the fact that ego, ego, and higher ego begin to find a mutual balance in the individual and the child develops a conscience and parental attitude that strengthens the processes of self-observation and guidance as well as its punishment, The child notes the sexual differences between members of his or her family and learns to do more things than Witold did and has a sense of real achievements and is subjected to moments when fear of danger and guilt are generated. (Al-Dahri, 2007).

Educators must allow the child to discover the environment around him or her and experiment to see how he or she controls his or her movements. The child needs to be accompanied by other children so that they can all vent the crises of their lives by playing. The child

must be instructed to overcome his or her mistakes. If the breeders inform him or her of his or her mistake, when he or she is raised and always feels guilty throughout his life.

Feelings of effort and persistence vis-à-vis feelings of inferiority and inferiority (sixth to eleventh years):

(A sense of identity versus assigns of identity confusion)

At this stage the child can adapt himself to perform many skills and tasks by developing his sense of work, hardship and perseverance to become an individual capable of achieving, achieving, studying and playing two important pillars in the formation of a sense of effort. The parasite, 2004) The child experiences the initial skills required by his or her culture s social world and a child who is unable to interact with his environment and fails to accomplish the tasks entrusted to him develops feelings of inferiority and feelings of inferiority. According to Ericsson, it is the driving force and adult in his environment who care for him or her that can help him or her.

Sense of identity versus sense of anonymity (twelfth to eighteenth years):

(A sense of generatively versus a sense of self absorption)

This phase extends throughout adolescence and the adolescent is characterized by physiological and mental changes that give rise to a lot of suspicion and thus generate reluctance to perform the tasks entrusted to him and the adolescent is unidentified, and his primary concern is to recognize his identity as a man and no longer a child. If

he receives that recognition from the community in which he lives, it helps him to pass the sense of identity in peace, And if he feels that the supervisors of his upbringing still treat him like a child, s identity ", he would try to resort to methods of violence to extract his identity, which might be accompanied throughout his life. Abd al-Mu 'aty and Qanawi, 2001, are called growth at the beginning of adolescence "by the whirlwind of growth", as this is the most violent human encounter in its evolution. The body reverts to exist through its sudden growth in size and shape as well as chemical (hormonal) changes, causing the young man to shake his being so that he loses self-identification that he asks in urgency and depth "who I am", and here the problem of identity that lies at the heart of the conflict arises in an individual's life.

This is the most famous stage of psychological development as described by Kuther,2001 and its importance is how to answer adolescents' questions with the health integration of previous stages, obtain autonomy away from parents, and adhere to subjectivity.

Kuther believes that failure to sense identity leads to anonymity and inability to make personal decisions and choices in an individual's life.

The positive result of this phase is strong friendship relations, the readiness of the future life plan. While the most important forms of physical and emotional development (psychological), membership in the group of friends.

Sense of familiarity vis-à-vis sense of isolation (18-35 years):

(A sense of intimacy intimacy versus asense of isolation)

According to Ericsson, the physical maturity of individuals (adult youth) at this stage involves continuous psychological and social development, especially social familiarity with the opposite sex, in preparation for the choice of a life partner in the marriage relationship not only that, but also the dedication of efforts to succeed in matrimonial life, Also, if these efforts are not satisfied in marriage or in choosing the right job for the individual's abilities, this has led to a crisis of growing sense of isolation in all areas of love and work. (Achul, 1996)

Sense of birth versus sense of self-esteem (35 years to retirement age):
(A sense of generativity versus a sense of self absorption)

He describes it (Melhem, 2004) as one of the longest and most fertile and tender stages of life. After exercising his choice in the field of love and work he marries and establishes the foundation of family stability, choosing the work through which he can achieve himself and reach a point where he asks. What's next? This phase involves the establishment of a new family unit based on mutual trust and familiarity and the preparation of a new home for the start of a new cycle of growth and through a marital bond that works to ensure the care and growth of the new generation that results in marriage.

Feelings of complementarity versus despair (retirement years to deaths):

(A sense of integrity versus a sense of despair)

This stage is a compendium of the previous stages and its orientations and the individual sits to hold himself accountable for the past and make sure that he contributes to the creation of the new generation. If his role in this is positive, then he has a sense of complementarity. If his role in the past is negative, then he has a sense of despair and a missed opportunity to compensate because he is at the end of life. (Gabr, Nablus, 1995)

Through the presentation of developmental stages, it is noted that there is a positive and negative aspect at each stage of an individual's development, and there are appropriate conditions at the stages of his or her life that make positive sense of him or her throughout his or her life. (Hindawi, 2005)

* Table summarizing Erikson's eight stages of growth as Miller (2005):

E Psychological stages – Nationality	D الوسائل النفسية – اجتماعية	C Organizational elements Social	B Important Relationship Group	A Problem Psychological	Stage A
Oral, respiratory, sensory	Tender as a quid pro quo	Cosmic arrangement	Associated with his mother	Trust/Distrust	1
Anal, male reproductive, preventive	Continuity and Continuity	Law and Order	Associated with parents	Autonomy/shame and doubt	2
Initiation/Shame	Pursuit and Tradition	Ideal Models	Basic Family	Initiation/Shame	3
Cummins	Doing and Forming Things	Technological elements	Neighbors and School	Industry/recession	4
Personality and rejection of authority/imposition of personality	Peer Group, External Groups Leadership Models	Personality and rejection of authority/imposition of personality	Peer Group, External Groups Leadership Models	Personality and rejection of authority/imposition of personality	5
Deplorable	Self-criticism in another person	Models of cooperation and competition	Isolationist Friendship patterns, sex, competition, cooperation	Loyalty and solidarity/	6

			n		
	Productivity/stagnation	Currents of Education	Division of labour and domestic participation	Productivity/stagnation	7
	Self-realization through the past and confronting obstacles	Wisdom	"Human." "Same"	Compatibility/desperair	8

(Miller, 2005, p. 145-146).

1. Henry Fallon (1879-1962):

Fallon's attitude is sociological, as he has not neglected the cognitive aspects but rather influenced them by emotional and social aspects, linking human development with several aspects, integrating the motor, emotional, relational and cognitive aspects.

1/His theory:

In Henry Fallon's theory, prenatal growth begins because we observe postural reactions as an answer to internal or external influences sent to the foetus through his mother's body, some scientists associate human development with several aspects, integrating the motor, emotional, relational and cognitive aspects, and these pioneers include Henry Wallon.

Henry considers that the child's personality evolves, consisting of six stages and through two main functions: intelligence and conscience.

The main focus of Fallon's theory is respect for the child and his rejection of pressure and abuse stemming from excessive generalization, that is, considering all children to have the same potential, and trying to find out how to adapt learning situations to children's very diverse individual characteristics.

One of the foundations of his theory is that biological and environmental factors are reinforcing and conflicting. (a kind of argument) between the individual and the ocean, and that every human activity is concentrated between the pole of biological needs and the pole of social requirements, this interaction between the individual and society produces a conflict as a driving force of growth, which is considered intermittent and intersected with conflicts contrary to Biagi's perception, and the stages overlap between them, and each one highlights a particular function. (Badra, DC, p. 123)

/ Stages of growth according to his theory:

Motor impulse phase: (0 to 3 months): extends from birth to the limits of the third month of life and comes after the organic synergy of the prenatal period and is characterized by impulsive movements that are not valuable for their immediate effectiveness. The crying of an infant, for example, calls for the intervention of those around him.

The phase of reluctant motor activity, accompanied by a gradual social adaptation of motor responses, random fumbling during

emotions, and the psychological life of the infant translates in uncoordinated movements and has no external objective, can only develop through the argumentative relationship between the biological neurological factors of maturity and the relational social factors (the role of the family surroundings) that play the role of the mediator between the psychological and the physiological aspects.

Emotional Emotion Phase (3 months to 1 year): 3 months to 1 year. This stage is not dominated by motor activity, but by the beginning of the emergence of so-called emotional relationships, during which emotions begin to stand out: the smiles of the infant that become social, influenced by the gestures and attitudes of those surrounding it, which leads to the emergence of instances of anger, fear, joy, depression and so on (the child's primitive language).

Sensory Motor Phase: (one to 3 years): During this phase, which lasts approximately one to three years. The outside world is of remarkable importance to the child and his or her movements are becoming more and more intentionally disciplined.

This stage is an opportunity for children to develop two kinds of intelligence: practical intelligence related to manipulation of objects, rhetorical intelligence related to tradition and language, and discovering the world around it.

Stage of Personality Acquisition: (3 to 6 years): This stage begins with the so-called "crisis of opposition", which begins within the third year when the child enters custody and ends within the fifth or sixth year, where the child usually enrolls in the first stage of basic

education and is particularly marked by the child's return to himself in order to make a new effort to emancipate age is the age of rejection and in 4 years behaviour becomes more absorbed and in the age of five, it tries to emulate adults.

Lecture III: Manifestations of embryonic growth

First: Definition of embryonic stage

Second: pregnancy symptoms

III: Stages of fetal formation

V. FACTORS AFFECTING THE DEVELOPMENT OF THE FOETUS

Human beings go through multiple and volatile stages from the moment of fertilization to death. They do not become in one case. Therefore, one of the most difficult things that science may study is the stages of human development and development in different fields. Most notably, we find the embryonic stage, which is multiphased and varies, as well as the organs that it develops and develops to help the fetus continue in life.

First, the definition of embryonic stage:

It occurs through the pollination of an egg by a spur and the persistence of this pollinated egg in the uterine cavity in natural or external cases from the uterus in abnormal cases.

It is also known to be a formative phase that extends from the moment of fertilization to birth, the sentences reach nine lunar months. In this period, the pollinated cell or egg doubles, bringing the number of cells to approximately "30" million cells, and its weight doubles to 1 million times and turns into a prepared bodily system.

(Psychological Pressure in Pregnant Women Who Received News of Her Fetus with Down's Syndrome, 2014, p. 44)

Pregnancy is the period of time that begins with the integration of sperm into the egg and ends with the removal of the new human

(Psychological Stress in Pregnant Women Entering Childbirth for the First Time, 2011, p. 22)

Where the first to the other calculates a woman's monthly habit, the pregnancy begins when the man tosses, an enormous preparation of range ranging between (40 to 350million sperm) to the inside of the vagina, this spin moves towards the mucous matter gathered inside the vagina, And for most of the time it takes for the mucous cycle, that mucous substance is very large in texture. So it forms a physical environment, preventing the easy movement of spins towards the cervix, So it becomes a barrier that reduces the speed of its start, but a

few days before the swallow, the mucous substance, They become clearer, facilitating intrauterine movement through the cervix.

(, Pregnant Women's Guide, 1999, p. 8)

Second: pregnancy symptoms:

* Nausea. Frequent urine and breast pain are common symptoms in the first months of pregnancy. Skin changes including dark color around the eyes and black lines

* Swelling of hands, feet, heartburn, constipation, hemorrhoids and swollen veins are common problems in the last period of sentences

* Back mothers and pain in the easement joint naturally heal after birth

Smith. 1434 .S98)

Third: Stages of fetal formation:

1. Phase 1 Sperm: Once the sperm is enrolled in the egg, Until the pollinated egg begins to divide into two parts, four, And so, without an increase in the total size of these cells than the size of an egg pollinated, This division process is carried out and the egg is on its way to the womb. The first form of fetal organs is its heart because it is the basis, the liver and then the brain.

2. Phase II Leak:

After the chewing process, the chewing phase begins in the third week, forming the chewing board, starting with the chewing, which is the cells that remained after the detachment of the nutrient cells. Until the end of the fourth week there is no differentiation for any organ or device, and we can call this stage unmade chewing. The chewing board is composed of three phases, and it starts with two phases and then enters a third phase. This phase is formed between exterior and interior as in the following form:

Intermediate Phase III	Phase II Internal	Phase I External
------------------------	-------------------	------------------

External Phase I: Constitutes:

Skin Skin	and nerves	Brain
Mouth and nose mucous membranes	Logos	And his right glands.

Phase II is internal: It consists of:

Thyroid	The Hezmi Road	Respiratory mucus
and pancreas	Liver	Thyroid gland

Stage III Medium: Consisting of:

And bones	Blood	Blood vessels	Heart
And a section of endocrine glands	Skin Brains	Kidneys	Muscle

Phase III chewed:

Then the pregnancy passes at its finest and most difficult stages, where the chewing board is flushed with a sentence of meaningful and surprising textural changes starting from the fifth week, It's called the differentiation process, or as the coupling calls it, every bunch of cells in these phases takes it upon themselves to form one of the organs or organs. As part of the integration and coordination of these devices, It grows and evolves, to be the human in the best calendar, The epigenesis process ends around the end of the third month, at which

time the fetus is 10cm long and weighs about 55g.. This stage can be called the creative chewing phase.

The process of chewing is then two phases: the first stage, where no organ, organ or organ has formed or called it a creative chewing stage, and thus it is clear that the power of the Holy Quran is brought into its description of the chewing phase by saying: "Then from a creative and unmade chewing."

A year is the most important thing that comes to the foetus after the third month: the movement, pulse and independence of the heart, and the organs that formed seek to integrate, so that some devices begin to function during the embryonic period, such as the heart and the hormone system, and pure bones form the elements of blood... the secretion of adenocarcinoma, accelerated growth in the size of the embryo and the integration of its external shape.

The heartbeat, which begins after the beginning of the fourth month, can also be heard, and is apparent in the fifth month.. And for the independence of the adenocarcinoma, it is to begin with the hormones necessary for the continuation of pregnancy after the quantities of ovaries are insufficient, and the pregnancy requirements of these hormones are much greater than the ovarian efficiency.

The development of the foetus is rapid at this stage. After weighing at the end of the third month 55g and 10cm long, it becomes weighing at the end of the pregnancy about 3250g and their length. During this period, its shape is integrated into an exterior and it becomes red skin.

IV: Factors affecting fetal development:

The genetic effects on the fetus from the moment of fertilization have been determined by the genes inherited from the fetus's parents and ancestors, but what then affects it is considered environmentally any factors outside the framework of genetics even if the fetus is in its mother's abdomen. These factors include:

1. Mother's age:

Statistics indicate that women's childbirth is safer if they occur between the ages of 20 and 35, and despite medical advances that have generally made pregnancy safer for the fetus and its mother, pregnancy before the age of 18 and after 35 may entail some risks, including teenage mothers facing a higher risk of fever poisoning. (Toxa) a disorder whose causes are unknown and whose symptoms include high blood pressure, excessive weight gain, retention of fluids in tissues and anaemia, which are deficiencies in red blood cells and in iron, as well as complications from the risks or mother's birth and exposure to premature delivery, i.e. before the time.

Mothers over 35 are more likely to be sick during pregnancy and have longer and more difficult labour, as is the risk of foetal dysphoria. Duwan's disease is known to be more common in children of mothers aged to 40s and beyond.

2. Mother's food:

The proverb that a pregnant woman eats for two may not be her fetus, True but important is the quality of food that pregnant women eat. Excessive weight gain for pregnant women is unhealthy but balanced food in quantity and nutrients is necessary to ensure maternal health and embryo. An important element of balanced food is, Protein where infants who lack protein during pregnancy are exposed to serious diseases, Mothers' children who have been malnourished during pregnancy are more vulnerable to mental disadvantage, making them less intelligent than their counterparts whose mothers have not been malnourished.

3. Drugs:

The structure of the foetus is fragile and its bodily organs are not yet complete and thus its effect, even with a small dose of drugs, is severely affected. However, some pregnant mothers take drugs and drugs during pregnancy such as hormone regulation drugs, cold medication, sedatives, stimulants, antibiotics, drugs and even excessive doses of vitamins.

4. Radiation:

Radiation has a serious impact on the health of the foetus. For example, X-rays during the first two weeks of pregnancy destroy the fertilized egg almost permanently. Between the second and sixth weeks of pregnancy, radiation leads to serious foetal abnormalities. Perhaps the most serious damage is that X-rays and radiation

generally cause damage to the child's genes, whose effects do not appear until several generations later.

Maternal pregnancy diseases and disorders:

All diseases affect the fetus and the most obvious German measles disease (Rubella) A child whose mother became pregnant may be born with heart or valve abnormalities, loss of sight or mental retardation.

Viral diseases such as smallpox and hepatitis, and diseases caused by household animal infections such as cats or eating red meat without cooking them such as disease (TKU Plasmus) It may be slight in adults but it is very dangerous for embryos. (Syphilis) that the pregnant woman developed has serious effects on the fetus, which may lead to weakness, deformity and mental retardation and may not present these symptoms to the child until several years later.

Other diseases affecting pregnant women that adversely affect fetal development include high blood pressure resulting from an illness (Wikimia), the cause of which is known as Wathar (regis), a chemical agent in the blood and if its faction varies between men and women, leads to negative consequences for the substances by attacking the mother's body defensive systems on the fetus because of this strange factor contained in his blood and inherited from his parents. This attack may cause cerebral paralysis, mental delay, deafness or sometimes death, and all depends on the strength of the defensive organs of the mother's body.

6_ emotional cases of lam:

Emotional changes such as stress and psychological fatigue lead to changes in blood chemistry because they activate the independent

nervous system, which in turn leads to endocrine secretion of certain chemicals in the bloodstream which negatively affects the fetus so that its irritation, tension and movement can be observed. (Growth psychology, 2014, p. 71, 72, 73 and 74).

Immune disorders 7_ (Rh-factor):
The rhesus factor (RH) is a component of blood that is positive or negative. If the type of blood of a pregnant woman differs from the type of fetus blood, it leads to antibodies that burn the human body through the placenta and prevent oxygen from reaching the fetus's brain (Childbirth anxiety and its relationship to quality of life in pregnant women coming to birth, 2016, 78)

The destruction of cerebral cells leads to the birth of a mentally handicapped child, and in severe cases leads to the death of the foetus. For example, there is a risk of incompatibility between a woman's total blood "o" and her child if the father carries "AB" blood. The pregnant woman's blood begins with the formation of antibodies to the child's blood, and leads to the dissolution of red blood pellets, so the child may be born with yellows as well as other diseases and impairments such as mental retardation, and may lead to miscarriage or death of a foetus after birth. (Psychological Pressure in Pregnant Women Who Received News of Her Foetus' Injury to Down Syndrome, 2014.52)

Lecture IV: Manifestations of Growth in the Mahad Phase

The cradle stage begins from the first cry the child releases announcing that he is coming to life and lasts until the second year of life in the future the outside world, Where it transforms from a fetus dependent on its mother into an infant struggling to stay and perform its vital physiological functions, such as breathing, sucking, swallowing, then digesting the output and sleeping where the infant makes a great effort to adapt it. In some cases it may fail and may be exposed to a number of symptoms that were not in his mother's abdomen. During that period, a number of development developments are undergoing by the newborn, Mention must be made here of the child-related characteristics to be learned by the educator at this age stage; Such as taking care of individual differences between children, knowing how to deal with them, knowing the level of assimilation of children, to attain self-esteem. The educator must take into account the characteristics of mental, intellectual and emotional development and from which we must know the most important stops the child is going through at the cradle stage and the factors affecting the child at these stages and how to deal with this stage of development.

I: Definition of cradle stage (lactation):

From two weeks to two years is the stage that starts from the end of the neonatal phase after two weeks and lasts until the end of the second year. This is one of the most important stages of childhood, where the basis for the development of the personality is subsequently

laid and the child witnesses a rapid and dynamic growth and Hussein can perform some movements such as sitting, lying, standing and walking in which he learns and can rely on himself relatively and start contact with the outside world.

In the cradle stage, a child only wants to satisfy their basic needs. Such as his need for comfort and distance from the world, his need for attachment and emotional warmth, his need for stability and stability in treatment and in the surrounding environment, his need for consultation and revitalization, together with his other biological need of nutrition, output, etc. The mother's knowledge and understanding of the mood of the child makes her in a good position in terms of guiding the development process for him.

II: Mental development:

Inheritance certainly determines the basic possibilities for the growth of intelligence, but the impact of the environment must not be overlooked by its different conditions. It plays an important role in determining the final picture of an individual's intelligence. We cannot lose sight of the low socio-economic factors and neglect in educational care, As well as emotional disorders, it all stands in the way of an individual's development, It can be noted here that in the early years of a child's life it is difficult for us to study the mental development characteristics of an infant using the technical methods used to study mental abilities in older children -- such as the use of intelligence tests and traditional mental abilities. We therefore infer mental development from a child's ability to distinguish between

different sensory thrills. (growth psychology. The Department of Islamic Jaws and Doctrine Phase II. 2019/2020 p. 46)

- Manifestations of mental development:

The infant begins to learn through the tradition of adults especially parents and brothers, which helps to learn language, emotions, tendencies and order... etc.

According to the laws of police learning, learning here is relatively slow and grows by trying and lining, and the infant learns to distinguish and respond to sexy patterns in ways that saturate his motivation and needs. The ability to differentiate a proper response is associated with the degree of neurophysiological development of an infant before relying on learning experience. Remembrance is associated with the ability to use words, and psychoanalyst argues that the child can remember things that happened at this point, especially with good emotion, and forget the experiences that are associated with distressing emotion, and these are filled with no feeling.

The second year notes the infant's ability to understand the building on matters especially in comic books and magazines that we find passionate about turning their pages. (Childhood and Adolescent Developmental Psychology, Zahran 1986, Dar al-Ma'raf. P. 145)

Geisel has established criteria for general mental development in a child at this stage that can be used to determine infant intelligence in the following model of IQ paragraphs from general mental

development criteria defined by Geisel and can be used in determining children's dexterity.

4 months: The infant visually tracks a slowly moving light. He moves the arms with the intention of removing a paper the size of the speech lying on his face while lying on his back.

6 months: Distinguishes between familiar faces and strangers. Look down if something falls out of his hand.

9 months: responds to the image of himself in women. Catch a ring tied in a thread hanging directly above the head and tighten it down

Year: puts a cube in a bowl if asked to do so without any indication. He puts three cubes on top of each other to be a tower after he sees this operation in front of him.

One and a half years: distinguishes between the dish and the cup refers to two parts of the body "Eye and nose build a tower of four cubes.

Two years: draws a horizontal line after he sees a work once before him executing three simple orders, building a tower of six cubes, a sentence of three words known as his name.

Characteristics of mental development:

The infant begins to learn from simple experiences, activity, practice, training and imitating adults especially parents and brothers, and this helps perfectly in learning language, emotions, tendencies, order etc. Learning laws, especially conditional learning, are fully applicable at this stage and learning here is relatively slow and grows through attempt and error. Many of them are as automated as in classical conditioning where a new excitement provokes a response that has already been formed, the infant learns to distinguish and respond to patterns of thrills in ways that satisfy his motivation and needs, and the ability to discern a proper response is associated with the infant's physiological neurodevelopment before relying on learning experience. It is noted that mainstreaming plays an important role in the learning process. A learnt response to a single trigger is itself inclined to appear by other triggers similar to or similar to the original one materially (the first execution) or similar or morally similar (the second circular).

Secondary education is seen in older children and adults and helps to understand relationships between things. Here, too, it is noted that while generalization is important, the allocation and distinction between things is also associated with the ability to use words. In the first year, the infant forgets quickly, as evidenced by the parents' forgetting if they are absent or separated from them. Remembrance evolves to include individuals in their movements, in their own words and in their own form, and reluctant analysts say that the child can remember the things that happened at this point, especially those

colored by irritation and forgetting the experiences of distressing emotion.

Interaction with agitators in the environment: the child's use of his or her audiovisual and photonic senses,

At its beginning it is negative, and then it begins its positive interaction with it by moving and sensitizing.

Conceptualization: The child begins to have an idea of the things he interacts with, and the child has concepts of things before knowing their names and this thing may have specific or generalized qualities.

Assimilation and adaptation: The child carries out two mental and these processes that continue with the person throughout his life:

a/Assimilation: The inclusion of the child in the child's understanding that he or she is a former concept without any modification

B/Harmonization: A child's modification of a previous concept that is appropriate to his or her perception.

Learn codes:

They are symbols that the child may invent from himself, which are sound symbols, and their number is

Little compared to what he learns.

Emotive growth: Emotion is an important pillar of the comprehensive and integrated growth process, because it is one of the foundations that works in building the equal personality, identifying and guiding

the right developmental path for that personality with all its emotions, thoughts and various actions and behaviors. Responses to a child from early AD appear to be similar at stages of emotional development, but methods vary across different environments, individual differences and education contribute a lot to the development and development of the child's emotions, and the child uses tradition to express his or her emotions.

Emotive growth phenomena: Our observation of a newborn child's behaviour cannot distinguish specific emotions such as fear, anger and love. The emotional behaviour with which a child responds to natural stimuli such as loud sounds, hunger or falls is a comprehensive rather than a single response to one or the other stimulus. These responses are indiscriminate and unintended for a child to cry, and must be able to respond to these stimuli with sufficient strength. If we drop an infant on the fourth or fifth day with a length of one or two feet, there is no concrete response.

But some random movements with his legs and feet and whenever the infant is modern, he needs a stronger alert to respond. What is true of the painful alert is true of the good alert such as pupils and pamphlets to which the most newborn babies do not respond, but this does not forget that newborns are newborn.

By crying so hard and being carried away by a parent, this makes him or her crying for the first months of an infant's life, we hardly distinguish a specific emotion from the response of certain stimuli. We can learn about certain emotions and then take the emotions into

diversity and increase from private to public. The following table illustrates the discrimination meant in the various periods of early childhood. It is based on the observations of some psychologists of a large group of children in an institution. It shows the emotional development of children on the basis of the realistic study (emotional development in children, full chick and Abdul Jaber Tim, Al Safaa Publishing and Distribution House, Amman, p. 9. 10.)

The nature of the infant in the stage of emotional growth:

1. The first weeks of the child's life: starts with unmarked public responses, a general irritation due to the lack of satisfaction of physical needs such as food, sleep or pain. The most famous manifestations of expression in this period are the movement of arms or legs, sometimes crying and screaming. If these needs are satisfied, the newborn feels comfortable.

In the sixth month: Anger results instead of distress - disgust - fear.

4 - At the end of the first year: the general sense of relief that results in the following love - joy - joy.

5 - In the second year: The child's emotions are visible and diverse, with the child's emotions characterized by seriousness, rapid change and instability

Psychologists consider that the general irritation of a newborn's hunger, pain, wetness or disruption of 85 body temperatures is a mixed tally of different emotions that quickly crystallize through

learning and experience into differentiated emotions and emotions such as love.

Anger and aversion, at birth the child begins with general irritation and then dissuades and contractions with the second month, anger, fear, shaking with the sixth month, kindness and joy with the end of the first year of life and attraction to children, adults and familiar with the middle of the second year and joy, anger or apparent fear with the end of the second year of life.

The newborn must not be separated from his mother after childbirth, but must remain with him in one room. The child's permanent crying does not mean that he needs to breastfeed. Crying after childbirth results from the difference of the natural environment from the uterine environment in terms of calm and tranquillity and automatically satisfying all the needs of the foetus. During subsequent months and months, the crying of the child is often considered to be about the need for embrace, monologue and psychological reassurance in the mother's arms and lap. 1

The most important factors affecting the child's emotional development:

Vittori et al. (1426) defines emotion as an emotional condition characterized by excitement, surprise and disorder, a sudden change that affects the organism and is accompanied by external behaviour and effects.

(Development psychology for the third year of secondary education (literary section) by D. Mohammed Abdullah Al Abid 2Abu Ja 'afar. State of Libya Ministry of Education Center for Educational Curricula and Research. M2015-2014 pp. 84 85)

The main factors affecting emotional growth can be identified as follows:

1. Intelligence: psychologists believe that smarter children are more in control of expressions of their emotions, and they respond more emotionally to a range of excitements than those to which the smarter can partially control their emotions
2. The child's state of health. The overall state of health of the child plays an important role in affecting the severity and severity of the child's emotions. A healthy child has a lower level of effectiveness and severity than a child who suffers from the recurrence of illness or the security of a general state of vulnerability.
3. Satisfying the child's needs if the child gets what he or she wants through certain emotional behaviour such as screaming or crying, he or she repeats this behaviour when he or she needs it. A child who screams when he or she is hungry and then meets his or her need for food will always scream when he or she is hungry.
4. The family climate through socialization processes during what and who is exposed to methods of parental treatment, the softer the parental treatment and family climate are. (growth psychology. The

Department of Islamic Jaws and Doctrine Phase II. Academic year
2019/2020 p48)

Fourth: Social growth:

Social development disturbances: The first social relationship in a child's life is his or her relationship with his or her mother's initial wishes and needs directly or postpones their satisfaction, These relationships then extend to brothers, neighbours and relatives. The child's smile is an expression of a social relationship with others and the first real social smile begins in the sixth week, The beginnings of the infant's interest in people show Wink leaving her in the third month. Factors contributing to the expansion of the child's social circle include his/her learning to walk and the ability to move from one place to another. and that the child's learning of speech and language is a cause of the expansion of his or her social relations during the first two years of his or her life and play is a manifestation of the social development of the child, The type of toys practised by the child depends on the development of the child's motor skills and potential and the encouragement of others around the solitary And in the second year the day of playing with another child in the same room, However, both work individually and are called parallel play.

6 months: Some interest in other children

8 months: Showing interest in big strangers

9 months: He makes an active effort to contact others with smiles, tyrants and laughter

12 months: The tradition of social experiences in the two years takes place within a family

The most important relationships contributing to the social development of the infant:

The child's relationship with his or her parents:

The first emotional connection in a child's life is with his or her mother. She is the first person to direct the child's emotional energy and also the first person to experience hatred and love where he has contradictory motives. It is tenderness and aggression and it is the source of both compassion and deprivation. The mother, which gives or prevents him and which satisfies or punishes him, The father is admired by the child, but she is interested in his love and occupies the child's place under these circumstances, having to reconcile and adapt despite these contradictions, sacrificing some of his wishes, suppressing some of his feelings and deferring some of his requests for sympathy, acceptance and interest of his parents.

The child's relationship with his siblings:

The child has a strong emotional relationship with his brothers, which contributes to shaping his future social life. The child and his or her siblings are a small community in which the quality of relationships disappears from his or her relationship with his or her parents. The child, along with his sisters, competes, changes, assaults, vengeance, cooperates with and entices them. All these interactions are more alerted to what the child will meet when he or she goes out to the street or school, which makes it more experienced, bolder, role-sharing and cooperative from outside the family. The relationship of brothers is different from those of comrades from outside where

loyalty to the family prevails over individual feelings and maintains the continuation of friendly relations and cooperation between brothers. Brothers find ventilation in playing with each other, whether in cooperation and solidarity against the brutality and control of adults or in interaction. and, in any event, with parents, the family is more coherent and practices are more just and objective, The presence of brotherhood and cooperation helps the child to be free from subordination and dependent on his or her parents, helps him or her to achieve early independence in many aspects of his or her behaviour and helps him or her to enter society and is more self-confident and dependent on it.

The child's relationship with those living with him:

At the beginning of a child's life, his or her behaviour is governed by preliminary biological motivations and instincts, and then he or she grows and realizes the world around him or her, feels his or her existence and identity, and sentences those around him or her according to their treatment, where he or she tends to be a passionate, palliative and alienating the adults in the family who treat him or her harshly. If they are treated as siblings by parents and young persons and with increased maturity, it shall be ascertained by either brothers or relatives of their parents and young persons that adults may be grandparents or relatives of the father or mother, A child usually has good relations with his or her grandparents for the treatment of adults by his or her father and mother. And with relationships with young

people, depending on the opening of good treatment for them, he associated with them with good relations.

On the contrary, the child may change his or her emotions towards them as he or she becomes more aware of and grows and the relations between the father's and mother's brothers with adolescence and maturity usually improve.

Arrangement of babies in childbirth, single child, younger child and single girl with boys' and single child group with sisters' group Every child who receives special treatment. The only child who is spoilt and the big changes those who come after him and the little one who receives compassion from everyone, the disabled or the sick finds care on the development of the personality directly and compassion. All these behavioural patterns affect the future. The general rule is neither excessive nor excessive, nor excessive, nor excessive, nor cruel, neglect and deprivation.

). Mohammed Abdullah al-Abid 2Abu Ja 'afar. m2015-2014 pp 80)

Factors affecting social growth:

Social development at this stage is influenced by the general family atmosphere, social relations within and outside the family, as well as parents' attitudes towards the infant and the type of social relationship between the infant and his mother depends on, inter alia, the mother's personality, the mother's behaviour, the child's personality and the mental and motor development of the child. (Stern and others) The family is a dynamic organization with several factors that interact with

each other dynamically and cannot be separated from each other in working life. These factors include:

Network of interpersonal relationships (impactful in character) goals, aspirations, values and social norms (affecting the process of socialization). (His abilities, needs and motivations) The breeding and inferiority of the busy in the family adversely affect his mental health, and in his capacity. Research results show that children born to their mothers in normal family conditions grow better than children who develop in institutional conditions that are not based on personal social relationships. The infant is self-centred. Most of his social responses are in one direction. Any he gives nothing (including himself, his smiles and his minds) and requests a lot and a lot. He wants to be accompanied by his caregiver and to be full-time. Most of the infant's social behaviour, even if wrong, is innocent. His awareness of the social norms of behaviour is still very limited and social development is seriously affected if the infant is brought up in complete human social isolation, as was the case with the child found in the Affair One Forest, France, and raised in the middle of the animals. The two children found in a cave. India is educated in the middle of wolves and helps in the process of socialization: social hunger, social pressures, and socialization involves several mechanisms, including reinforcement, extinguishment, reward, punishment, imitation and autism: key elements in the process of socialization include what one has, such as inheritance, vital potential, education and resilience. His capacity for sympathy permits that the child at this stage is a small, uncoordinated king whose judgement has

been enforced. In his gesture of sufficiency and gesture, he reaches any, and all his eyes lie inside his own. Soft in his own. Not concerned with effort. Building emotional relationships, including in society such as social roles and norms, social institutions and social sectors (Cultural and economic) Clinic studies show that the troubled family produces troubled children, and that much of the child's disorder is only symptomatic with the family disorder of inappropriate conditions, breeding and socialization errors, determined by the level of social development required for the child at this stage (Zahran 1986 Knowledge House. p. 100)

Lecture 5: Manifestations of Childhood Development

I. Definition of childhood

II: Early childhood.

Growth manifestations:

- 1- Mental development.
- 2- Psychological development.
- 3- Social growth.

Third: Middle Childhood.

Growth manifestations:

- 1- Mental development.
- 2- Social growth.

IV: Late childhood.

Growth manifestations:

- 1- Mental development.
- 2- Social growth.

Childhood is an important stage in the life of the individual. It is an important stage in shaping the child's development. It is the stage that poses a risk to the child at other stages that later affect the child. It is responsible for the formation of psychological evidence. The family is the primary source of the child's mental health.

I. Definition of childhood

A young child who spends growing and advancing until adults reach the sum and depends on himself to manage his affairs and to secure his physical and psychological needs, in which young people depend on their relatives to ensure their survival, nutrition and the protection of this survival, it is a period of inadequacy and poor composition and complementarity simultaneously. (Bhuhala, 2013-2014: 28)

II: Early childhood.

From 3 to the end of the fifth year of early childhood development from 2 to 6 years:

1- Mental development:

The child at this stage is poorly attentive and frequently questioned. The child's attention ranges from 8-40 minutes at maturity to the degree of his inclination for activity. While his questions abound as a result of his increased mobility and attempts to explore his environment, which has begun to expand and complicate and prompt him to constantly question and enquire, allowing him to expand his motor and mental experiences and emulate the environmental reality surrounding him. Through his love of exploration, curiosity, experimentation and exploration, he develops his mental skills and cognitive experiences.

At this stage, the child begins to understand the shapes, alphabets, time, distances, weight and numbers. The child is also able to imagine

what he likes to do and is evident in fantasy play and imitating adult roles.

2- Psychological and emotional development: The child's emotions at this stage are characterized by severe and volatile as a result of increased restrictions on his or her behaviour, activity, mobility, interaction with others and the many obstacles to the fulfilment of his or her desires. We find that adults are constantly interfering in limiting their activity, mobility, calm, tranquillity, and immobility, resulting in the severity of their emotions and nervous eruptions. Anger as an aggressive behaviour is one of the means by which a child is confronted with frustrating or obstructive attitudes that angrily expresses his or her lack of conviction of punishment or restrictions. fears also arise as a negative withdrawal behaviour in the child as a result of his severe interaction with the agitators of the environment, namely his fear of high places, loud sounds, animals and darkness, The feelings of children at this stage vary from intense anger or severe attachment to moving from one emotion to another, such as crying or laughing. Jealousy arises if his parents' love turns into another child and this qualification appears at its height among three-year-olds. One of the most important advices in the need to help the child's healthy psychological development is the following:

- * Unjustified non-interference in his affairs.
- * Not to use severity and violence in giving orders.
- * Not to ask him to carry out work beyond his capabilities.

* The parents' lack of inconsistency in his discipline.

* Not relying on servants to raise him.

(Chibani, 2000: 152-166)

3. Social Growth:

Life for the child at this stage is just paintings centered around the mother's personality. These paintings give the child reassurance and allow him to find himself, so if these paintings are confused and the habits are constantly changing, the child is lost and lost direction.

And there is a development at this point of social behaviour and relationship with others. The discovery of the evolution of this characteristic is linked to the studies of Eric Erikson, who considers that psychosocial development begins with the child's life and initially takes the form of a conflict between trust and mistrust of the world, Satisfying children's basic needs at this stage, including their need for security, comfort and food, creates feelings of trust in the world and the surrounding environment. s needs at this stage always face frustration, threats and cessation.

The child's social development is closely related to his or her physical, mental and emotional development. When the child is born in an environment that she or he desires, among people who love him or her and among people who accept to caress him or her He takes people and accepts them and enjoys their company, paving the way for social growth and ease of establishing relationships with others. as well as the good health of the child and the care of his clothing and his

appearance have a role in people's upbringing, A weak-looking child is isolated from people, which reduces their chances of social development and affordability. It starts from the fourth month that people need to stay with him "crying to call them out and smiling when they pet him and care about him, and in the eighth month the child comes to calm by caressing in the middle of the arms, and the second year becomes friendly responses and forms relationships based on cooperation with adults. (Salim, 2002: 158-159)

Third: Middle Childhood:

From 6 to 12 years of age, scientists have divided this stage into two periods, a period of six to eight and a period of 9 to 12 years of age.

Manifestations of this period's growth from 6 to 8:

Physical Growth:

Physical growth is very rapid and a significant proportion in the first year of life. Then the growth is gradual, and the child in the first five years has control over all the parts of his body that help him to move. The sixth child can walk, run, jump and ride a bike. These processes depend on the use of large voluntary muscles. He may continue to play from morning to evening without feeling tired.

Mental development:

Mental growth at this age is rapid. The child's desire to know the survey is great. He asks and enquires about everything he encounters and insists on getting answers to his questions. In this way he gets a lot of

information in many respects, especially those that relate directly to him or what attracts and observes him or her. The love of the child's survey, his or her desire to know and the abundance of the question cause embarrassment to parents as long as the child does not shy away from asking anything. So he might ask about sexual aspects, natural phenomena, God, the origin of the universe, and so on.

Social Growth:

In Piaget's view, a child between 3 and 5 years of age is self-centralized, that is, self-centered, that is, selfish and concerned only by himself, and that explains things only from his own point of view. With greater language acquisition, there is a growing understanding of others' wishes and roles in relation to his role. He begins to correct his idea of himself. The language helps him to break free from self-centrality, begins to feel the opinions of others, acquires social behaviour that helps him to integrate into the community, lessens his selfishness, and thus reduces his solitary play. He seeks to play with children.

The period from age 9 to 12 is called late childhood:

Mental development:

Children at this age continue to tend to discover their surroundings and their perception is beneficial. They continue to rely on their senses and work experience. Pedagogists therefore advise that the curriculum should focus on trying to study the environment to exploit the child's natural preparedness at this stage.

This stage of life is characterized by the ability to innovate. Language acquisition helps many children try to write poetry and prose.

Social Growth:

This age is called gang age. This is because children engage with each other in groups whose standards in the child become more important than in the family. The impact of these groups on children becomes considerable in terms of identifying their attitudes, hopes and aspects of activity, and in this case they are interested in satisfying the group's opinion and perception of it. (Jalal, 2000: 217-218)

Lecture VI: Manifestations of adolescent development

Adolescence is one of the most important times in a person's normal life and can even be considered a new birth period. In addition to being a worrying and critical transition period, the individual moves from childhood towards masculinity. Researchers have disagreed in determining precisely their beginning and end, owing to the diversity of peoples' nature, multiculturalism, different time periods, varying geographical regions and the diversity of climatic environments.

While traditional psychology has been considered a period of crisis, anxiety, stress and disorder, modern psychology has been considered a normal and normal period in the course of human development.

Moreover, the adolescent crisis has been addressed in the light of different approaches, including: historical approach, biological approach, psychological approach, social approach, anthropological approach and educational approach.

First, the concept of adolescence

Adolescence is regarded as a period of passage, transit and transition from childhood to adulthood and masculinity. Thus, it is a phase of concern for the self, women and the body alike, and the phase of self-discovery and the world. Thus, adolescence takes three dimensions: a biological dimension (puberty), a social dimension (youth) and a psychological dimension (adolescence). Thus, adolescence begins with manifestations of puberty, the beginning of adolescence is not always clear, and the end of adolescence comes with full social maturity, without specifying the individual's social maturity.

Overall, adolescence is a transition from childhood to adulthood and masculinity, a transition from parental dependence to autonomy and self-reliance, or adulthood, willingness to marry, work and take responsibility, or a transition from school to work and family-building

02. Adolescent timeline: Adolescence is a transition from childhood to youth, maturity and masculinity. It is also a time distance between 12 and 17 years. or between 12 and 21 years of age, or between 12 and 24 years of age or between the ages of 11 and 24, or between the ages of 19 and 22 or between 10 and 19 years of age, or between 13 and 20 years of age or between the ages of 13 and 19, or between the ages of 14 and 21 or between 12 and 18 years of age, or between 11 and 20 years Between 13 and 19 years old, between 14 and 21 years old, between 12 and 18 years old, between 11 and 20 years old, or between 14 and 24 years old without forgetting, a set of other time indicators about which scholars and researchers disagree. However, these different time periods vary, in a form of hot, cold and moderate areas.

Adolescence in some scientists may extend to the age of 30, and it is even possible to talk about late adolescence at adults.

It is possible to talk about the beginning, middle and end of adolescence, also called early adolescence (11-14 years), which is characterized by rapid changes; Intermediate adolescence (14-18 years) is the stage of completion of biological changes; Late adolescence (18-21 years) is a person's adult in behaviour and appearance. (Hamdawi, 1981, pp. 25-26)

Adolescent developmental manifestations

Human growth moves from stage to stage in an orderly and tidy way s belly, where it does not precede her sister's stage and human growth begins from his mother's belly, Graded in cradle composition, then childhood, And then adolescence, you have to take every stage of her right to maturity and completion, Otherwise, growth becomes incomplete and dysfunctional, because each of those periods constitutes a criterion of strength or weakness, In character, therefore, transition and graduation must take its age stages of growth so that growth goes in the right direction. (Al-Zubaidi 2015, pp. 25-26) > Physical development: Those dealing with adolescence and developmental manifestations that appear to adolescents are often interested in physical development in particular, as the main appearance and focus of attention at this stage.

Although sexual activity appears to be real at this stage, and the reproductive system's excretions and full functioning are initiated, this activity is only a starting point for erasing the maturity of the entire adolescent's personality and its appearance with the appearance of masculinity or femininity. The most important manifestation of sexual change is male and female genital maturity and size.

These organs are small pilgrimages in childhood and do not bite with their normal function of secreting thunderous animals and eggs, and when a boy and girl reach puberty, these organs have a clear increase in size as they begin to secrete.

The sign that the girl's reproductive system is mature, starting her job and doing her job is the first appearance of menstruation (or monthly habit). And dreaming (the appearance of sperm at sleep) in the boy.

These marks are often seen between the ages of 12 and 15 for girls, 13 and 16 for boys. One of the distinctive physical changes of adolescence is the start of the appearance of hair in different parts of the body. Hair grows around the genitals and under the armpits of the technician and girl. Chin and moustache hair also grows when artistic... other than that.

Changes in body size; They appear to be evident in the increase in height as well as in weight, in the length of arms, legs, shoulder breadth, hand and foot pilgrimage. Some other body parts, especially the girl's chest, are pumped. This rapid growth usually begins before puberty, lasting for two or three years, and then slows down and stands completely between 18 and 21 years.

The result eventually took the boy's body in the form of a man, and the girl in the form of a woman. This body produces a number of changes and corresponding personal interests.

Motor growth: As a result of rapid physical growth in early adolescence, which has an impact on motor growth, adolescent movements are characterized by: lack of agility: this is reflected in movements that require good compatibility between parts of the body

Lack of meaningful movements: A teenager cannot organize his movements to try to achieve a certain goal excessive increase in movements: a teenager makes a great effort to perform movements that do not require such an effort, which quickly senses him with less effort.

Motor instability: An adolescent has difficulty staying or sitting for a long time silent, we note that he is constantly moving with his hands, and is busy playing with tools or things in front of him. > Mental development: Intelligence grows, special mental abilities mature, and is able to perform higher mental processes such as thinking, remembering and imagining, and abstract thinking. The inherited aspect of intelligence continues to grow until around 16 years of age. The acquired aspect continues to grow throughout human life as long as it learns, trains and acquires information and experiences. In early adolescence, adolescents belong to the stage of "sham processes" in a biogeographic model of cognitive growth. The growth of mental processes in early adolescence can be explained as follows:

Perception: This term expresses the process of interpreting different sensory triggers and giving them a specific meaning, and at this stage the perception grows and shifts from sensory level to abstract moral level.

Remembrance: This term expresses the ability to summon experiences or attitudes that have occurred in the past, and the adolescent's remembrance process grows and his ability to recall and identify in

terms of range and duration, and remembrance grows based on understanding

Thinking: is the ability to understand the relationships between things and attitudes, and adolescent thinking is influenced by the environment in which he lives and to solve the problems he faces. At this stage, the adolescent takes a keen interest in the school and his attainment is great as a result of his thirst for knowledge of the facts and is interested in thinking, as he actually begins to realize his ability to think

Emotional development: adolescent's emotions are different at this stage from those of childhood, and those of youth. The teenager makes movements that do not indicate emotional balance. Adolescent emotions are influenced by endogenous organic development, especially pineal atrophy, after prolonged activity. All are internal physiological processes that affect the adolescent's emotions. As a result of the adolescent's physical changes, he felt that he was no longer a child whose behaviour was controlled by the family and who wished to be independent and self-reliant, but that the family wished to exercise control and supervision with a view to protecting him.

Thus, the adolescent suffers from a conflict between his or her need for independence and self-reliance, and his or her need for social acceptance and respect for and trust in others. The adolescent escapes from the realm of reality to the realm of fiction through "daydreams", in which he satisfies his needs and desires, which he is unable to

satisfy in reality, and thus represents a mixture of reality and imagination. There is no danger to the adolescent from daydreaming as long as it takes place sporadically, does not interfere with his work and does not hinder him from performing his duties (Mahmoud, 1981, pp. 25-26).

Explanatory trends in adolescence

One of the most prominent trends that has explained adolescence is the following: Psychological Biological Trend: This trend is led by Stanley Hall and Freud and is based on biological changes and their relationship to maturity. Adolescence as a developmental phase defines deep and visible biological changes that reflect significantly on adolescent behaviour and other people's perception of it.

It is a new birth characterized by confusion, pressures and rapid changes, as Hall sees it, and it is an announcement of the beginning of the genital bodily function according to Freud. For Hol, adolescence is a very important stage, capable of changing the course of future life, a time when social roles are defined, values are grown again, his ability to think and interaction with other individuals becomes more conscious and mature. We find that this trend focuses on the internal determinants of behaviour, and indicates that the evolution chart of the human species is reflected in each individual's genetic composition, evolution is from conception to maturity, and the stages that humanity has gone through since the beginning of its development, which have left a genetic trace. It is known as the theory of distress and tribulation, which is based on the premise that the human person -- in

his life summarizes the experience of all of mankind -- from primitive to periods of suffering, pain and effort, stage to stage achieved by Western European civilization. This theory is based on a biological basis, and is based on the inheritance of the biological characteristics of mankind that lie in the composition of legacies. Children up to four represent the primitive stage "semi-animal" in human history. Adolescence is the difficult transition from primitive to urbanization and hence the storm and suffering.

This theory suggests that adolescence is a stage of extreme change necessarily accompanied by tensions and adjustment difficulties, that physiological changes are a key factor in creating these tensions and difficulties, and refers to adolescence as a serious birth period because the characteristics

Full humanity is born at this stage, and the adolescent's emotional life lies in contradictory situations from vitality and activity to lethargy and laziness, from fun to grief, from slavery to hypocrisy.

Sociocultural trend: this trend is led by Benedict and Mead and this trend focuses on social stereotyping and the impact of prevailing cultural forms, The adolescence of civilized societies requires a period of time that is not insulting in order to conform to the world of adults as an active and integrated social self. The less civilized society is, the less time it is, Adolescent adaptation and integration do not require much effort, depending on the similarity and convergence of society's expectations for both the roles of children, adolescents and adults in terms of definition and clarity, while adolescents' roles in civilized

societies are more specific and complex adolescence ", which makes adolescence more prolonged, so that the adolescent can have the right role human rights ", which gives cultural forms a stronger and more influential role and importance than innate influence and sexual maturity in determining an adolescent's personality.

The adolescent crisis varies in its form and content and its severity from one society to another, from one civilization to another, and in its crisis the adolescent reflects in the first place certain social and civilizational conditions, not biological and psychological conditions. The crisis is not a response to changes within the individual himself, but rather a result of the response of the spot - The society and civilization in which it lives for changes.

Two classic study models in this area are Margaret Mead's first on adolescent girls in a society, Samoa, and Mead begins her study with an important question: is adolescence necessarily a stormy period and an unavoidable crisis? In the light of the many evidence provided by the observation, Mead answers the question in the negative. The little girl in Samoa is different from her companion.

There are no significant differences in the social situation that distinguish adolescent girls from girls who will become adolescents -- for example, two years later -- or from girls who have been adolescents for two years.

Mead explains the absence of adolescents in Samoa and the existence of an adolescent crisis in American society As a model for a modern industrial society - as follows - to relax ownership of Samoa's

upbringing, as there is no violent control in anything, and this makes growth or maturity simple, as opposed to American society that extends strict social control to all aspects of personality, values, trends and behaviours in particular. - The lack of alternatives between which adolescents have to choose, and the relative clarity of the field in Samoa, as opposed to the many things a person has to choose from, the complexity of the field and thus the lack of clarity, and the contradiction of the foundations governing different situations Even in some cases - in American society, for example, the values proclaimed contradict actual behaviour, and the contradiction between what men allow and what women allow. - Equal treatment of children in Samoa regardless of the order of brothers, age and sex, which does not occur in American society.

The absence of an intimate relationship between parents and children in Samoa, where the relationship is directed to the whole group without the allocation of forces, as opposed to American society, where parents' relationship with children, especially in childhood, is intimate. - Viewing the realities of sex, death and life, etc., as subjects that mean young as they mean old in Samoa, and American society strikes a curtain of secrecy or silence.

All of these results in the scarcity of neurological symptoms and attitudes that cause fear, anxiety or pain in Samoa's adolescents.

Field orientation: Kurt Levine claims that field theory is not only a theory of learning or of psychology alone, but a general theory associated with more than one branch of science, philosophy, social

science and others. s behaviour as the result of a large number of factors and forces. Levine's theoretical assumptions are:

- All accidents and knowledge in this universe always occur in a particular field
- Each area has special characteristics and installation that explain local accidents within its scope.
- Characteristics of any element of a particular field due to the forces of the field affecting them.
- The present is in fact more important than the past and the future, as the experiences of the past and his experiences influence the present situation on a recollection, remembrance and retrieval image in turn is influenced by the individual's current situation at the time of remembrance.
- The vital area of the individual as a result of the interaction of forces resulting from the nature of the composition of the situation itself and the organization of its relationships and then the driving forces of the individual's needs, tendencies, trends and values. This theory came as an attempt to reconcile extreme psychological and sociocultural interpretations in which this trend focuses on the interaction between internal and external determinants of conduct, It also generally focuses on the factor of conflict during the transition from childhood to adulthood and from a known area to an unknown area and portrays adolescence as a period of change in membership of the group, where it is linked to new values and customs represented by the group to

which it belongs again (other than the children's group to which it belongs)

The transition from a children's group to an adult community is from a known situation to an unknown situation for the adolescent so that it is difficult for the adolescent to move towards his or her goal clearly.

The physiological and physical changes that occur during this period make the adolescent focus his attention on observing himself, drawing his attention from the outside world.

His interest in observing himself draws his attention from the outside world to him. During this stage, concerns and desires emerge, and new goals in adolescents during which mental, emotional and social changes occur, but may not be able to achieve them all. This is what generates some complexity that results in anxiety, tension and the emergence of problems, where reality is mixed with imagination

V. The importance of adolescence

Adolescents are of great importance, as they attain and occupy a great place among different cultures, environments and peoples. This is because it qualifies an individual to enter the youth phase to become a member of the community. This stage is the basis for the stage of adulthood at which an individual becomes responsible for a family, for a profession, a member of a product that contributes to society's advancement and early adolescence with the early onset of adolescence, a child does not consider himself a child because of rapid physical and physiological changes in his body. However, parents and teachers still view him as a child.

This discrepancy usually leads to adolescent psychiatric distress and undesirable behaviours. Although adolescence is a stage of various problems and disorders affecting adolescents, it is an important stage in an individual's life where its importance is demonstrated by:

That the adolescent in this period tries to get rid of his dependence on his parents, and bears responsibility for himself.

He seeks independence despite his urgent need for assistance.

It seeks to achieve its tendencies and satisfy its different needs according to certain social criteria.

Access to thinking about decisions regarding his future and determine the directions of his professional and personal life.

He tries to achieve freedom despite standing up to emotional conflicts that obstruct his thinking. - It also shows its importance in terms of the

physical, mental, cognitive, social and sexual development of the adolescent's life, which helps him to be an adult who is ready to come out of his society beneficial and beneficial

Sixth: Forms of adolescence

Scientific research has shown that adolescents have multiple forms and images that vary across cultures and vary according to different circumstances, social habits and roles played by adolescents in their society. Adolescents take the following forms:

. Adolescent compatibility: It is characterized by calm and moderation, the departure from the characteristics of violence, tensions and acute emotions, as well as consensus with parents as well as the family and the outside community. It is also characterized by stability, the balanced satisfaction of desires and the ultimate departure from imagination and daydream, as well as the lack of doubt about matters of religion.

Factors affecting them:

Tolerant family treatment characterized by freedom, understanding and respect for the teenager's wishes.

- Freedom to act in private matters and to provide confidence and openness between religion and adolescence in a discussion.

Occupy leisure time with social and sporting activity, academic excellence and a sense of security, stability and psychological comfort.

Energy to sport and culture.

Introverted adolescence: One feature of this form of adolescence is the control of introverted character and self-centred hesitation, shame, feelings of inadequacy, as well as profligacy in subjective nationality and a trend towards religious extremism in search of psychological comfort and the elimination of feelings of guilt social relations in this form are very limited both within the family and in the school community, resulting in significant delays in the school level despite the attempt.

Factors affecting them:

Disturbed atmosphere within the family as a method of bullying, parental control and protection with family denial of the teenager's personality.

Focus family values on academic success and lack of interest in sports activity.

School failure and poor health.

Lack of satisfaction with the need for appreciation and emotional deprivation, as well as poor economic and social level.

Aggressive adolescent rebel:

Its general features are:

Rebellion and revolution against the family surroundings and teachers and against everything that represents authority over the teenager.

Sexual deviations, where an aggressive, rebellious teenager engages in illegal sexual relations.

Declare religious atheism and move away from all denominations and religious attitudes and doctrines.

A sense of injustice and a lack of appreciation from all that makes the teenager lean towards daydreams to paint another world as he wants.

Aggressive behaviour against brothers and colleagues as well as professors

Factors affecting them:

Compact, rigorous and authoritarian compression education.

Poor company influence, family focus on school aspects only and neglect of recreational and sporting activity.

Lack of friends, lack of satisfaction of needs and tendencies

. Perverted adolescent:

Adolescent behaviour

A complete moral and psychological breakdown in addition to anti-social behaviour, a peak in misconduct and a distance from social norms in behaviour, which is not to say that adolescents appear in a particular form because of the possibility of combining some cases with two or more features because the form of adolescence changes according to the circumstances and factors influencing it

Factors affecting them:

Going through life experiences with difficult problems.

Experience, experience and violent emotional trauma.

Inadequate, inadequate or weak family control.

Extreme cruelty to treatment.

The family ignored the teenager's wishes, tendencies and needs.

excessive pampering.

perverted company.

Feelings of inferiority, school failure.

The family's economic situation

Lecture VII: Manifestations of Young People's Development

I. Definition of the youth phase

II: Young people's stages

III: Characteristics of the youth phase

IV. Young people's growth manifestations

V. Youth's problems at this stage

Young people are a lifelong stage that is experienced by any human being, and characterized by vitality, It is a renewed energy that confers on society a distinctive character and is linked to the ability to learn, to be flexible in human relations, to take responsibility and to young people a national energy with capabilities, ideas and impulses. This human energy in young people is the compendium of the body, mental and psychological potential with which a child is born and needs refinement and refinement in line with society's requirements.

I. Definition of the youth phase

- Youth is a stage of life that falls between 15 and 30 years of age between childhood and the lifetime of the child, characterized by a variety of characteristics and features in which processes of change and upgrading of the internal structure of the personality, self-formation and trends of the individual's mental capacity towards completion are carried out. (Achul, 2008, 611).

- Young people's stage is defined as activity, strength and speed. In any event, young people's stage refers to adulthood and cognition.

- From a social perspective: young people's stage is a social reality, a social segment and a qualitative society that seeks to become members of peer groups, satisfy the need for loyalty, belonging, free expression of oneself and a desire to form an independent personality.

As for the biological perspective: young people's stage may be limited to physical or organic maturity.

- From a psychological perspective: young people's stage is limited to aspects of psychological maturity.

II: Young people's stages of development

Despite the contradiction between Marcos and Mendel, they agree that the pressures of education on the individual decrease by entering adulthood, except for social pressures, and the mechanism of adulthood. Outside the biological range we distinguish three age groups (young people from birth to age 19, majority from 19 to 64, old age after 64) But there are some who say that the adulthood phase

runs from 19 to 70, and because of the length of life and health development we can say here that young adults are between the ages of 25 and 40, middle adults and adults between the ages of 40 and 70, and young adults between the ages of 18 and 25 are divided into two phases:

The first stage of adulthood (25-40) Young adults: The adult period begins with the completion of schooling and entry into the workplace. This may occur before the age of 25, except for professions that require long preparation and in recent studies of the social psychologist Levinson shows that the period from the age of 25 to 40 is the period of achieving the dream for many. In other words, the main task of a person at this stage is to guide his activity towards achieving his own vision and dreams.

Stage II Middle- and Old-Age Adults (40 -70): The habitual, predominant, old-age folk imagination portrays us as a wise and invalid appointee.

Research shows that young people aged 40-64 are really wiser and better advised, including older persons, to turn to people at this stage to seek opinion and seek insight. (Salim, 2002, 450-452)

III: Characteristics of the youth phase

Characteristics of physical growth:

1- During this phase, the individual reaches a full balance and consistency between all manifestations of physical and physiological growth, such as the balance between muscle growth and bone growth and the synergy between neurological and muscular development, which confirms accuracy in cognition, movements and consistency in responses to different triggers.

2- To full fitness where strength reaches its highest level, especially muscle strength, bone and skin, as well as physiological devices and all internal developmental aspects with complete mental, sensory and motor control over all activities and organs of the body and its various limbs.

Characteristics of mental development:

1- Al-Rashid bears all his legal and social responsibilities as evidence of the complementarity of mental development and of his conduct as a result of his conscious understanding of the relationships between behavioral phenomena and the realities of abstract and indirect matters. He can also understand the near and long future

2- Passion is no longer directed at behaviour but creates a balance between reason and emotion and overcomes rational adult behavior, balance and fortitude.

3- The ability to focus and think logically and subjectively and pay attention to all parts of the situation, problem or subject matter is evident.

Characteristics of emotional growth:

1- From the beginning of his youth, the adult tends to pay attention to the partner of life and focuses his attention on family matters, marriage and satisfying motivations, emotions, tendencies and sentimentality by exchanging love with

Partner (husband or wife) and children who occupy adults and immerse them in satisfying the emotions of paternity, motherhood and others.

2- Adults' emotions are characterized by emotional persistence rather than burdensome volatility and by rational moderation rather than extremism, so that adults become more in control of their emotions and express them without recklessness and impulsiveness.

3- The adult is able to postpone and replace in satisfying psychological needs and has the ability to choose the right time for this satisfaction.

D. Characteristics of social development:

1- The adult is interested in collective organization or membership of groups or organizations that perform national, charitable or social work and always tries to contribute to overcoming the difficulties facing society.

2- Young people tend to lead based on social status or thought, usually through persuasion, conviction and mutual respect between

members of the group and its leader, and away from bigotry, commitment or selfishness.

3- Social relations among young people are deeper and firmer, with understanding and mutual respect. (Abu Jafar, 2017, 145-148)

IV. Young people's growth manifestations

1 Physical growth: Structural maturity takes place at the end of adolescence. Length increases slightly in both sexes. Males are clearly longer than girls. Zone increases in both sexes with greater visibility in males. Physical development is influenced by a variety of circumstances or factors such as an individual's health, illness or different geographical environments.

2 Physiological and Motor Growth: Gastrointestinal equilibrium is reached and the maturity of sexual and secondary characteristics is completed. Physiological and psychological functions are integrated into his integral personality. Motor activity is approaching stability and stability and motor sensory skill generally increases.

3 Sexual growth: Young people's reproductive ability is achieved, male and female sexual characteristics grow, gender correlation increases, and feelings increase fertility and depth.

4 Mental development: The young person's intelligence reaches higher levels and his ability to understand increases and the young person is able to solve complex problems, make decisions and think for himself and his ability to communicate mentally with others and use logical discussion increases.

5. Social growth: Social intelligence grows on the ability to act in social attitudes, to identify the psychological state of the speaker, to remember names and faces, to observe and predict human behaviour, as well as his tendency to belong to social groups and his desire to participate in social life.

6 Emotional growth: The young person at this stage is highly sensitive, feeling depressed, intrigued and puzzled, and is characterized by intensity and violence. The young person's emotional life takes steps towards maturity as his physical and social development progresses. (Aousha, 2008, 132-135)

V. Youth's problems at this stage

Young people's problems vary in type, degree of difficulty, severity and gravity. There are problems related to physical development and physical health, problems related to self and emotional life, family life and school life and no problems.

Psychological problems: Most of young people's mental problems are concentrated on problems of emotional development of adolescence, preparedness for guidance, responsibility and independence from family. All these conditions affect mental health, youth attitudes and different habits. This is reflected in the young person's sense of insomnia, fatigue, depression, conflict, forgetfulness and lack of self-control.

2. Social problems: Robert Merton says that social problems are the discrepancy or contradiction between what exists in society. Young

people's hopes are passionately looking to enjoy the highest level of education provided by the State in order to get into a suitable job and then marry and then form a family.

That is why young people aspire to feel the psychological stability and reassurance of their day, tomorrow and optimistic outlook.

Family problems: Many studies emphasize a strong relationship between compatibility and adaptation on the one hand and stability in family relations on the other and therefore studies on family problems pay significant attention to personal compatibility problems rather than being a system of social control, Young people's relationship seems to reach such a high point at the beginning of young people that their parents and the rest of the family no longer understand it as before after young people changed out of childhood and had their own thinking.

Family differences have a significant impact on young people's problems and we must provide them with the family's ability to satisfy their basic needs, whether physical, cultural, psychological or social, as a result of a socio-economic reality that the family coexists in a more comprehensive social context that has pushed the impoverishment all the time away from the care and protection of the family.

School problems: At this stage, young people often suffer from different types of study problems that may hinder their access to school education. From these problems, there is a weak motivation to study. Therefore, young people with this problem do not make an

effort commensurate with their potential and low attainment appears early and often increases whether they do not. It is effectively processed at universities, for example, many underachieving students become irresponsible persons who do not meet their appointments, flee from school and perform their school duties.

One of the problems of young people in the study is to think about sexual matters, and therefore not to control sexual motivation, and to think constantly about the other sex.

Emotional problems: One of the most important problems affecting young people is emotional problems. This phase involves adolescence, pre- and post-adolescence. Love is a fundamental need for self-realization and emotional stability. And if I miss young people, they feel lost, they lose protection, they feel gloomy and sad, and every young person at this point is looking for a place among their colleagues and striving to love, At this point, young people's self-care increases, and their emotional experiences leave their mark on their reconciliation or stumbling across the school, some of whom are genuinely traumatized after marrying loved ones. (Mohamed Al-Issawi, 1992, 87-103)

Eighth Lecture: Manifestations of Growth in the Age

I. Definition of majority

Middle age of majority

Growth Demands for Middle Majority

IV: Characteristics of physical growth of the middle adulthood stage

V. Factors affecting growth

Impact of life stresses on middle-aged people

Seventh: Ericsson's theory of psychosocial development

As the age of 40 approaches, the individual has reached a stage called by uplifting psychologists who have developed middle adulthood. or middle age. This phase is the least surveyed and researched of all stages of life because until recently there were only a few problems beyond the limits of the physiological problems associated with so-called lifelong changes. (psycho.sudanforums.net)

I. Definition of majority

Adulthood in Arabic is the opposite of abomination. It is the adult who infects the face of the matter and the road, and man will not be so unless the maturity is complete. (psycho.sudanforums.net)

Middle age of majority

The terms "middle adulthood", "middle age" and "middle life" converge in terms of linguistic and expressive uses. The middle of the cart language is the thing that comes before and after certain things

and therefore middle-aged individuals are not young or elderly. It is a period of 35 to 60 years. That is, they were a group that left behind the power of young people and did not reach the quiet of the elderly.

Third: Demands for Growth in the Middle Age Phase:

Accepting greater social responsibility

Build a model and standard of life

Helping his children become more effective adults

Adapting to the role of an elderly parent

Acceptance of physiological changes occurring in the fall of life

IV: Characteristics of physical growth of the middle adulthood stage

Physical growth: Man reaches the apex of physical growth in early adulthood, then gradually begins to decline - in the fourth decade of life - For example, the length begins to contradict slightly between the 5th and 40th and 50th. The only part that continues to grow in the organic human structure is the face and head, and that lasts any other age. The skin loses some of its elasticity resulting in wrinkles in the face with relaxation in other parts of the body, The size and muscle strength decrease and the ability to perform strenuous physical efforts gradually decreases, but individuals who are accustomed to performing physical work continue to be productive until late middle age. But when an individual reaches the age of 5 and 50,

As one worker of this age sincerely put it, the streets are getting taller and I'm less able to do things... With age, there is a marked decrease in breathing capacity and an increase in arterial wall stiffness.

Dry cell tissue and slow growth and functioning

The low rate of representation and absorption of lunch, which shows a negative on the strength of the body

Slowdown in the speed of neurological - motor reactions

Weakness in bone cruelty and increased fragility

Hair color turned grey

Decrease in eye size resulting in decrease in the ratio of light entering the eye

(Adil Ezzedine Achul. Psychology growth from fetus to old age. p. 639-640)

Social Growth

The adult is interested in collective organization or membership of groups or organizations that perform national, charitable or social work and always tries to contribute to the pampering of the difficulties facing society.

An adult tends to lead based on social status or thought, usually through persuasion, conviction and mutual respect between members of the group and its leader, and away from bigotry, commitment or selfishness.

The social relations between adults are deeper and more stable, and understanding and mutual respect prevail (

Sexual development:

For females, the late 1930s are usually the beginning of a decline in estrogen rates (an exciting hormone for the hemorrhagic cycle) that results in thinness in the vaginal wall, stop fucking and gyphron (a hormone that prepares the uterus for egg reception) although the pituitary gland continues to send strong messages to the genital gland.

As for males with the beginning of the age of 50, the male begins to feel a systematic decrease in testosterone, which leads to a small reduction in the number of healthy and active sperm and enlarged prostate gland.

(ibid., 642-643)

Mental development:

Until recently, intelligence like muscle strength or height was thought to grow only until the end of adolescence and into the early years of the 1920s, but some recent studies have suggested that some other forms of mental development continue until late adulthood. Growth in these mental or cognitive abilities is clearly influenced by life experiences such as verbal skills, social knowledge, and moral judgments. (ibid., 644-645)

Passionate Growth in the Age:

As human beings at this stage are distinguished as deep and grandmother, when confronted with new experience, they consider it necessary not to contradict or contradict their past feelings, trends and values, and consider that new experience becomes acceptable to them when they are at the site of integration with their emotional lives. Thus, there are three emotional centres characterized by human beings at this stage: (love, anger and fear), the motivation of which is strongly influenced by the age of this human being, the culture in which he grew up, and the group to which he belongs.

The elderly also have a social reflex associated with their psyche, which comes through the emergence of new needs different from their needs when they were young, They seem to be more complex and profound, as well as multiple and diverse, They are also affected by the social and economic conditions and factors in which they lived. which are the needs of individuals in a particular group and culture, but ultimately they are the needs that emanate from the group of adults themselves, that is, from the realities of their lives that move

and based on the strength of their activity, communication and association with the family, work and the Church and its spiritual activities, new needs emanate from their enlightenment. For example, reading a topic or book, familiarizing itself with an event that affects the insider's core, or a coincidental event may be the beginning of a need for further information relevant to that topic.

Personality Growth:

Some studies suggest that middle adulthood can be a period of growth and extraordinary change, with some writings seeing life begin after 40 years of age, and this view supports this idea so much that they compared middle adulthood violence to adolescent violence.

And the depiction of the middle stage as a period of constant period of change is somewhat honest. Life doesn't actually start at 40, and growth and maturity don't stop at 40, 50 or 60. Where human beings experience some midlife crises, they tend to make changes that tend to integrate their identity. (ibid., 648-649)

V. Factors affecting growth

Inheritance: determines some of the main characteristics of an individual: height, hair color, shape and eye color.

Natural Environment

Occupation: Every occupation has a positive or negative effect on its employees.

Nutrition: The lack or excess of lunch is early in old age.

Activation of organic organs: The frequent use of an organ delays its ageing.

Social and cultural environment: Some social customs and traditions negatively affect the characteristic of human growth, especially the customs and traditions of marriage in some cities and villages, Where it physically requires as well as it can do its burdens and costs and requirements, This affects the realization of the desire for early marriage. which already has many fruitful positives in the lives of young people, their families and the society in which they live.

Learning: Increases its contact with others and is influenced by them, as it affects them, lending the synergy between maturity and learning. In relation to this factor, the constant observation and evaluation of human behaviour in acceptable and indirect ways is desirable and necessary. This helps to enshrine the social expertise whose development and development is a deepening of the concept of maturity and learning that affects human sublimation and personality development. (com.jazirah-al.www)

* Impact of life stresses on middle-aged people

The researchers found that middle age is often the time to think and reassess, and this does not always have to be associated with psychiatric disorders.

One of the most serious causes of crisis at this stage is the existence or non-insurance of work, as well as the integrity or disruption of marital relations. There are also children in the home or in the event of children's maturity or lack thereof. It takes into account how close it is to old age and physical changes lead to a sense of ageing. The midlife

crisis can affect men and women differently because of different pressures. Mary Salim. Growth psychology. p. 495)

Oliver Robinson, a researcher in this field of psychology, argues that the crisis starts from the twenties when a person usually tries to chart his entire life, so much so that this young person sometimes looks at illness or death when his graduation reaches the age of 50 or 60. How much is free when illness. This means that the crisis is preoccupied with an age preceding the age of the old age of the old, and thus may exempt its owner from his sense that in a crisis, the life course can move from one stage to another without glaring crises. Perhaps it is this point that has led academic research since 1980 to reject the idea of a middle-aged (crisis) as a stage that most adults experience. It is believed that the type of personality and history prepares for a psychological crisis in some people to reach the traditional midlife crisis in which people experience a variety of symptoms and differing behaviour.

People's feelings in the midlife crisis are important:

- + A deep sense of remorse for unfulfilled goals.
- + Fear of humiliation among the most successful colleagues.
- + Yearning for a sense of youthful freshness.
- + Boredom, confusion, resentment or anger due to discontent with the partner, and also boredom from work, health, economic status or social status.

+ Ambition to correct mistakes they feel occurred early in life.

Sixth: Ericsson's theory of psychosocial development

Ericsson's theory is generally ego growth, shifting the psychoanalytic path from focusing on the psychology of God to focusing on the psychology of ego and dividing psychosocial growth into stages:

Stage trust versus mistrust: 0-02 years

Autonomy versus doubts and shame

Starter versus guilt

Diligence versus feelings of inferiority

Learning identity versus identity disorder 12-18 years old

Camaraderie vs Isolation 18-30

Productivity versus self-esteem or stagnation 30 -50: At this point production requires whether in marriage, paternity, work, creativity and production at the highest levels here means how to give to the other. (Journal of Studies and Social Research. pp. 116-119)

Lecture IX: Manifestations of ageing growth

I. HISTORY OF THE STUDY OF AGEING

Definition of ageing and older persons

Ageing growth demands

Demographic determinants of ageing

Fifth: The reality of ageing for both men and women

THE MOST SIGNIFICANT CHANGES IN OLD AGE

VII: Personality patterns in old age

Eighth: Problems associated with old age

IX: Diseases associated with ageing

X. Prevention of ageing problems

The Almighty said: "God, who created you from weakness, then made it from the dimension of weakness of strength, and then made from the dimension of force weak and impoverished, creates what He wants and is the flag الْقَدِيرُ" [Rum, 54]

This dignified verse shows us that human life is a journey that begins with the weakness of (various aspects of childhood) and ends with the weakness of (different aspects of old age as well), and between these two sides the strength of (the youth phase).

Old age is the stage at which a person's age ages, and it is linked to the deterioration of his condition at the health, psychological and social

levels in general. This is the last period in human life beginning at 65 years of age and until the end of life.

In view of the world ' This is due to changes, problems and diseases (psychological, health and Social etc.) which in turn affects the lives of the elderly and their stability and their acceptance of this critical stage.

I. HISTORY OF THE STUDY OF AGEING

After World War II, attention began to post-adolescent developmental stages and studies on ageing began to grow exponentially. (1939-1969) About 206 theses on ageing were completed, but it was considered a small number compared to the completed theses on pre-ageing stages of development, and about (2000) Reference on Ageing (1963-1969) indicates the growth of this study on Geropsychology.

According to some references concerned with the psychology of aging, interest in the study of ageing began from the age of Greek philosophers, where Hippocrates (460-375 BC) researched aging diseases and made contributions to understanding health conditions in the age stages, as described a number of aging diseases such as: hearing loss, arthritis, blue water and insomnia. (Maamariyah and Khazar, 2009:76)

The first to take care of the behavioral characteristics of the elderly and the appropriate work for them was the Roman fiancé Cicero, who lived in the first century B.C., and his letter was translated into English in 1959. Old Arabs were also interested in studying ageing;

Where did Abu Hatem al-Jasstani write a letter about the centuries (865 AD). (Omar, previous reference: 76)

The writings on ageing began in 1700 and continued into 1838. Quetelet published the book "Nature and Evolution of Human Abilities", in which he presented certain human features and possibilities, and applied the reviewed approach to the study of growth. In 1884 Francis Galton measured a number of characteristics and features on a sample of 9,337 males and females in London, ages 5 to 80, and found that many human characteristics show differences with age.

(Omar, previous reference: 76)

At the beginning of the twentieth century, interest in the elderly and the study of ageing grew until it became prominent in the United States of America. In which researchers in the field of medicine, psychology and sociology contributed to drawing society's attention to ageing as a social problem. Thus, medical, psychological and biological studies have emerged that emphasize the limits dictated by the old age on the physical, health and mental aspects of the elderly. The medical, psychological and social interest in the elderly has emerged. Studies have been carried out by researchers, scientific associations and private American universities in all fields, such as compatibility, disorders, disability, human abilities and changes in the performance of older persons or in their care needs.

This scientific activity was prompted by the publication of scientific journals specializing in the dissemination of research on ageing, the

first scientific journal in the United States of America in 1945, the Journal of Gerontology. Research and books on ageing, such as Botwinick Botwinick (1973), "Ageing in the 1980s: Psychological Issues" by Bonpoon (1980) and "Images of Aging" by Featherstone and Ernink Featherstone and Werninck (1995), have been conducted in a different study. (Omar, previous reference: 76)

Definition of ageing and older persons

The linguistic meaning of ageing: linguistic ageing derives from the act of old age. And Sheikh is the one who realized old age. (Maamariyah and Khazar, 2009:75)

Islam was concerned with caring for the elderly and providing them with full and adequate support to say: "Your Lord has spent worshipping only Him and His Parents, You will report to You as old as one of them or say," You will not collapse them "and You will tell them They will be humiliated say," My Lord, their Lord "

Researchers disagreed in determining the appropriate age for ageing and in defining the age itself; Is it the one who is 65 years old and over, or is it the one who looks like the effects of age. However, despite the differences, ageing remains a set of physical and psychological changes, including general impairment of health, lack of muscle strength, impaired senses, physical energy and sexual energy in general. (Results of the Social and Health Status Assessment Survey of Older Persons in Nursing Homes, 2013:02)

Ageing is a natural phenomenon that expresses changes in physical, mental, emotional and social composition as well as what happens as a result of performance during an individual's life journey. (Achul, 2008:659)

Known as diabetes (1988), it is the stage that starts at 60 years of age and lasts until the end of life, which is a normal phase that an individual goes through. (Aging lectures, 17-10-2019, 15:09)

Ibrahim (1997) defines it as a phase of human life that has its manifestations different from the rest of the preceding stages, with ageing divided into early ageing, spanning 60 to 75 years and late ageing, and extending from 75 years to the end of life. (Aging lectures, previous reference)

It also defines it as a condition in which the decline in physical and mental functional abilities becomes clear that its effects on consensual processes can be measured. (Hijazi and Abu-Ghazali, 2010:111)

Psychologists define it as a state of decay that affects an individual's personal and social compatibility potential, reducing his ability to exploit his physical, mental and psychological potential in Face the pressures of life so that environmental requirements cannot be fully met or achieve an appropriate measure of satisfaction for its different needs. (Maamariyah and Khazar, 2009:77)

Achley (1985) noted that the concept of ageing encompasses changes that are not only physical and psychological but also social, as older

people are defined as those categories of people entering a stage of development and maturity called the third age. (Stranger, 2002:23)

The concept of ageing and aging is used in the field of elderly study as two synonymous concepts that refer to the same meaning. The criteria for determining ageing have been varied to the criterion of chronological age, biological age, social age and psychological age, and although there are differences between researchers on the concept of ageing and age, there are still aspects of agreement that lie in:

- There is a change in an individual's functions after the maturity period has reached.
- Change is the result of a number of biological, psychological and social accumulations that an individual experiences in his life.
- Age alone is not sufficient to give a comprehensive explanation of an individual's changes in old age.
- Aging has its associated biological, psychological and social manifestations like other stages of age development. (Swaker, 2005:116)

Biological definition of ageing: Research in life science and medical science has agreed that biological ageing is based on two aspects:

- Building aspect: refers to increasing the body's destructive chemical reactions from constructive chemical reactions in each organ of the body and in the whole body, and the loss of cells from the body's organs due to age.

Functional aspect: refers to the reduced ability of the body to resist external effects and a lack of functional interactions in the body and the functional ability of its organs. (Kanawat, 1987:18)

That is, aging from a biological perspective is a set of changes involving all physiological, organic, motor, gastrointestinal, urinary, reproductive, glandular, neurological and intellectual organs, and Carlson has identified the associated changes to age in:

- _ Gradual dehydration of tissue.
- _ Progressive delay in cell division, impaired growth potential and tissue decay.
- _ Gradual delay in tissue oxidation rate.
- _ Cellular atrophy and degradation.
- _ Progressive lack of cell elasticity and amalgamation changes in flexible communication tissue.
- _ Decrease in the strength of the skeletal muscle.
- _ Continuous deterioration in the nervous system and impaired vision, hearing, attention and memory. (Bowls, previous reference: 17)

Ageing growth demands

- Accepting physical weakness and health problems.
- Compatibility with retirement status or leaving work.
- Compatibility with the death of the husband or wife.

- Accept lack of income and rely little financially on others and estimate it.
- Conforming to the aspirations of the next generation.
- Accept life with its current social reality rather than the past.
- Getting life-optimistic behaviour patterns.
- Contributing to social duties within the limits of health, social and psychological possibilities.
- Accepts the social change movement in society and compatibility with it. (Awaida, 1996:65)

Demographic determinants of ageing

Population ageing occurs when average age increases and fertility rates decrease; So the fertility factor and the average age factor came from the determinants of old age.

Fertility: The fertility rate (2.1) per woman's child is considered the replacement rate of the population. This is the minimum required to maintain a stable population rate. Fertility rates above replacement rate indicate an increasing population. Very high fertility rates also suggest difficulties for families in some cases. on the contrary; Fertility rates below replacement rate indicate a decline in the population's size and age, and can mean a demographic crisis with social and economic consequences that requires institutional and political adjustments to deal with. (Elderly Status in OIC Member States, 2015:07)

- Life expectancy: In our current time, people are living longer, and this situation is expected to continue in the future. Increasing life expectancy reflects human progress; People live longer because of the improved situation in terms of nutrition, sanitation, health care, education and economic well-being. (Elderly status, previous reference: 09)

Fifth: The reality of ageing for both men and women

The manifestations of old age in men vary from that of women, and their presence in men is usually associated with retirement commensurate with the age of 65; At this point the man is going through several difficulties as he has moved from one social position to another, summing up both Henry and Cumming.

Cuming these difficulties to (03) points or problems facing the retiring individual are:

_ Loss of status.

Deprivation of one's social role.

- The disappearance of the group to which the individual belonged in his work.

These three problems demonstrate that retirement is a crisis for a man, as his departure from work brings him into a new situation dominated by the nature of emptiness and despair. This brings the individual into old age.

Retirement in a man's life is a reconstruction of his identity. At this point, the individual enters a new life where he needs to support his family in order to adapt to this new situation and take retirement into account two aspects:

On the one hand, it gives the man freedom where he is allowed to carry out activities that he has not been able to carry out due to his professional ties.

On the one hand, it raises several problems and conflicts that the individual did not care about when he was a professional associate, which led him to feel negative and lack of self-esteem.

Women's ageing is associated with menopause, and during this period they suffer from physical, psychological and social symptoms. These disorders lose their activism, vitality and interference in the circle of despair, which affects their psychological and social compatibility. (Kabadani, 2016: 14-15)

THE MOST SIGNIFICANT CHANGES IN OLD AGE

Ageing is characterized by several changes that distinguish it from others. These changes are the product of several psychological, biological and social factors experienced by the individual. The most important of these changes are:

1. Physiological and biological changes:

With age the pituitary gland excretes much less of a substance called human growth hormone, which results from its deficiency in the onset of symptoms of aging. (Salim, 2002:506)

Physiological and biological changes include those in the human body that occur in the last stages of life and may begin to appear before the age of 60. (Achul, 2008:660)

The most significant biological changes that occur to humans in old age can be summarized in:

- Change metabolic rate.
- Change the thrust of blood.
- Change the air capacity of the lungs.
- Physical adequacy and level of adaptation.

(Aging lectures, 17-10-2019, 15:09)

In the aging phase many sensory organs deteriorate and there is a significant change at the level of these organs. Increasing the thickness of the eye lens at this stage leads to a decrease in the strength of the sight, the ears also lose the ability to hear higher acoustic tones and then lower acoustic tones, and in aging the ability to discern odors and foods increases.

There is also a change in the level of skin as it starts to relax and the speed of the breakdown of proteins that go into the construction of tissue under the skin. (Salim, 2002:506)

In general, the above changes fall under sensory changes in the physiological composition of the body that can be summarized at the following points:

- Change the sense of sight.
- Change the hearing sense.
- Change the sense of taste.
- Sensory change of human skin.
- Change the sound. (Aging lectures, 17-10-2019, 15:09)

Social change 2_:

Al-Assawi (1972) considers that the most significant social changes associated with old age are: Loss of social relations, activities, interests and dependence.

(Hijazi and Abu Ghali, 2010, 116)

In 1961, the phenomenon of the deterioration of older persons' social ties was interpreted as following specific behavioural patterns:

- Loss of role: the woman's position is reflected in the situation resulting from the death of the husband, while the man's is the reference to the pension. (Achul, 2008:667)

- Change in performance: in terms of a decrease in productivity with a change in the view towards work for men. (Achol, previous reference: 667)

- Deterioration of social relations: The relationship of the elderly with his knowledge weakens and shrinks further, so that aging becomes the stage of isolation and loneliness and is different in its isolated appearance from adulthood because it continues to narrow the older the individual. (Salim, 2002:500)

Psychological changes:

Changes in adults are characterized by psychological demanding qualities, making it difficult for an individual to adapt adequately to life variables and their emergencies, accompanied by a decline in enthusiasm and ambition.

Psychologists see ageing as a state of decay that affects the ability to compatible psychologically and socially so that it is difficult for the elderly to effectively cope with life's stress and demands. psychological changes in the elderly; The sense of ageing and bemoaning young people, the sense of proximity to the end, death anxiety, incapacity, writing, introversion, demeanour, exposure to

thoughts, brains, persecution and illusion of disease. (Aging lectures, 17-10-2019, 15:09)

Cognitive mental change:

Many older people complain of deteriorating mental functions, including:

- Memory: The most important characteristic of ageing is what affects memory. The elderly forgets everything or some important occasions and appointments. It extends to the names of friends and family members until the forgetfulness and impairment of memory is related to ageing. (Salim, 2002:524)

Old age is accompanied by the manifestations of old age dementia and the decline of mental abilities such as inference, recollection, attention and perception. This phase is characterized by mental stiffness and reduced creative abilities such as fluency, flexibility and authenticity. (Hijazi and Abu Ghali, 2010:116)

Economic changes:

The lower incomes of the elderly are due to the retirement of the elderly upon reaching regular age and consequently result in the elderly's inability to meet many needs, especially if this is combined with the expectation that the elderly will develop certain diseases and the doctor's visits and purchase of medicines are required.

(Sadhan, 1421H: 14)

VII: Personality patterns in old age

Susan Richard divided the character of the elderly into (05) patterns:

_ Mature style: It is the most compatible pattern with the life of old age or age where this pattern maintains its family responsibilities. They consider that the previous stages are stages of great weight and value. The owners of this pattern are usually warm, active and able to cope with life changes. (Ibrahim, 1985:147)

_ Angry style: Owners of this pattern are poorly able to accept old age and often lack hobbies and attention and are not receptive to the idea of retirement and treat death as an enemy to overcome. (Ibrahim, previous reference: 148)

_ Compulsive defensive pattern: They are relative in compatibility with the aging years, overwork and activity are considered as confronting old age concerns, compulsive and unwelcome to retire. (Ibrahim, previous reference: 148)

_ Surrender style: The owners of this style are extravagant in eating and pleasure, impulsive and unambitious. Most or most of their time is spent inside the home, they are receptive to retirement but their acceptance is characterized by full dependence on the family. (Ibrahim, previous reference: 148)

_ Self-loathing style: What distinguishes the owners of this pattern is depression and the desire to die so we find them more compatible and receptive to the end of the angry pattern. (Ibrahim, previous reference: 148)

Eighth: Problems associated with old age

1. Psychological problems:

Older people's psychological problems are associated with problems of not adjusting to their new situation. Psychological and moral effects are evident in increased leisure time and old age. Examples of psychological problems include:

- Emotional problems: These are those related to the impairment or clinging to sexual energy, where we find that the elderly may marry a girl of his daughters' age or younger and in the event of his sexual vulnerability he blames her fully, and some elderly may behave sexually abnormal. (Al-Anzi, 2017:619)

- The problem of retirement: which is the concern of the elderly for the future and the present and the fear of nervous breakdown, especially if his new life after retirement imposes on him a new style of behavior that he has never written before. (Swaker and Ibrahim, 2015:120)

- Old age psychosis: in which the response is weak and the elderly is more self-centred, inclined to memories and repeat the story of past experiences, and his memory becomes weak and his tendencies, interests and vitality decrease; This leads to depression, arousal speed, stubbornness and relapse into dependence. (Swaker and Ibrahim, previous reference: 121)

2_ social problems:

We have previously stated that one of the most significant changes in old age is social changes in which there is a significant reduction in social relations and of course this will lead to many social problems.

Perhaps one of the most important social problems experienced by older persons is their alienation from society as a result of society's failure to respond to their needs and to provide them with opportunities to participate in decisions about satisfying their requirements. This alienation follows:

- The lack of social interests of the individual in relation to the efforts and activities of the community.

- Lack of participation in social organizations or attempts to find organizations that are more effective in satisfying their needs.

(Swaker, previous reference: 121)

3_ health problems:

There are many health problems that arise in the elderly:

- Changes in the level of the immune system: This is the result of a decrease in leukocytes, observed through functional changes, sudden weight loss or an older person's complaint of widespread body pain.

- _ High temperature: It may be an indication of a serious infection caused by bacteria.

_ Infections: such as pneumonia and urinary tract infection may go undetected early due to the absence of high temperature and continue to become more severe.

_ Hypothyroidism: which appears as dehydration in the skin and cold intolerance.

_ Low perception of pain: Here we find the so-called silent clot which is most common in the elderly. (Al-Anzi, 2017: 618-619)

- Loneliness and isolation: Generally, old age is characterized by emotions usually shared by older persons; Such grief and grief resulting from loneliness may result from the loss of other people's love because of the absence of one to speak to them due to the marriage of the children, their preoccupation or the death of the husband or wife. (Swaker and Ibrahim, previous reference: 121)

IX: Diseases associated with ageing

There are a range of diseases closely related to the aging phase of changes in the body's organs, among which are the following:

Hypertension 1_:

Hypertension is associated with the aging process, as it can be seen as a disease inherent in old age that must occur. Moreover, high blood pressure is associated with the elderly's ability to cope with difficulties and crises, as shown by medical science and psychiatry. That is, hypertension is a physical response to psychological crises. By ageing,

an individual's ability to withstand physical and environmental stresses is significantly reduced. (Kanawat, 1987: 41_42)

Atherosclerosis 2_: Doctors disagreed between considering atherosclerosis as a disease inherent in old age and considering it as a real disease and not a symptom; In some cases, it affects young people.

Atherosclerosis is caused by the gathering of fatty substances, cholesterol and calcine salts on the internal wall of the arteries, which causes the assembly to narrow and lose its flexibility, which constitutes

An impediment to the circulation within it or congestion occurs in the most narrow places of the artery or blood helicopters leading to its clotting, the artery obstructs and the circulation stops or is exploded in the position of the dam. (Bowls, previous reference: 43)

If there is an explosion in the hardened artery, the body becomes suddenly paralysed in some of its organs according to the position of the explosive artery, followed by a coma ending in death. (Bowls, previous reference: 44)

These are examples of general symptoms of atherosclerosis in some internal organs of the body:

_ Sclerosis of the kidney artery leads to kidney inability to release urine and other harmful toxins, so-called urinary poisoning occurs.

_ Pancreatic artery stiffness leads to its inability to release the hormone "insulin" enough, congestion, enlarged liver or bleeding in the stomach and intestines to cause diabetes.

_ The stiffness of the man's artery is accompanied by severe pain at the level of the man, forcing the individual to stand when walking, glowing skin color and swelling the man, and then dying of blood interruption.

_ Sclerosis of the brain arteries There is a lack of blood feeding of the brain. Its vitality and energy decrease. The individual has impaired memory, dizziness and coma, and elders often develop this type of sclerosis. (Bowls, previous reference: 43_44)

3_ tracheitis and emphysema:

This disease is called brunchette, which creeps slowly and progressively extends on the branches of the trachea to the "singing" and is the mucous skin of the airbags. This disease appears in various stages of life, but even old age is transient and easily cured by treatment, while in old age it is difficult to heal and is characterized by time at this particular stage; It is caused by aging lung bloating where the lung's breathing capacity is reduced and the oxygen-carrying blood vessel capacity narrows with age. In the age phase the rib cage is infected

With a condition of atrophy, it narrows from the top to become a pear pill in shape, and its ability to expand, which limits breathing capacity and decreases the amount of air inside the lung, leading the heart to

work with maximum strength, and if it reaches a high degree of stress, the injury leads to death, so tracheitis "Bronchette" and inflation or bulging of the lung "Imphosim" is a serious injury that must be combated from the onset of its appearance. Some symptoms of emphysema include:

- _ Shortness of breath, especially when climbing a high ladder.
- _ The elderly is unable to extinguish a flaming match held by him and his hand is completely stretched forward by blowing on him.
- _ Cough and spit especially after awakening from sleep morning evidence of tracheitis. (Bowls, previous reference: 47_48)

Prostate hyperplasia 4_:

"Prostate" is a gland the size of a small lemon stationed in the bottom pelvis just below the bladder, passing through its authentic interior in which urine emerges from the bladder outwards.

Enlargement of the "prostate" is a disease that affects men in old age, where it occurs narrowly in the urethra when the prostate gradually enlarges. The bladder cannot be discharged when urinating completely, as deposits of urine continue to decrease in quantity or increase depending on inflation. This exposes the urine deposited in the bladder to microbial contamination and inflames the bladder lining from the inside and may cause serious kidney damage. (Bowls, previous reference: 48)

Among the symptoms of prostate hyperplasia are:

_ Sufferers feel confined to urine and difficulty opening the bladder when urinating.

_ Difficulty in opening the bladder at the beginning of the urination process.

_ Burning sensation during and after urination.

_ Note the descent of urine without rush when standing (involuntary urination), or intermittent descent.

(Barracks, previous reference: 48)

X. Prevention of ageing problems

_ Children must give back to their parents especially at this stage of their lives.

To foster growth in all its manifestations, and at every stage in anticipation of old age.

Care for physical health and attention to periodic medical examination to detect and treat any health problem at the beginning. Preventing exposure to any accident or infection due to poor resistance in the elderly.

Attention to mental health and care and attention to solving the problems of the elderly and satisfying their mental needs.

_ Taking into account social compatibility and attention to social relations.

- Encourage the elderly to research and carry out so that their memory remains alert to the affairs of life.

The State shall care for the elderly who have provided many services to the homeland during their youth and ensure that they live in dignity and dignity. (Zahran, 2005: 466-467)

List of sources and references

References in Arabic

1. Abdelmouti Hassan, Qanawi Huda (2001), Developmental Psychology - Part I - Foundations and Theories, Qabba Publishing and Distribution House, Cairo, Egypt.
2. Achul Adel Ezzedine (1996), Developmental Psychology - From Fetus to Old Age, Hasam House for Printing, Publishing and Distribution, Cairo.
3. Achul Adel Ezzedine (2008), psychology of fetal growth to old age. Anglo-Egyptian Library.
4. Achul, Adel Ezzedine. (2008). Growth psychology from fetus to old age. Egypt: Anglo Egyptian Library.
5. Adel Ezzedine Origins, Growth Psychology, 2008, Anglo-Egyptian
6. Aging lectures: adult psychology. 17_10_2019. 15:09.
7. Al Hindawi, Ali (2005), Developmental Psychology - Childhood and Adolescence, T2, University Book House, Al Ain - United Arab Emirates.
8. Al-Anzi, Mudi Bint Shliweh. (2017). Problems facing the elderly in Riyadh. Journal of Scientific Research in Education. 18. Riyadh.
9. Al-Dahri (2007), Principles and Theories of Uplifting Psychology, Safa Publishing and Distribution House, Oman.
10. Allana Shafiq (2004), Psychology of Human Development - From Childhood to Adulthood, T1, Al-Masirah Publishing and Distribution House, Amman Jordan.

11. Al-Sadhan, Abdullah bin Nasser bin Abdullah. (1421H). Rights: Abandonment of children from parents. Social study on older persons residing in social welfare homes in Saudi Arabia. Riyadh.
12. Al-Zaiti, Mohamed, Muhammad, Psychology of Growth and Propulsion, 1969, Alexandria University Books House
13. Awida, Kamel Mohammed Mohammed. (1996). Growth psychology. 1. Beirut: Science Books House.
14. Aziz Samara Psychology Al-Halkel, 1999 Dar Al-Thawr Publishing, Oman
15. B 'der Kariman (2006), Psychological Foundations of Child Development, Al-Masirah Publishing and Distribution House, Oman.
16. Badra Mu 'tasim Maimouni and D. Mustafa Maimouni, Psychology of Development in Childhood and Adolescence, University Publications, Algeria.
17. Ben Akouche Khadija, Psychological Pressure in Pregnant Women Who Received News of Her Foetus with Down's Syndrome, Complementary Letter for Master's Degree in Clinical Psychology, Algeria, University of Boueira, 2014.
18. Dr. Ahmed Mohammed Al Zu 'bi, Developmental Psychology (Childhood and Adolescence) Theoretical Foundations - Problems and Ways to Address Them (2001) Zahran Publishing and Distribution House Amman Jordan. First Edition
19. Eiman Eunice Ibrahim, Growth Psychology, 2015
20. Faraj Abdelkader Taha, Origins of Growth Psychology, 2000, Al-Quba 'a House of Printing, Publishing and Distribution (Cairo)

21. Gabr Ahmed, Nablus Regime (1995), Psychology and Education of the Adolescent, first edition, Nablus-Palestine.
22. Hamid Abdussalam Zahran, The Same Development (Childhood and Adolescence), Book World Publishing, Beirut Cairo
23. Hegazi, two rounds and Abu Ghali, Atef. (2010). Problems of older persons and their relationship to psychological hardness ", field study on a sample of Palestinian older persons in Gaza governorates. University of Success Journal. 24(1). Gaza _ Palestine: Al-Aqsa University.
24. Hussein bin Salem Al-Zubaidi, Growth psych Al-Warraaq Foundation for Publishing and Distribution, Jordan, 2015.
25. Ibrahim, Abdul Sattar. (1985). Man and psychology. Monthly Cultural Book Series. (86). Kuwait: World of Knowledge.
26. Kanawi, Huda Mohammed. (1987). Elderly psychology. 1. Giza: Center for Human Development and Information.
27. Liver, Khadija. (2016). Ageing in Algeria: Susio's cultural approach. Humanities. 72_73.
28. Maamaria, Bashir and Khazar, Abdul Hamid. (2009). Physical and psychological disorders of the elderly living in a hospice in the city of Battneh _ Algeria. Journal of the Arab Psychological Science Network. 23.
29. Mahmoud Abdul Halim Melsi, Annaf bint Saleh Mahqar, Growth Psychology, 2001, Alexandria Book Center.
30. Marim Selim, Growth Psychology Arab Renaissance House, i 1, 2002

31. Maryam Salim, Growth Psychology (2002), T1, Arab Renaissance House, Beirut _ Lebanon.
32. Maurice Sharpel (1986), cognitive evolution at Piaget.
33. Melhem Sami (2004), Growth Psychology, Human Life Cycle, House of Thought, Amman - Jordan.
34. Miller Patricia (2005), Tr: Salim Mahmoud Awadallah et al., Growth Theories, Dar al-Thawr, Oman.
35. Mohammed Abdullah Aboujafar, the subject of developmental psychology .2018. University College in Leit governorate.
36. Mohammed Abdullah Al-Ayid Abu Jafar, Growth Psychology 2013
37. Mohammed Abdullah El Abid Abu Jafar, Growth Psychology, Center for Educational Curriculum and Research for Publishing and Printing, .2013
38. Mustafa Naim al-Yasri, growth psychology, Qadisiyah University - the quantity of fine arts.
39. Norhan Smith and the translation of Mark Abboud, Pregnancy, King Fahd National Library during publication, Riyadh, 1434.
40. Parasite Compliance (2004), Developmental Psychology - From Childhood to Old Age, T1, Dar al-Manhal Lebanon, Beirut.
41. Qadhafi Ramadan Mohammed, Psychology Tiger, 1995, Proposed University Tripoli
42. Rajaba Aida, Pregnant Women's Guide, Culture Library, T1, Lebanon, 1999

43. Results of the assessment of the social and health status of older persons in nursing homes. (2013). Iraq: Human Development Statistics Section.
44. Saeed Zayyan, Entrance to Growth Psychology, University Publications Office, Central Square.
45. Salim, Mary. (2002). Growth psychology. 1. Beirut _ Lebanon: Arab Renaissance House.
46. Sara Thammer, childbirth anxiety and its relationship to quality of life in pregnant women coming to birth, Department of Psychology, Specialization of Clinic Psychology, Liquefied, 2016.
47. September Amal, Psychological Pressure in Pregnant Women Coming to Birth for the First Time, Letter supplementing Master's Degree in Psychology, Algeria, University of Boueira, 2001.
48. Status of older persons in OIC Member States. (2015): Center for Statistical, Economic and Social Research and Training for Islamic States "SESRIC".
49. Swaker, Rashid and Ibrahim, Issa Touati. (2015). Psychosocial development and elderly needs in light of Ericsson's theory. Journal of Studies and Social Research. 11. Valley: Martyr Hamma Lakhdar University.
50. Zahran, Hamid Abdussalam, Psychology Order, 1990, Cairo Library Scientist,
51. Zahran, Hamid Abdussalam. (2005). Mental health and psychotherapy. p. 4. Cairo.

References in foreign language

52. Erikson, Erik H. (2009) . Encyclopedi Britannica. Ultimate Reference Suite. Chicago: Encyclopaedia Britannica.
53. Hopkins,J.R. (1995) . Erik Hamburger Erickson (1902-1994) . American Psychologists,50,796-797 .
54. Kuther, T . (2001) : Erickson theory of psychosocial development . (www.suite 101.com) , accessed on 17-07-2007.
55. PSYCHOLOGIE ET DEVELOPPEMENT DE L'ENFANT -CEMEA-Pays de la Loire-p15
56. PSYCHOLOGIE ET DEVELOPPEMENT DE L'ENFANT -CEMEA-Pays de la Loire-