



What Path Should Be Followed/What Conditions Should Be Created For The Human Species To Develop Effectively In The Cognitive, Social And Emotional Fields?

To cite this article: Collaborate, Current Science, Volume 5, No. 5-11, 2023, p. 01–27. - 0099-0001-2311-0101.

Our studies are in a format accredited, approved, and supported by EAALS - European Academic Studies and Laboratory Services. (“Scientific Studies - Current Science Georgia”) “EAALS offers all our works, services, and publications to the world scientists at the stage of carrying our control, accreditation, and support processes to the international platform.” (“CURRENT SCIENCE”) (“Scientific Studies - Current Science Georgia”)

ISSN: 2667-9515

Barcode: 977266795001

Editors Group:

Concessionaire: Tsisana Kharabadze

Niyaz Bokvadze

Prof. Sabrina Corbi

Prof. Samantha Lewes

1

**THIS JOURNAL INCLUDED IN MANY INDEXES, INCLUDING
ADVANCED SCIENCES INDEX. ADVANCED SCIENCES INDEX (ASI)**

EUROPEAN SCIENCE EVALUATION CENTER KIRCHSTRASSE
4.56761 | RHINELAND-PALATINATE, GERMANY PHONE: +49(177)
8684-353 PHONE: +49(177) 8684-353 EMAILS:

ASI@EUROPE.DE



CURRENT SCIENCE

Assoc. Prof. Osman Doruk

""• *Current Science Multidisciplinary Academic Journal with Review Panel is a monthly multidisciplinary academic* ("CURRENT SCIENCE ("Scientific Studies - Current Science Georgia") ("Scientific Studies - Current Science Georgia") Science Georgia") journal with a multi-science peer-review." ("Scientific Studies - Current Science

Georgia") ("Scientific Studies - Current Science Georgia")

""The magazine will be at the subscriber's address in the first week of the month."" ("Scientific Studies - Current Science Georgia")

• *The journal continues to be included in all international rankings and registrations. Quality articles and publications accelerate this* ("Scientific Studies - Current Science Georgia")

""• *Response or rejection time for applications varies between 30 and 90 days.*"" ("Scientific Studies - Current Science Georgia")



Author(s) Name and Surname: Dr.
Clinical Psychologist Melis Avcı

(0009-0009-2241-8049)

University: St. Clements University

2

**THIS JOURNAL INCLUDED IN MANY INDEXES, INCLUDING
ADVANCED SCIENCES INDEX. ADVANCED SCIENCES INDEX (ASI)
EUROPEAN SCIENCE EVALUATION CENTER KIRCHSTRASSE
4.56761 | RHINELAND-PALATINATE, GERMANY PHONE: +49(177)
8684-353 PHONE: +49(177) 8684-353 EMAILS:**

ASI@EUROPE.DE

Department: Clinical Psychology

Title: Dr. Clinical Psychologist

Date: October 2023

Abstract

The endeavor of psychology to comprehend the essence of human nature has historically encountered a persistent tension arising from the need to establish itself as a legitimate scientific discipline. The dispute has had a significant impact on academics, leading them to prioritize the disclosure of universal phenomena via ongoing empirical study characterized by rigorous systematic studies. Furthermore, scholars have analyzed and deliberated upon empirical evidence and theoretical frameworks pertaining to the anatomical composition of human beings, positing that these characteristics possess a universal nature. The ensuing discussions have yielded scholarly investigations suggesting that the matter at hand pertains to non-universal, localized interpretations of human nature. Conducting study on local communities necessitates the

examination of various societies based on their distinct social, historical, cultural, and economic contexts. Moreover, the significance of multidisciplinary collaboration cannot be overstated in the pursuit of precise assessments. Furthermore, it is essential to conduct research in non-laboratory settings, such as natural habitats, rather than confining them to controlled areas. Additionally, it is crucial to subject all written and visual materials of high quality to thorough review.

To address this need, the article under consideration examines the contributions made by several branches of psychology towards understanding the essence of an individual, particularly in the context of a child's nature. The primary emphasis is on determining if the kid is undergoing a process of transformation and whether this process is continuous in nature. Furthermore, within the framework of developmental psychology, significant ideas are discussed that address the impact of cultural, historical, economic, and social contexts on an individual's behavior. Case studies are used in developmental psychology to provide examples and illustrations.

Keywords : Cognitive Development, Social Development, Sensory Development, Emotional Development, Human Personal Development

Introduction

In the realm of cognitive development, intelligence is the inherent capacity inside our physiology that is inherited and transferred from birth. Given the provision of enough education within suitable surroundings, it is plausible for an individual to enhance their cognitive abilities throughout this developmental journey.

The capacity for intellect is insufficient for achieving harmonious coexistence throughout society. Stern (year) posits that intelligence may be defined as the capacity to effectively adjust and respond to novel circumstances. According to an alternative perspective, intelligence is believed to be derived from the amalgamation of several distinct qualities. Thurstone believed that the repertoire of talents includes linguistic aptitude, memory capacity, and spatial comprehension. Thorndike is the one who characterizes intelligence as including both abstract and tangible aspects, including mechanical and social abilities. There exists a positive correlation between cognitive abilities in the domains of forward intelligence and backward intelligence, as well as their impact on the process of learning.

Currently, while discussing the influences on cognitive growth, the first issue to consider is maturity. While the term "maturation" primarily pertains to the process of physical growth, it

encompasses not only physical development but also mental and personality development. Another crucial factor to consider is the individual's level of experience. As the level of life's abundance rises, there is a corresponding increase in cognitive advancement. A person who leads an active lifestyle tends to engage in more travel, therefore exposing themselves to diverse and lively cultures and locations, thereby facilitating the acquisition of a broader range of knowledge. Culture has a pivotal role in affording people a diverse and enriching experience, hence fostering their cognitive growth in a linear fashion. The initial presence of information inside the mind leads to a state of imbalance, which subsequently progresses towards achieving a state of equilibrium. Balancing refers to the cognitive processes used by an individual to establish equilibrium between the initial condition encountered and their prior experiences.

The process of language development is influenced by both physiological maturation of the body and the acquisition of linguistic knowledge via learning. The correlation between the evolution of humor and cognitive development is well-established. Unforeseen circumstances give rise to incongruity and elicit amusement. Cognitive development is influenced significantly by both environmental and genetic variables, with diet also playing a crucial role in this process.

Individuals who have insufficient and imbalanced diet may exhibit stunted growth and developmental delays. Insufficient nutrition may have a detrimental impact on the structure and physiology of the brain, hence compromising cognitive functions such as learning and memory. Several studies have been undertaken on the effects of breast milk, revealing that infants who are exclusively breastfed exhibit higher levels of physical activity, achieve developmental milestones at an accelerated rate, and have enhanced cognitive abilities and learning capabilities. Furthermore, those who consume this milk have elevated IQ scores and demonstrate a greater likelihood of achieving academic achievement in high school. Research findings indicate that there exists a positive correlation between breastfeeding during infancy and enhanced cognitive abilities in later stages of childhood, as compared to those who were not nursed. Similarly, music has been shown to have beneficial impacts on the human brain. Music has been shown to enhance the process of learning and facilitate the long-term formation of memory. The aforementioned phenomenon facilitates the optimal integration of the two hemispheres of the brain, hence becoming a pivotal determinant in the process of efficient knowledge acquisition.

Additionally, it is important to acknowledge that, as per the psycho-linguistic perspective on language acquisition, humans possess a distinct cognitive process dedicated to the acquisition of languages.

Cognitive refers to the many cognitive processes involved in the functioning of the mind, such as information acquisition, reasoning, memory retention and retrieval, problem-solving, and the establishment of connections between different perspectives. The facilitation of cognitive engagement plays a crucial role in enhancing an individual's ability to comprehend and acquire knowledge from their surrounding environment. Social transition is a significant aspect within the realm of cognitive development. Social changes have been shown to have a significant impact on the progression of scientific knowledge and advancements. One may facilitate cognitive growth by engaging in the dissemination of information within the context of cultural formation. The process of social transition has the potential to alter an individual's cognitive frameworks, often referred to as schemas.

According to Piaget's educational philosophy, external circumstances should not be imposed onto learners. Instead, educators should provide opportunities that foster the good development of children's cognitive structures. Consequently, the learning environment should be organized in a manner that aligns with this objective. In light of this matter, it is essential to emphasize the importance of customized education, whereby the educational experience is tailored to individual needs and preferences. Furthermore, the concept of schooling should include a comprehensive integration with real-life situations and experiences. Lastly, the assessment of students' knowledge and understanding should be primarily focused on the retention and recall of information from memory.

Methodology

Vygotsky posits that in the realm of Cognitive Development, educators and adults play a crucial role in diminishing external regulation and fostering the child's capacity for self-regulation, so enhancing their internal control. Currently, an abundance of freedom leads to a deceleration in cognitive growth.

Furthermore, social development refers to the acquisition of behaviors and attitudes that align with the principles, values, and universal culture of the society in which an individual resides. This development occurs via the establishment of social connections with others in their immediate environment. The human being is a social entity. The absence of consideration for individuals within a society throughout the process of growth is unlikely to elicit favorable emotional responses from the affected individuals. Social development is a subsequent phase in the progression of human development. The preservation of values facilitates the attainment of social

progress. Social development refers to the phenomenon occurring inside a social context, whereby many aspects of social life undergo changes and transformations. The individual is a constituent of the social phenomenon that arises from the options and potentialities presented to them within the societal context they inhabit. Throughout an individual's lifespan, they experience a range of happy and bad feelings stemming from their inception till their eventual demise. Hence, it is important to substitute negative emotions with happy emotions in order to mitigate their adverse effects on an individual. The formation of identity within the context of social life is facilitated by the acquisition of knowledge, the development of cognitive processes, the pursuit of education, and the adoption of ideas and values. The establishment of a healthy and harmonious community is contingent upon the absence of individuals with volatile personalities and identities. It is important for societies to establish and pursue objectives. The notions of love, people, and society have significant value in the realm of human existence.

The phenomenon by which an individual acquires the attributes and skills necessary to function effectively within a social context is often referred to as social development. This development might be seen as the individual's heightened responsiveness to social cues. Socialization may be seen as the process by which individuals acquire knowledge and skills pertaining to appropriate behavior within a given community, achieved via the mechanisms of imitation and contact with oneself. This phenomenon may be classified as a kind of operant conditioning. An individual's social development is contingent upon the opportunities and influences provided by their surrounding environment. To unlock the latent influence of social skills and harness their efficacy, individuals must assimilate and internalize the societal norms governing their milieu, treating them as personal guidelines. It is essential to consider the interests and well-being of others while making decisions or doing actions. Individuals and societies often exhibit self-destructive tendencies via their attitudes and activities. The capacity to experience inner tranquility seems to have significantly declined. The environments in which we reside, labor, or traverse are incapable of providing us with genuine enjoyment. Individuals always want to regain the state of tranquility and contentment that has eluded them. Similarly, the internet, intended for information retrieval, offers an alternative framework for communication via virtual connectivity. The primary focus should not be on obtaining information, but rather on effectively using the acquired knowledge, as necessary.

In the realm of social development, individuals strive to meet their needs and conform their behaviors to align with the value judgments prevalent in their surrounding environment. This entails minimizing non-positive behaviors while consistently engaging in behaviors that are well-received by the community. Additionally, individuals are expected to adhere to established

traditions and customs, cultivate positive relationships with diverse individuals, maintain an elevated level of self-esteem, and exhibit respect towards their immediate surroundings. Demonstrating an exceptional personality has significant importance.

Literature Review

The exploration and realization of our innate capabilities, the cultivation of bravery, and the pursuit of growth and progress are fundamental need for human beings. Furthermore, the disparity within societal strata presents a challenging predicament for all individuals involved. The significance of global development extends beyond individual persons, societies, regions, or nations, including the whole of the planet. The need of global development necessitates the formulation and implementation of comprehensive strategies and methodologies that cater to the diverse needs and circumstances of all continents and their respective populations. Efforts should be directed towards the judicious and responsible use of Earth's resources. In 1945, fascism emerged as a prominent ideology, followed by communism in the 1990s, and subsequently capitalism in the 2000s. The dynamics of individuals and communities are subject to perpetual flux and evolution. Development may be achieved via the identification and use of individuals' talents and capabilities. It is important for both individuals and institutions to cultivate a heightened understanding of social responsibility. The structural characteristics of the social system have a dual influence, impacting people while also being influenced by them. According to Piaget's theory of cognitive development, as children mature, they undergo a process of internalization and socialization, which is shown in the development of their ideas and speech. Social Learning Theory places significant emphasis on the role of parental and other models. The youngster is capable of acquiring fundamental knowledge about social conduct via direct observation of a role model.

In the realm of emotional development, individuals experience a range of emotions throughout their lifespan as a result of various stimuli emanating from their social environment. The satisfaction or deprivation of individuals' physiological and psychological needs elicits diverse emotional responses.

Emotions are regarded as the foremost aspect of human existence. Currently, emotions significantly influence the process of socialization. Hence, emotions play a crucial role in facilitating adaptation to the surrounding environment. Individuals experience heightened levels of stress and dissatisfaction when their needs remain unfulfilled, and their emotional states fail to attain an adequate level. The presence of emotion is essential for the human experience. According

to psychoanalytic theory, moral growth is believed to be contingent upon the discipline style used by parents. Based on Kohlberg's theoretical framework, it may be argued that the moral aspect of human individuality is discernible, although its formation occurs via a sequence of developmental phases that lack enduring attributes. It is vital to possess emotional self-regulation skills and effectively navigate through instances of disappointment. It is advisable to cultivate a greater degree of adaptability and openness to various perspectives. The precise articulation of one's emotions has significant importance in fostering emotional growth and maturation. Social values and duties are acquired via observational learning from adult figures within one's local surroundings. Additionally, individuals learn to establish autonomy by gradually detaching from their parents and engaging in autonomous actions. It is vital for individuals to possess self-awareness about their own personality traits. Individuals are required to engage in self-reflection, establish personal benchmarks, and assume accountability for their actions.

It is essential to build a nurturing and affectionate connection between children and adults. Happiness for individuals may be achieved by several means, including as achieving professional success, cultivating a fulfilling marital relationship, effectively adjusting to the demands of reality, and implementing changes in one's life that do not compromise economic and emotional stability. Initially, it might be posited that an individual's capacity to experience love is contingent upon having received love from another party. Emotions may manifest in three ways: by prompting a conduct, by accompanying a behavior, or by arising after to a behavior. As the level of interaction between individuals and their surroundings intensifies, there is a corresponding augmentation in the depth and complexity of emotional experiences and expressions. The human mind undergoes transformation as a result of globalization and technological advancements, leading to an improvement in living conditions. Hence, it is vital to possess the capability to regulate our fluctuating cognitive processes and affective states.

The lifetime development method did not originate as a distinct theoretical framework. This particular viewpoint only influences studies pertaining to behavior and development. The life-span development method encompasses the whole of an individual's existence, starting at birth and concluding with their demise. The fundamental perspective in the lifetime development framework posits that the process of development is not confined just to maturity, but rather is an ongoing phenomenon that extends over an individual's whole lifespan. The process of development over the lifespan is facilitated by psychological structures and the components of an adaptive temporal phase, including maintenance, acquisition, transformation, and attrition. These structures provide the essential tasks necessary for development to occur. The lifespan development method primarily elucidates the observed changes in an individual across time. In this particular scenario, the

aforementioned technique poses the question, "What alterations have occurred?" What are the specific instances and nature of the changes? Does transformation possess a single dimension, or does it include several dimensions? This inquiry aims to elucidate whether change is characterized by a continuous or discontinuous process. Furthermore, this methodology discerns the alterations that manifest inside the individual. In this particular scenario, the objective is to elucidate the underlying reasons for the occurrence of change. The primary emphasis is on the interplay between the environment and human interaction. When elucidating alterations, normative age, history, and life experiences are used as key components. Subsequently, the present methodology addresses the ideal manifestation of conduct. The optimal manifestation of behavior pertains to the process of modifying one's conduct. Ultimately, it underscores the change in behavior in conjunction with the stratification of age. From this standpoint, conduct does not pertain to a particular age group. The concept of age is used only for descriptive purposes in this context.

Development is an ongoing psychological process that persists over the whole of an individual's lifespan. This psychological element pertains to a context that diverges from biological development. An individual has the capacity to engage their creative mind in the midst of experiencing a biological state characterized by negativity. Currently, there is no need for psychology and biology to be seen as indivisible. The concept of death has significant significance within developmental processes. Cognitive processes include variations in an individual's cognitive concepts, verbal communication, and intellectual capacity. The cognitive growth process may be shown by activities such as constructing sentences using two words, committing poetry to memory, making predictions about the progression of a movie, and solving puzzles.

The process of development over the lifespan encompasses more than only changes in biological, cognitive, and social dimensions. Two key aspects that contribute to our understanding of development are maturity and experience. Maturation refers to the sequential incorporation of hereditary characteristics into an individual's life as dictated by developmental timing. The genetic structure plays a crucial role in facilitating our growth in an analogous manner. Developmental psychologists specializing in lifetime development place more emphasis on the role of experience in the process of human development compared to psychologists in other domains. The formation of an individual's biological environment is influenced by several events, including medical treatment, diet, medicine, and accidents. Furthermore, within the social context, the individual's development is influenced by the many events encountered within their familial and peer relationships, as well as by broader societal elements like culture, social norms, educational institutions, and media influences.

Another salient concern that garners attention is the manner in which progress transpires. Whether it occurs gradually or abruptly over a certain duration. Within the community of scholars studying this particular phenomenon, there exists a subgroup that emphasizes the significance of experience, asserting that the process of growth unfolds gradually over time. In contrast, scholars who center their investigations on the notion of maturity contend that the process of development encompasses distinct and consecutive phases. According to several scholars in the field of developmental psychology, the process of development is believed to unfold progressively and accumulate over an individual's lifespan, starting at birth and continuing until death. Individuals who adhere to this perspective affirm the significance of continuity in the process of growth. This is the manner in which development is postulated, analogous to the proliferation of a cellular nucleus. In contrast to this perspective, several developmentalists contend that development unfolds via distinct stages and believe that development is characterized by discontinuity. The comparison is made between the process of development and the metamorphosis of a butterfly.

The lifelong development strategy emphasizes the progression of an individual's growth over a certain timeframe, facilitated by a research group that collects extensive scientific data. Fields such as geriatrics, sociology, psychology, medicine, anthropology, biology, and education exemplify the aforementioned disciplines. Advocates of the aforementioned idea argue that a sole reliance on scientific evidence within a given topic is inadequate for comprehending human growth, since it fails to articulate the subject matter effectively and comprehensively. Psychologists are concerned with individuals' vocational interests and career development, while economists and sociologists examine the societal saturation point of a certain profession and its worth within the business sector. In a similar vein, psychologists analyze the conduct of both mothers and dads in various situations, while sociologists focus on the long-term effects that these actions have on family structures. Scholars that embrace a lifelong development perspective argue that engaging in interdisciplinary work enables academics to identify limitations within their own studies while also recognizing the strengths present in many disciplines. By adopting several views, a more cohesive and comprehensive understanding of human growth may be attained.

The delineation of the human species sets it apart from other organisms. Humans, classified as mammals, possess the ability to use both hands for various tasks, in addition to their capacity to ambulate bipedally. Human beings, characterized by their conscious actions, interpersonal communication via language and symbols, and cognitive capabilities, represent a highly evolved species. The field of anthropology is dedicated to the study of human beings. The aforementioned discourse highlights the key attributes that differentiate *Homo sapiens*, as a biological entity, from other organisms. These distinguishing features include the capacity for conscious action, cognitive

faculties, the possession of beliefs, and the ability to ground them upon moral principles. Various animals exhibit herding behavior as a result of their innate instincts, however humans, as a distinct living being, possess the capacity for verbal communication, enabling them to engage in social interactions and function as social beings. In essence, people are classified within a species due to the acquisition of information and skills throughout the process of socialization. This process enables individuals to become distinct entities via communication and contact with various social groups, communities, and organizations. This scenario highlights the notion that human beings are comprised of a cohesive and interconnected entity.

Findings

The psychological dimension is an additional facet of an individual's personal system. Human beings are a composite entity including both a physical body and an immaterial soul. To get insight into the fundamental factors influencing human behavior, it is imperative to direct our focus towards the conceptualization of the psychological person. In conjunction with the shared physical characteristics that contribute to the formation of communities, people also exhibit distinct psychological and biological variations. The present scenario pertains to cognitive processes inside the realm of the hypothetical dimension.

The human individual constitutes organized society. A recurring pattern may be seen in the formation and dynamics of social organizations. Examples of these cycles may be seen in several contexts, such as the interpersonal communication and relationships that individuals establish with others, the interactions between individuals and certain social groups, and the dynamic interplay between individuals and their surrounding environment. The human being is comprised of the integration of the physical body and the immaterial soul. The concept under consideration pertains to the harmonious integration of external physical attributes and internal spiritual essence. Durkheim also provided a concise summary of this concept. Furthermore, Durkheim elucidates the milieu in which we reside as a cohesive entity that may be conceptualized within the realm of individuals' cognitive awareness. From this particular standpoint, collective consciousness may be seen as the amalgamation of cognitive faculties that extend beyond conventional boundaries, including psychological experiences and processes that contribute to its development. This phenomenon can be perceived as the pinnacle of existence and the awareness of one's own consciousness. The societal structure has a superior standing to that of individual members, including all social classes within its framework. Moreover, it is often recognized as the most efficacious element among all physical and moral-ethical forces. (Işık, 1998, p. 153) (Işık, 1998,

p. 153). To comprehensively assess the interplay of the prominence of the physical body, ego gratification, and individualistic tendencies, it is essential to first get a comprehensive understanding of the human being, followed by an examination of its associations with various environmental domains. From this perspective, the sensory data gathered by the extremities, which aid in seeing the surroundings, and the specialized cells with receptor functions undergo a conversion into neural energy facilitated by the organism's nervous system. The aforementioned scenario undergoes a transformation into what might be referred to as "perceptual products," which arises from certain psychological processes that manifest inside the cognitive faculties. The significance of perception in social interaction and communication cannot be overstated. In order to comprehend a given situation, the receptor cells within an individual's brain play a crucial role in acquiring, investigating, and scrutinizing pertinent data. These cells also engage in an evaluative process by considering the person's needs, goals, desires, past encounters, and various socio-cultural factors. Additionally, they actively participate in the discourse surrounding the culmination of an election, ultimately contributing to the formation and validation of the resulting outcome (Cüceloğlu, 1995, pp. 103, 104, 118). The phenomenon under consideration exerts an influence on the surrounding environment as well as the psychological well-being of those within such setting.

Argument

Through the use of scientific analysis, researchers have identified two distinct sets of fundamental values when assessing human behavior. All activities performed by humans undoubtedly include a rationale. There may be several explanations for this phenomenon. The subsequent outcome of this situation is that the activities of a person undeniably yield repercussions. These assertions were unquestioningly accepted without doing a thorough analysis of the concept. It is evident that individuals are unable to engage in actions devoid of purpose or without rationale. As previously shown, there exists the presence of either internal or external stimulus, both of which have significant importance. The aforesaid stimulations are contingent upon several factors, including the environmental context, the intensity of the stimulation, and the individual's perceptual capacities and level of focus. In essence, it is a matter of significance for an individual to adapt their actions in accordance with the temporal context and environmental circumstances in which they are situated. This phenomenon may be succinctly elucidated by the use of the concept of "temporal congruence, spatial congruence, and linguistic congruence". According to Eroğlu, it

may be argued that there exists a degree of rationality and coherence in the conduct shown by those with mental illness. Despite the potential irrationality of this assertion, it is evident that the individual's conduct aligns with a behavioral pattern that has been extensively examined and widely acknowledged by a sizable portion of the population. Due to this rationale, whether knowingly or subconsciously, rationally, or irrationally, ethical actions or those lacking in ethicality, etc. The genesis of such actions may be attributed to underlying reasons, which finally culminate in a certain outcome (Eroğlu, 1998, p. 18). The process of physical and spiritual growth is characterized by a notable progression, marked by a quick expansion and augmentation of behavioral patterns. In contemporary times, there is an increased significance placed on addressing the reactive aspects of human behavior, encompassing both verbal and non-verbal expressions as well as physical actions. This pertains to understanding how behaviors manifest, analyzing their occurrence within a given process, exploring their subsequent trajectories, and ultimately evaluating their outcomes, all of which are grounded in scientific evidence. This issue has significant significance.

Psychology, as a discipline, has indeed positioned itself as a behavioral science; nonetheless, its scope extends beyond the mere examination of behavior. Psychology, in a more comprehensive sense, may be defined as the scientific study of behaviors that deviate from the norms seen among groups comprised of people of the same species. These behaviors are shaped by the unique experiences of individuals in isolation. Submits it for evaluation. The study of psychology encompasses the perception of events and the variations in behavior resulting from an individual's genetic makeup throughout their lifetime. Developmental Psychology is a distinct and specialized subdiscipline that falls under the broader area of psychology.

This statement highlights the transformations that a developing movement endures over time, as life progresses. In addition to comprehending the existing disparities among individuals, it also endeavors to comprehend and articulate the internal differentiation inside an individual. Developmental psychology is a specific branch of psychology that focuses on the study of behavioral change. When considering the concept of change, it is imperative to critically examine its definition and nature. This condition may be characterized as exhibiting temporal variation or fluctuation in magnitude, wherein a quantity assumes several values. The numbers under consideration pertain to behavioral measures within the field of psychology. Moreover, how can we elucidate the phenomenon of transformation? The term "transformation" is appropriately used to describe the process by which something undergoes a change and assumes a new shape or nature. The topic of discussion pertains to a qualitative transformation. When examining the life cycle of a butterfly, it is evident that the butterfly undergoes a transformative process from its first

stage as a caterpillar. The metamorphosis of this organism from a caterpillar to a butterfly resulted in the loss of its capacity to function as a caterpillar. To clarify, the butterfly, having undergone metamorphosis, incorporates the caterpillar as its progenitor while simultaneously undergoing a transformative process that results in the cessation of the caterpillar's existence. The synthesis formed as a result. In addition to the alteration of a behavior, this study also investigates the progression of a behavior into a distinct and novel behavior.

Individuals exhibit variations in their perceptual processes, interpretations, approaches to assessing events, problem-solving strategies, and learning preferences. The individual involved in this particular procedure has the capacity to generate a variety of outcomes beyond what they are able to showcase. The emphasis should be placed on the work of Başaran (2004). To comprehend the occurrences in their surroundings, individuals integrate their existing knowledge with novel circumstances. The process of learning is not just characterized by the acquisition of new knowledge, but also by the integration of existing and novel information using various cognitive frameworks or organizational frameworks. The concept of effective learning has a rich and extensive historical background. Beginning with the dialogues of Socrates, progressing to Dewey's concept of "reflective thinking" in the 1930s, and culminating in Bruner's advocacy of the "teaching through discovery" approach throughout the 1960s. It is feasible to assess. Research on the anatomical and physiological aspects of the brain, its cognitive processes, and the mechanisms behind knowledge retention are crucial areas of inquiry. These investigations are essential for facilitating enhanced and enduring learning experiences. One notable aspect is the fast development of science in contemporary times, which inherently entails consequential transformations. The significance of brain research is steadily growing as it uncovers insights that might enhance the efficacy of learning and teaching methodologies. The developmental process of a human being starts from the moment of conception, extends beyond birth, and continues in a continuous manner until the culmination of one's lifespan.

In the context of advancing age, it is often believed that development ceases as a result of the stoppage of vertical growth and even the reduction in current height, so creating a correlation between human development and aging. Nevertheless, this method is seen inadequate since an individual's growth is an ongoing process that encompasses both physiological changes inside the body and the accumulation of knowledge and experiences over time. Throughout the course of an individual's existence, their interactions with the surrounding environment are inevitable, leading to transformative changes throughout the course of their lifetime. These represent several advancements or progressions. When an infant is born, they possess a significant capacity for growth and development, facilitating their progression towards crucial developmental milestones.

Children that are exposed to pleasant emotions, such as love, compassion, and intimacy throughout their upbringing, exhibit typical developmental patterns. Upon analysis of the many stages of growth, it becomes evident that mental health has significant importance. The analysis of historical eras facilitates the identification of potential patterns in spiritual growth, as well as the identification of key determinants that contribute to the establishment of a robust developmental trajectory. The influence of the child's surroundings is a crucial determinant in the process of development. Both the mother and father, who occupy a significant role within the local surroundings, have equal value and importance in the upbringing and development of a kid. The youngster spends the most of his time in the company of his mother. Nevertheless, it is important to acknowledge that the father's involvement in a child's growth is as significant to that of the mother. From an early age, children start to observe and internalize actions that are deemed socially acceptable within their surroundings. The acquisition of these learnings has significant importance in the next years and imparts a lasting impact on an individual's life. The primary genesis of the character qualities often referred to as habits in everyday life may be attributed to the formative years of infancy, mostly influenced by familial dynamics. Furthermore, throughout infancy, the kid starts the development of not just interpersonal interactions but also the establishment of connections with inanimate things. The acquisition of traits such as kindness, possessiveness, meticulousness, orderliness, self-care, and either passivity or hyperactivity may all be facilitated by early education.

According to educational professionals, the optimal approach for fostering children's development into well-rounded persons and facilitating their future success lies in exploring several educational methodologies. While it has been previously said that personality development persists throughout an individual's lifespan, it is important to acknowledge that the fundamental aspects of personality development and maturity are established throughout infancy. The actions and attitude towards the kid play a crucial role in shaping their first experiences. During the preschool era, it is crucial for a kid to have a role model that they can identify with as they navigate the process of developing social skills and becoming a well-adjusted person. The process of identification, which has significant importance in the development of one's personality, often involves a family member who is seen as being intricately connected to the individual.

When an individual is unable to use cognitive faculties, consciousness manifests as a subjective and perceptual reality. One attains a consciousness of the stimuli in one's surroundings and is capable of discerning varying levels of awareness pertaining to these stimuli. This is the process by which individuals, in their capacity as humans, develop into social beings. It may be postulated that with the emergence of awareness during the course of evolution, an inherent inclination arose

to engage in conjecture about the thoughts of one's counterpart. This inclination serves the purpose of preventing direct observation of the thoughts of the other entity, while simultaneously facilitating alignment of one's own behavior with that of the companion. The simultaneous occurrence of heightened angular awareness and the subsequent differentiation of individuals within a group are observed outcomes. The individual's articulation of own perspectives highlights the intricate nature of sociality. Due to this rationale, individuals, being of human nature, distinguish their behaviors by incorporating them with cultural elements within the confines of their cognitive processes. Furthermore, similar to our individualized perception of the universe, we possess an understanding of our partner's perspectives on this matter. To foster harmonious coexistence among sizable social collectives, it is essential to govern not only our own perspectives but also those of our partners. In the present situation, it is feasible to include cultural-based learning as an additional category among the aforementioned behavioral categories.

The term "culture" refers to any non-biological transmission that occurs between two distinct generations of a species. Cultural learning refers to the capacity of successive generations to acquire information by observing the behaviors and practices of their predecessors, as well as by interpreting and deriving meaning from symbolic elements within a given culture. The kind of learning under consideration extends beyond mere behavioral acquisition. The generation of a social signal by the provider of information has significant importance. For instance, while attempting to impart knowledge to infants, it is evident that one has comprehension of the subject matter to be taught, as well as an understanding of the underlying principles, as shown by the deliberate disregard of extraneous behaviors. According to Butler and Markman (2012), This scenario exhibits dissimilarities when compared to the act of imitation.

The capacity of youngsters to perceive and interpret social cues is rooted in biological factors. These cognitive capacities provide individuals the opportunity to experience the environment in a multifaceted manner. The diversity of reactions plays a crucial role in the multidimensional perception of stimuli. As previously said, it has been noted that the primary focus of developmental psychology pertains to the alteration in an individual's behavior. Piaget's model of cognitive development, which is widely regarded as a seminal contribution to the field of developmental psychology, posits a developmental trajectory that spans from birth onwards. However, it is important to note that this model does not include an evolutionary framework to account for its emergence. Due to this rationale, the model in question is not regarded as entirely physiologically grounded. Nevertheless, Piaget (1970, 1971) extensively elucidates the intricate and multifaceted manner in which infants gradually develop their understanding of the world.

Vygotsky, a prominent figure in the field, has contributed to the discipline via his exploration of evolutionary and cultural narratives. According to Vygotsky (1978, 1987), children's multidimensional view of the world is a consequence of the synthesis between the evolutionary potential of the species and their own cultural experience. The significance of experience in this context cannot be overstated. An individual's experience is contingent upon the specific context in which it takes place. The present context exhibits cultural characteristics. The subject matter encompasses a diverse array of individuals and cultural issues. Individuals collaborate with their associates to collectively develop tools, which are then used within their immediate environment, therefore undergoing modifications and variations. Vygotsky's exploration of the psychological underpinnings of behavioral variations among people and civilizations has significant importance. He embarked on establishing the foundational principles of this value series. According to Vygotsky (year), the developing process of children is facilitated by the interplay of three temporal dimensions: the long-term evolution of the species spanning millions of years, the historical development of culture over thousands of years, and the individual's own lifespan. The aforementioned discourse delineates the three fundamental sources of growth, namely the physical body, the person, and the societal context. An individual's behavioral patterns exhibit a growing level of differentiation, complexity, and evolution within the context of a cultural environment, as the interplay between cultural and biological factors unfolds throughout the course of their lifespan.

The integration of empirical evidence and theoretical frameworks in research endeavors enhances the advancement of scientific knowledge. Within the field of developmental psychology, the concept of time encompasses the whole of the human lifetime and exhibits variability. Developmental psychology is a field of study that focuses on examining and elucidating the transformations, commonalities, and disparities seen across people. It does this by describing and providing explanations for the many alterations experienced by individuals throughout the course of their lifespan. Developmental psychologists aim to comprehensively delineate and elucidate the processes of human development. The discipline of developmental psychology has had a resurgence since the early 1950s, with a renewed focus on understanding the fundamental mechanisms underlying human development. Now, we may discuss two distinct scenarios. The process of development starts with the union of gametes during fertilization and culminates with the cessation of vital functions resulting in death. Additionally, the developmental process concludes when the cessation of bodily growth or maturation in an individual. The developmental process is characterized by a series of changes in structure, which ultimately culminate in the cessation of growth or maturity. This study investigates the nature of developmental changes and

the factors that contribute to these changes. Developmental psychologists examine physical growth principles, maturation principles, and learning concepts in order to gather evidence within their respective discipline. In the context of development, genetics plays a role in establishing the latent boundaries, while the environment influences the extent to which individuals approach these boundaries. This perspective aligns with the interactionist viewpoint. There are two distinct categories of biological influences that impact development. The first factor pertains to the influence that is common to all individuals within a given species, while the subsequent factor relates to the distinct genetic traits shown by each individual. Social variables influencing growth may be categorized into two distinct sorts. These phenomena are present across the social and physical world. From a dialectical perspective, the objective of psychology is to comprehend individuals who exhibit variations in response to various contextual conditions. According to Riegel, an individual's development encompasses their actions that manifest simultaneously across all four dimensions. These factors include individual psychological, internal biological, exterior physical, and cultural sociological dimensions. Development is seen when there is a disruption in the equilibrium between these occurrences. The acceptance and evaluation of internal mental states in psychological growth is a recognized and examined phenomenon. Developmental psychologists use the notion of "stage" as opposed to time, since this conceptual framework seems to be more advantageous than age in their research and analysis. The term "stage" is used within the field of developmental psychology in two distinct manners. In the more stringent interpretation, "stage" denotes a state of discontinuity, while in the broader interpretation, it encompasses factors such as age, environment, interests, and activities. The phases delineate overarching challenges, manifest qualitative distinctions in behavior, exhibit an unchanging order, and possess a universal applicability across all civilizations. Critical times have a significant role in several domains. When examining the trajectory of human existence, many significant milestones may be identified. These include the stages of pregnancy and birth, the commencement of formal education, the onset of puberty, the attainment of voting rights, the initiation of employment, the establishment of marital bonds, the transition into parenthood, the experience of parental loss, the occurrence of menopause, the departure of children from the parental home, the assumption of grandparental roles, the cessation of professional work during retirement, the loss of a spouse, and the eventual attainment of grandparenthood. The topic of discussion pertains to the experience of individuals transitioning into the role of grandparents, as well as the concept of mortality. One instance that exemplifies the intersection between the individual life cycle and the historical chronology is the phenomenon of intergenerational conflict. Intergenerational conflict may serve as a catalyst for societal transformation that spans many generations. The intergenerational conflict may be further

exacerbated by historical events that align with the youth period, the elongation of the transitional phase between childhood and maturity, and the surge in the young population after the war.

When examining common methodologies used in the field of developmental psychology, the experimental technique involves the systematic testing of experimental hypotheses within a controlled setting, whereby the cause-and-effect link is elucidated. Moreover, the relational approach focuses on elucidating the interplay between a minimum of two or more occurrences. The case study technique involves a comprehensive examination of a singular topic. The experimental research technique used with a singular subject involves the utilization of a case study approach, which entails the thorough investigation of an individual. When comparing longitudinal and cross-sectional methods, it becomes evident that the former provides a more precise understanding of cause-effect relationships compared to other research approaches. Additionally, longitudinal studies enable the identification of continuity between behaviors exhibited during early childhood and those observed in adulthood. However, it is important to note that longitudinal studies are resource-intensive, requiring significant investments of time and money. Furthermore, the potential for biased samples arises due to subject attrition, and the inability to control subjects' environments between testing periods poses a limitation. The cross-sectional technique has many advantages, including time efficiency and cost-effectiveness. However, it is important to note that this method does not provide information on the direction of change within sample groups. Additionally, the comparison of investigated groups may lack clarity, and the method overlooks the continuity of growth within individual subjects. The cross-cultural approach focuses on analyzing cultures as the primary unit of investigation, rather than people.

In summary, the cross-sectional design in developmental research involves the observation of distinct groups at a single point in time to examine age-related variations in behavior. This approach, characterized by its efficiency and cost-effectiveness, primarily elucidates group disparities rather than developmental transformations. The longitudinal design involves the repeated observation of a particular group over an extended period of time, allowing for the examination of behavioral changes, developmental patterns, and alterations over time. However, this approach is characterized by its long-term nature and prohibitive cost, and the potential loss of participants may introduce disruptions to the sample. When examining the sequential design, it presents the opportunity to observe multiple groups on multiple occasions, allowing for the identification of behavioral changes as age increases and the manifestation of the effects of age, social environment, and societal influences. However, this approach requires a significant investment of time and financial resources but offers substantial potential for financial gain.

When examining developmental theories, they are first grounded in an established theoretical framework that allows for the integration of other theoretical and empirical perspectives. This phenomenon arises from a diverse array of academic fields and encompasses the whole of the psychological milieu in which a person subjectively exists. In addition to its capacity for synthesis and integration, it may be necessary for it to discard some aspects that are incompatible. A psychological theory may delineate the several phases of development during which certain contextual conditions can be established to facilitate particular behaviors. Additionally, it encompasses the progression of individuals who stray from societal norms.

The maturation hypothesis, in contrast, posits that the developmental changes seen in children unfold in a predetermined and sequential manner inside their bodies. Arnold Gessell proposed this idea. In contrast, psychoanalytic theory directs its focus towards the notion that an individual's psychological development occurs in accordance with universally applicable rules. Freud places significant emphasis on the role of early life experiences in the establishment of enduring patterns that persist throughout an individual's lifespan. The social learning hypothesis posits that individual and societal events are interconnected and mutually influential. The individual posits that societal factors have an impact on human conduct, while also acknowledging that the environment is a construct shaped by human agency. When considering the theory of cognitive development, the name of Jean Piaget readily comes to mind. The present analysis places significant emphasis on the dynamic interplay between the foundational structure and individual experiences. Development is characterized by a progressive, sequential, and cyclical nature. Sigmund Freud, Erik Erikson, and Jean Piaget are renowned theorists who conducted comprehensive examinations of human development by categorizing it into several phases. Freud places significant emphasis on the notion that each person experiences a series of psychosexual stages, highlighting the crucial significance of the first years of existence. Erikson places significant emphasis on the psychosocial phases of development and discusses the notion of an ongoing process of personality development that spans over the whole of an individual's lifespan. In contrast, Piaget discusses the many phases of cognitive development, whereas Kohlberg developed a theory of moral growth with six stages within the realm of ethics. Biological theories, including those proposed by Gesell, Lorenz, and Tinbergren, are of academic interest. This paper will discuss two prominent psychodynamic theories proposed by Sigmund Freud and Erik Erikson. Cognitive theories, notably those proposed by Piaget and Kohlberg, are significant frameworks in the field of psychology. Bandura's cognitive social learning theory is one prominent theoretical framework, while other influential learning theories include those proposed by Pavlov, Skinner, Watson, Dollard, and Miller. Theoretical frameworks that include cultural and contextual factors

encompass the works of Vygotsky and Bronfenbrenner. Perlmutter and Hall place significant emphasis on three distinct models, namely the mechanistic, organismic, and dialectical models. Mechanistic models have resemblance to machines, exhibit passivity, manifest visible changes in behavior, and possess a quantitative nature. When examining organismic models, one observes their resemblance to living organisms, since they exhibit activity, undergo internal structural changes, and possess qualitative characteristics. When examining dialectical models, they may be compared to symphonic music due to their interactive nature, the presence of a reciprocal interaction between the person and society, as well as their incorporation of both quantitative and qualitative elements. When synthesizing developmental theories, Bukatko and Daehler (1992) pose six fundamental inquiries:

What is the influence of the environmental and cultural context on the process of development?

2) To what degree does the child's involvement contribute to development?

3) What is the impact of accomplishments and nature on development?

Does the process of development occur in a continuous manner, or does it have a specific duration?

Do sensitive times coincide with the process of development?

6) What is the nature of the interaction between several domains of development?

Arnold Gesell was the pioneer in applying the embryonic model to the field of child development. According to Gesell, the presence of appropriate environmental circumstances is crucial for the typical progression of development. Furthermore, the process of maturation persists in guiding growth throughout the subsequent time, just as it did before to birth. Individuals enter the world with a genetic blueprint shaped by biological processes, and it is incumbent upon parents to educate themselves based on the cues their kid will exhibit, without resorting to compulsory institutional means.

Sigmund Freud is widely regarded as the pioneering scientist who first articulated the many stages of human development in a comprehensive and equitable manner. One prominent figure in the field of social learning theory is Albert Bandura, who places significant emphasis on the acquisition of knowledge and skills via observational learning. Observational learning undergoes development throughout four distinct temporal phases. The key factors involved in the process are as follows: attentiveness, mental encoding, repetition, reinforcement, and motivation. One method of learning involves the process of modeling. Piaget posits that intelligence development follows

a continuous and progressive trajectory, characterized by a state of equilibrium. The execution of actions precedes the process of cognitive reflection. According to Piaget's theoretical framework, the distinction between emotional and cognitive conduct within the context of reality is not feasible for analytical purposes. The examination of social cognition reveals that the advancement of social cognition is contingent upon the maturation of cognitions pertaining to the human and social realm. According to Flavell, social cognition refers to the cognitive processes involved in understanding and interpreting personal objects and their actions. Currently, the field of social cognition mostly focuses on individuals and their behavioral patterns.

Conclusion

The interplay between congenital genetic traits and environmental circumstances significantly contributes to the formation of an individual's unique personality during an extended period of growth and development. Numerous developmental theorists have posited that the fundamental attributes of personality manifest themselves throughout the first stages of an individual's existence. Mentally healthy persons are those who possess the ability to fulfill their fundamental needs without engaging in societal conflicts. In this regard, an individual of good character is characterized by aligning their own desires and aspirations with the prevailing society norms and standards. These people have integrated their own aspirations with the demands of their surrounding environment, resulting in a state of being devoid of psychopathological symptoms. From an alternative perspective, an individual who lacks any form of distress can be interpreted as one who disregards their own self in accordance with societal norms and exhibits ineffective adaptation to the social environment. Such an individual may prioritize their own emotional desires, striving to manifest their latent capabilities, albeit with a significant degree of interaction with society. He is a someone who actively avoids engaging in conflicts. According to the given information, it is said that children who have not had exposure to diverse individuals from the initial stages of their life are unable to experience adequate individualization. The significance of both hereditary and environmental influences in shaping a child's development into a social being is acknowledged. Currently, the construction of a healthy personality is a significant matter that exhibits a tight association with the process of socialization. Socialization refers to the intricate process by which individuals acquire the societal norms, value systems, anticipated roles, attitudes, and behaviors that are prevalent within their own communities. Additionally, it encompasses the development of the necessary skills for effective social interaction, the formation of one's self-concept and identity, and the internalization of the prevailing cultural milieu.

Examining the factors influencing human behavior and the individual's emotional states. The appropriateness of an issue is contingent upon its alignment with the prevailing cultural norms and values. The culture that arises from acquired behaviors is perpetuated and transmitted by many individuals within a community, including their feelings and ideas (Özkalp, 1998, p. 22). According to Tuncay (2000a, p. 213), culture has both material and spiritual components. The material aspects pertain to technology, technical expertise, production, and capabilities, whilst the spiritual parts include beliefs, values, laws, conventions, and moral principles. Culture encompasses not just our emotions and ideas, but also our capacity for perception. Symbols play a significant role in our language system, facilitating communication and enhancing the overall structure of our language. As a consequence of the meaning attributed to words inside our linguistic framework, these symbols become ingrained behavioral reflexes. The interplay of emotional variables and environmental circumstances serves as the primary determinant of an individual's behavior and exerts influence on the trajectory of their life. This interaction may manifest as either a reflection of their adaptation to the ecological system or as a consequence of their susceptibility to the ecological system. The systems that arise from various environmental organizations have distinct environmental characteristics. For instance, individuals inside the educational system are expected to conform to the cultural norms, circumstances, and specificities of the school environment (Başaran, 1996, pp. 14-15). The challenge of aligning individuals' views on ecological balance with the field of environmental psychology stems from the influence of their psychological patterns on how they perceive environmental elements and engage in mental processes related to selecting and representing themes. According to Tuncay (2000b, pp. 238-239), an individual's character can be discerned through various aspects such as their level of harmony, success or failure, moral stance towards the environment, propensity for environmental destruction, presence of contradictions between talent and incompetence, occurrence of mistakes, and expressions of love and excitement. Ultimately, these aspects contribute to the identification of behavioral patterns associated with the individual in question.

The lifespan development approach encompasses the study of individual development and the process of aging as multifaceted phenomena. It is observed that the factors are subject to evaluation. Nevertheless, the perspective he espouses posits that development persists for the whole of our lifespans. Furthermore, one of the perspectives he promotes is that growth arises from the processes of acquisition, maintenance, transformation, and wear. These aspects, occurring throughout time, contribute to achieving equilibrium in psychological phenomena and the associated duties. The aforementioned method is noteworthy due to its comprehensive

representation of the ideal trajectory of healthy growth, including a multitude of ideologies and scientific disciplines.

The lifespan development approach has generated a distinct viewpoint within the field of developmental psychology. One notable aspect of his work is his comprehensive examination of life and his emphasis on individual growth. In the conventional paradigm, outcomes assessed during this specific phase of development are often derived from individuals inside the corresponding developmental stage. In the given circumstances, it seems challenging to articulate ideas pertaining to individual growth and development. The life-long development method has addressed a significant gap in current understanding. When doing a scientific analysis of Turkey, it is essential to include works that adhere to rigorous academic standards. It might be argued that the concepts that are present in the backdrop are not inherently individualistic and are not products of the surrounding environment. Currently, the establishment of conceptual frameworks and methodological approaches that will inform scientific investigations is expected to exhibit a high degree of stability. Due to the aforementioned factors, it is essential to engage in critical analysis and contemplation on the historical context, present circumstances, prevailing paradigms, and theoretical trends within several scientific fields in Turkey. However, it is plausible that this approach may provide more precise and pragmatic elucidations. An additional significant facet of the life-long development strategy is to the substantiation of its use via research findings. As previously mentioned, the findings of research conducted on the lifelong development approach have substantial implications for various aspects of individuals' lives, including parenthood, personal growth, public image management, educational program design, professional endeavors, the formulation of social policies, and the identification and appropriate treatment of medical conditions. It is widely used across several domains. In the next period, Turkey has the potential to get advantages from the knowledge and discoveries derived from the data emanating from this particular circumstance.

limitation

The limitations of the research are limited to the scope of the subject in the light of world literature and data. The research was conducted by limiting closely related authors and literature topics. Restricted to literature review.

Notifications

Evaluation: Evaluated by internal and external consultants.

Conflict of Interest: The authors declared no conflict of interest regarding this article.

Financial Support: The authors did not report any financial support related to this article.

Ethics Statement

Publication ethics of our university's relevant regulations; It is a national-based scientific study that aims to ensure that scientific research and publications are carried out in accordance with basic principles such as honesty, openness, objectivity, respect for the findings and creations of others, and works to achieve this, aiming at these principles in the field of relevant sciences.

References

- Baltes , P.B. (1987). theoretical propositions of life-span developmental psychology on the dynamics between growth and decline . *Dev Psychol* , 23: 611-626.
- Baltes , P.B., Nesselroade , J.R. (1984). paradigm lost and paradigm regained : Critique of Dannefer's prime of life -span developmental psychology . *psychy social Rev.* , 49: 841-847.
- Baltes , P.B., Reese, H.W., Lipsitt , L.P. (1980). Life-span developmental psychology . *Annu rev Psychol* , 31: 65-110.
- Baltes , P.B., Reese, H.W., Nesselroade , J.R. (1977). *Life-Span Developmental Psychology : Introduction to Research Methods* . Monterey , CA, Brooks Cole Press .
- Baltes , P.B., Staudinger , U.M. (2000). Wisdom : A metaheuristic (pragmatic) to orchestrate mind and virtue towards excellence _ *psychy Psychol* , 55: 122-136.
- Basaran, B.I. (2004). Effective Learning and Multiple Intelligences Theory: A Review. *Aegean Education Journal*, 5(1): 7-15.

- Basaran, I. (1996). *Ethem, Educational Psychology, Psychological Foundations of Education*, Gül Publishing House, Ankara.
- Bee , H. (1994). *Lifespan Development*. New York, HarperCollins.
- Broderick , P.C., Blewitt , P. (2003). *The Life Span for Human Development Helping Professionals* . New Jersey, Merrill Prentice Hall.
- Butler , L.P., Markman , EM. (2012). preschoolers use intentional and pedagogical cues to guide inductive inferences and exploration . *Child Development*, 83(4): 1416–1428.
- Cüceloğlu, D. (1992). *Human and Behavior: Basic Concepts of Psychology*, 5th Edition, Remzi Kitabevi, Istanbul.
- Cüceloğlu, D. (1995). *Again, Human to Human*, 9th Edition, Remzi Bookstore, Istanbul.
- Erikson, E.H. (1964). *Childhood and Society* . New York, Norton.
- Eroğlu, F. (1998). *Behavioral Sciences*, Beta Publishing, Istanbul.
- Freund , AM., Nikitin , J., Ritter , JO. (2009). Psychological consequences of longevity : The increasing importance of self- regulation in old age. *Hum Dev*, 52: 1-37.
- Honzik , MP. (1985). Life span development . *Annu rev Psychol* , 35: 309-331.
- Hoppmann , CA., Coats , AH., Fields , FB. (2008). Goals and everyday problem solving : Examining the link between age-related goals and problem-solving strategy use . *Neuropsychol Dev Cogn B Aging neuropsychol Cogn* , 15: 401-423.
- Işık, E. (1998). *Body and Society Theory*, Kocaman Yayınları, İstanbul.
- Madey , S.F. (two thousand). Toward a social psychology of aging _ *Basic Appl soc Psychol* , 22: 133-135.
- Mayo, J.A. (2001). Life analysis : Using life- story narratives in teaching life-span developmental psychology . *Journal of Constructivist Psychology* , 14: 25-41.
- Neugarten , D.A. (1996). *the Meanings of Age: Selected Papers of Bernice L. Neugarten* . Chicago, University of Chicago Press .

- Otani , H., Libkuman , TM., Widner , TL., Graves , EI. (2007). Memory for emotional arousing stimuli: A comparison of younger and older adults . J Gen Psychol .
- Özkalp, E. (1998). Introduction to Sociology, Anadolu University Publications, 9th Edition, Eskişehir.
- Papalia , DE., Olds, SW., Feldman, RD. (2004). Human Development, 9th ed. New York, Mc graw Hill .
- Santrock , J.W. (1997). Life Span Development. London , Brown Benchmark Publishers .
- Tuncay, S. (2000a). The Contribution of Art, Culture and Communication to the Formation of Social Texture, Turkish World Research, 124.
- Tuncay, S. (2000b). Psychological Dimension of Youth Problems in Turkey, Muğla University SBE Journal, 1(1).
- Tuncay, S. (2001). Psychology of Environment and Public Conscientiousness , Prof. Swedish UMEA University Press under the Chairmanship of Abdul Khakee .