



THE INFLUENCE OF BIOLOGICAL AND SOCIAL  
FACTORS ON HUMAN PHYSICAL DEVELOPMENT

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**Annotation:** *One of the biological factors influencing the physical development of a person is heredity. Physiological features such as metabolism, blood pressure, the Rh factor, the structure of the nervous system and its features, body abnormalities, and a predisposition to a number of diseases can be inherited. As a result, we can inherit both positive and negative physiological characteristics. But, it is also worth noting that people with excellent heredity may have worse health. After all, our lifestyle also affects our health. Let's take a closer look at the impact of social factors on the physical development of a person. These include environment and upbringing.*

**Keywords:** *climatic factors, intellectual abilities, optimal functioning*

The environment includes a macro environment and a micro environment. The macro environment is the climatic and natural conditions in which a child grows up. This is also the social structure the state, and the conditions it creates for the development of children, as well as the culture and way of life, traditions, and customs of the people. A microenvironment is a direct subject environment, a narrow circle of friends, peers, family, etc. The natural and climatic factors that affect the human body are air temperature, solar activity, atmospheric pressure and humidity. About 80% of modern human diseases are the result of the deteriorating environmental situation on the planet. Natural conditions can also have a beneficial effect on human development. For example, people living in mountainous areas are more resilient and physically developed. The full-fledged physical development of a personality involves the creation of special pedagogical conditions in various social institutions to stimulate, organize and direct the child's activity.

Representatives of this field believed that a person as a personality is formed according to a program laid down in advance. The qualities and properties that are inherent in it unfold spontaneously, the teacher only contributes to the implementation of this program. The biological theory is the main theory of education, it suggests that the teacher should not interfere with the natural course of the child's development, because education cannot change anything and it must be adapted to the abilities and inclinations of the child. Therefore, education should be given only to children with high intellectual abilities. These abilities are determined using tests where the coefficient of mental giftedness is calculated. The socializing trend – representatives of this theory considered the most important conditions of a child's life and environmental features to be the most important in the development of a child. Some of them argued that all children are born with equal opportunities. However, a person must adapt to his environment. Therefore, there are





differences between people who are in different living conditions. Biosocial theory – representatives of this theory believed that a person is both a biological and a social being: mental processes (memory, thinking, attention, speech, imagination, perception) are of a biological nature, and the orientation and abilities of a personality are formed as a result of objective and special influences of the social environment. Despite the variety of environmental factors, a number of common patterns can be identified in the nature of their effects on the body and in the responses of living beings. In the course of their evolution, all organisms have developed adaptations to the perception of factors within certain quantitative limits, which are the limits of a positive effect on the body and its vital activity.

All environmental factors in nature affect the body at the same time, and not each by itself, i.e. in the form of a simple sum, but as a complex interacting complex. In this case, there is an increase or decrease in the strength of one factor under the influence of another, as a result of which the absolute strength of the factor, which can be measured using appropriate instruments, will not be equal to the strength of the factor, which can be determined by the body's response. A healthy body constantly ensures the optimal functioning of all its systems in response to any changes in the environment, for example, changes in temperature, atmospheric pressure, changes in oxygen content in the air, humidity, etc. The preservation of optimal human life activity when interacting with the environment is determined by the fact that there is a certain physiological limit of endurance for his body in relation to any environmental factor, and beyond the limit this factor will inevitably have a depressing effect on human health.

Scientific novelty of research. For the first time, using the example of Barnaul, a study of the environment of seven-year-olds enrolled in schools in various pedagogical programs was conducted, including consideration of genotypic factors, socially determined and environmental conditions of their residence. A comprehensive examination of the children was conducted, including consideration of indicators of physical development, mental performance, as well as some indicators of protein and mineral metabolism. As a result of a comprehensive survey of first-graders, the influence of various forms of organization of the educational process on their physical and mental development was established, and the relationship between the completeness of the family and its financial support with the mental performance of children was revealed. An increase in the academic load in gymnasium classes is associated with a slowdown in the rate of growth in height and body weight, as well as a decrease in the quality of work. Schoolchildren from full families and families with average financial income have higher mental performance than children from less affluent families.

The process of formation of the female body is also important, which occurs, as a rule, during the school period. Women's reproductive health is established in childhood and adolescence. Teenage girls spend most of their time in educational institutions, and their lifestyle is largely determined by school. The developed indicators of physical development, the peculiarities of puberty, and previous illnesses have a significant impact on the course of



pregnancy and childbirth in the future, and impaired sexual development and menstrual function during puberty often cause deterioration of reproductive function and infertility.

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