



ANALYSIS OF RESEARCH ON AGE-RELATED AND INDIVIDUAL CHARACTERISTICS OF DEVELOPMENT

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Abstract: This article analyzes the relationship between age-related and individual-typological characteristics in human ontogenesis based on modern psychological research. The aim of the study is to systematize the connection between universal age patterns observed in the cognitive, emotional, and behavioral spheres and the unique individual characteristics of a person. The article is written based on the IMRAD (Introduction, Methods, Results, Discussion) structure, and the resulting conclusions serve the personalization of educational and correctional processes in pedagogical and medical psychology practice.

Keywords: developmental psychology, individual characteristics, ontogenesis, cognitive development, biopsychosocial approach, personal development.

Introduction One of the fundamental problems of developmental psychology is the study of the dialectical relationship between the laws of age stages common to all people and the unique individual developmental trajectory of each person. The classical theories of scholars such as L.S. Vygotsky, J. Piaget, and E. Erikson divided human life into distinct stages, demonstrating the specific crises and neoplasms (new psychological formations) of each period.

However, the modern biopsychosocial approach shows that purely "statistically average" age characteristics alone cannot reveal a complete psychological portrait of a person. In particular, in higher education institutions, when training specialists in the fields of medicine and pedagogy, it has become a vital necessity to consider not only the age of students or patients but also their nervous system type, temperament, cognitive styles, and socio-cultural environment. The purpose of this article is to elucidate the integration of age and individual characteristics of development through the analysis of recent psychological and neuropsychological studies.



Methods In preparing this article, the method of theoretical meta-analysis of scientific literature on modern psychology, neurophysiology, and pedagogy was used. Empirical articles published over the last 10 years investigating cognitive and emotional development across various age periods (from early childhood to adulthood) were selected as the object of research.

During the analysis, the following methodological approaches were compared:

- **Cross-sectional study:** Simultaneous comparison of psychological indicators of individuals in different age groups.
- **Analysis of longitudinal studies:** Summarizing the results of observing cognitive and personal changes in the same group of individuals over many years.
- **Systemic-structural analysis:** Studying age-related characteristics (macro-level) alongside individual-typological differences (micro-level) as an integrated system.

Results The analysis of the studies showed that in the development of the human psyche, age and individual characteristics always proceed in parallel but with different dynamics. The main results obtained can be divided into two groups:

A. Priority of age-related patterns (Universal trends)

- **Dynamics of cognitive functions:** It is confirmed that in all healthy individuals, attention, memory, and thinking operations reach their highest functional peak by adolescence.
- **Changing social roles:** The change in the leading type of activity (transition from study to professional activity) during late adolescence and early adulthood transforms the individual's self-concept across all cultures.

B. Differentiation of individual characteristics (Uniqueness)

- **Nervous system and stress tolerance:** The results of neuropsychological studies showed that physiological and psychological reactions to intellectual strain differ sharply in individuals of the same age (e.g., 18-20-year-old students). This is closely related to their innate characteristics (sanguine, melancholic, etc.).
- **Increase of individuality with age:** Longitudinal studies confirm that the older a person gets, the further they deviate from the average standards of their age group. That is, the psychological similarity between 10-year-old children is much higher than the similarity between 40-year-old adults. Experience and lifestyle deepen individuality.

Discussion and Conclusion The obtained results demonstrate the inefficiency of confining psychological development to strict age frameworks. In particular, the application of a person-centered (personalized) approach in educational and medical institutions is a primary requirement of today.

Key aspects for discussion:

1. **Significance in education:** Pedagogues and psychologists must modify educational programs taking into account not only the passport age of students but also their level of psychological maturity and cognitive processing speed (e.g., visual or auditory perception).
2. **Clinical and preventive significance:** In analyzing the psychosomatic basis of diseases, it has been proven that risk groups are formed when age crises (e.g., midlife crisis) clash with individual character accentuations. Doctors and psychologists should work at the intersection of these two factors.

Conclusion: Human development is the product of continuous interaction between biological maturation (age) and unique social experience (individual characteristic). While the age stages of development draw the general map (framework) of human life, individual characteristics form the unique relief on this map. It is appropriate for modern psychology,



especially medical and pedagogical practice, to build its activities based on the integration of these two dimensions.

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