

QUALITATIVE STUDY OF THE ACCRUED THOUGHTS ON WALLON GROWTH THEORY

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ABSTRACT

The scientific study of human development, seeking to understand and explain how and why the changes people make in their lifetime. This study covers all aspects of human development, including physical, emotional, mental, social, and cognitive and personality development. Developmental psychologists study not only the physical changes in the persons' process of growth, but also consider the persons' social, emotional, and cognitive development throughout their lives. And a lot of theorists have much study in this subject, that Henry Wallon can be seen as a witness in this point. The purpose of this study was to identify the accrued thoughts on Wallon growth theory. The method of this study is qualitative. Since there is no common sense of population in this study, the population can be considered all of the documents available on the subject of research (including books, articles, dissertations, research projects, publications, etc. related to Wallon growth theory). The sampling method in the present study has been criticized sampling. In order to collect data, the library method as taking notes was used. In the present study, we have tried to express Wallon perspective on growth and discuss the concept of stage and its characteristics. Also, the present study aims to analyze the similarities and differences of Wallon system components with other theories of growth.

KEYWORDS: Developmental theory, Stage, Wallon growth.

INTRODUCTION

Developmental psychology is the study of evolution and mental processes in human. The purpose of developmental psychology is to study the different changes in living organisms and examine the different abilities, take into account the evolution of strength, investigate causes and types of evolution at different stages. In other words, developmental psychology seeks to investigate the evolution of different abilities and finally the psychic phenomena. The scientific study of human development, seeking to understand and explain the how and why of the changes that people make in their lifetime (Mansour & Dadsetan, 2002). This study covers all aspects of human development, including physical, emotional, mental, social, and cognitive and personality development. Developmental psychologists study not only the physical changes in the persons' process of growth, but also consider the persons' social, emotional, and cognitive development throughout their lives. And a lot of theorists have much study in this subject, that Henry Wallon can be seen as a witness in this point. Henry Wallon can be recognized as one of the first psychology that by his deep understanding of the principles, concepts, and philosophy of science, explain the evolution of children's mental system and in this way has been a source of valuable services. From his recorded interviews as a pioneer of child psychology in France (Mansour, 1994), we can see that although he inherited a social conscience, it is an important part of child's experience and his family heritage. Wallon in proportion to the extent of subject and compliance with psychology as the science of nature and the science of human applies various methods in his studies:

1. In the restless child book, used comparative pathology, namely observation and comparison of normal and abnormal and used it largely in his famous work of personality foundations.
2. Simple and common observation method in natural science.
3. In the thought foundations book, it has been found that Wallon benefits from Piaget's clinical method to investigate verbal intelligence.

Wallon is one of the psychologists that offer the human's evolution stages as a system from birth to death. In the Wallon mental evolution system, interference and complex interactions are observed. Every stage of development rooted in the previous stage and is not irrelevant with the next stage. The intellectual foundations in Wallon system have been extensive and it is not subject to certain limits like Piaget system. Also the internal growth and environmental impact is discontinuous, and associated with anticipated mutations (Ahadi & Mohseni, 2007).

Systems describe a process of successive stages of mental development in different periods of life. A global system in one of the major psychological theories is investigated and providing great cycles of mental development from inception to death. Even the great theorists could not explain the overall system at the broadest level of their findings, and the existing systems are just trying to cover this concept, an effort which Buhler began in 1933 and led to Piaget system, that is reaching the age of system (Mansour, 1994). Wallon provided the first major covering mental change cycle in the name of "mental life". He turned from medicine to psychology, so firstly his system is based on elements of neurology and neurological view. That is he explained the psychological development with a style similar to the neurological and physiological style. Wallon basics referred to functional aspects of human activity. At this stage, with respect to his original trilogy, he divided the first stages of life to motivation, affectivity and sensory-motor stages. Thereafter, and with the transformation of psychological concepts and Wallon closer to social factors, principles of Wallon system away from inhibitions of action, and his consideration changed to knowledge, attitudes, thinking, behavior and emotion. Therefore Wallon system turned to the five principles (Amiri, 2009).

Principles of psychological development of the Wallon system

Wallon believes in the principles of psychological development which form the basis of psychology and his school (Lotfabadi, 2009). These principles include:

1. The principle of discontinuity

According to Wallon, our mental apparatus has not a continuous evolution; rather various systems are frequently interchangeable. So, consecutive years in the life are of secondary importance. Because mental apparatus may be placed in a draft framework and unchanged for several years or within one year changes (Jomehari, 2007).

2. The principle of the person's unity

During the transition, while our mental processes change frequently, what remains constant in all stages of the cycle path is the unity of the person. Person's unity is prior to his change. That is during the life, person's psychological states are changed regularly, and what remains constant at all stages of the course is a person. This means that the person as a whole, always and at all stages of growth, remains total (Mansour, 2005).

3. The dynamics of evolution principle:

When our mental organization changed, the new system is established and all the states step down as a unity and hold a new construction. The changes are not accumulated but any change in mental organization associate with the establishment of a new system, and the transition is created from the old location to the new location (Sharifi Daramadi, 2001).

4. The growth direction principle

According to Wallon in all areas (including motor, emotional, mental acts) always the flow of evolution is from non-differentiated total toward the differences. For example, the excitement in the beginning is like the overall reaction, and then takes steps to be different, and takes different aspects such as anger, fear, etc (Saatchi, 2005).

5. The role of nerve growth and environment principle

For growth, the psychic apparatus represents the evolution, according to Wallon, nerve growth often leads a person to perfection. However, this is the environment which should create training opportunities for this devise. Indeed, in addition to the development of the nervous system, the environment should also play its role. The environment should create change and development circumstances otherwise, a person will have to prove a point, and evolution would be incomplete or without any expected purpose (Mansour, 1994). This is based on these five principles that Wallon system is founded and its various stages have been planned. Wallon believes that the formation of the mental organization, in terms of cognitive and emotional fields, is discontinuous. Evolution at all stages includes differentiation (conflict) and unity (opening). In other words, each stage of the conflicts caused by differentiation and opening of the new stage, resulting in a more efficient way to monotheism. Children at all stages within the uterus and outside, place in the process of conflict and opening. When a child is placed in a conflict process should be open. If a child development is normal, conflict can be resolved, and the child organized, as a result it can be said that he has grown. But if dealing with the child and the effective factors in his psychological development be in such a way that the conflict is not resolved, unity in the child would not observed and his growth will be abnormal. As a result, abnormal mental development at different stages of psychological development continues and his personality is undergoing a crisis.

Wallon position on the phase concept is distinct from other psychologists. Wallon psychological evolution stages, is discrete and overlapping, and is in accordance with his defined principles. Accordingly, he divides the person's life into 6 stages.

Stages of evolution from Wallon perspective

If a child development is normal, conflict can be resolved, and the child organized, as a result it can be said that he has grown. But if dealing with the child and the effective factors in his psychological development be in such a way that the conflict is not resolved, unity in the child would not observed and his growth will be abnormal. As a result, abnormal mental development at different stages of psychological development continues and his personality is undergoing a crisis. According to Wallon, person's mental development courses include:

1. Intrauterine stage (live parasites):

At this stage, the embryo does not exchange with the outside environment. He has physiological symbiosis only with his mother, and constantly to repair the extremities feed on the mother's body. In this stage, due to the absence of external and social stimulation, he lives in a perfect dream and there is alternation between sleep and wakefulness. In other words, the embryo consumes energy, extremities are restored, and his first conflict and ambivalence appear. Sensory organs and nerve centers in the intrauterine stage do not exposure to external stimuli and there is a perfect dream for embryo, but after the birth, the baby sleep decreases (Crane,2009).. Generally, at this stage, the embryo is attached to his mother, but this adhesion is not the kind of emotional attachment. Since, in the intrauterine stage, the embryo has complete physiological symbiosis with his mother, the physical and mental health of the mother can facilitate the growth of the embryo consequently, the lack of many things can cause problems for the embryo. Among these factors can refer to severe trauma to mother's abdomen, poor nutrition, medications, severe infectious diseases, stress, severe emotional factors in the mother, maternal alcohol consumption etc. in contrast to these factors, it is natural that proper nutrition, maternal psychological safety, appropriate exercises, mother's presence in an appropriate space can have a major impact on the health and vitality of the embryo(Amiri, 2009)..

2. Motor excitation stage (from birth to three months):

At this stage, with baby's birth, child's biological dependent on mother disappears and is replaced by excitation or displacement motor. The cause of the excitement is the baby's placement outside the womb and creating a series of deprivations. For instance, when a baby needs milk, if the mother unable to satisfy his needs, the first deprivation can be created in the baby. While in the incubation period, his needs were satisfied immediately and naturally. At this stage, due to the deprivations baby cries unconsciously; and in addition, there are a series of motor excitation such as paddle and screaming. If the mother at this stage can satisfy the needs of the baby, he enters to the next step healthy. Otherwise, in effect of deprivation motor excitations become more intense. It is necessary to note that the displacement at this stage is not movement from one point to another, but it is situational and theory. That is the organ itself moves but this shift in the baby's world is a kind of movement in space and exploration which is done to achieve a balance. The baby in order to balance in the state of equilibrium has displacement movement and shows situational and motor reactions. Baby's reactions gradually are moving from biological and physical level to psychological level. At this stage, the deprivation is not necessarily abnormal and is necessary for balance, but if it intensifies and lasts, becomes abnormal and causes that the baby being imbalance. It can be said that at this stage, a special degree of deprivation causes changeability in the baby. If there is no excitation of motion in space, the evolution is not done and displacement in the evolution is very necessary. For example, when you hear the sound and turn your head toward it, this is the movement of the head on the body and is needed to reach equilibrium. Therefore, it can be said that seeking balance is psychological evolution(Mansour,1994),.

3. Affectivity stage (three to six months):

According to Wallon, this stage is the baby's emotional symbiosis with his mother. Emotional symbiosis with the environment can be explained by the presence of human. Human enter into the child's psychology space and the communication is made between them. This emotional bond has created excitement in the child and causes him to accept the excitement and express it. According to Wallon, at this stage expression of emotion and sensation caused by emotional symbiosis with the environment cause evolution in the child (Jomehari, 2007).

The affectivity stage is the stage of attention to your inner world and spread it (while in the previous stage, most of the child's attention is to the outside world and shows himself as an outward motion planning), in this period, the child shows his needs as outward vocal planning and motor reactions until the emotions has become differentiated. At this stage, the child produces sound which is named as "outward noises" and is accompanied by a series of movement. For example, he can tumbles and move his position in space. At the same time he will fuss and has outward noises and also he has outward motion too, which this manner creates a sense of excitement. At this stage, the presence of human in excitement is essential. If the human presence eliminated at this stage, there is likely to cut the outward noise. Because the child at this stage, according Piaget, reaches to the permanent thing stage, motion pictures and figures are important to him and he reacts to them. However, he does not detect the mother's face from the others and paintings and portraits are of great importance and if deprived of these figures the child will suffer from excitation and outward noise. The child at this stage is in the state of crisis and the crisis opens on the effect of evolution. For example, the deprivation can be a cause of conflict in the child and when the mother kills this deprivation, the child enters to the opening from the conflict state and achieves balance. Balance and imbalance are necessary for the evolution in the child (Mansour, 2005).

4. Sensory-motor activity (from six months to three years)

Unlike the previous stage, this stage is accompanied with the exploratory mode or attention to the external world. The exploratory mode is the search mode in the child which is the representation of the attention to the outside world. That is with the impact of the objects on the child, imbalance occurs. Sometimes, the exploratory activity also leads to imbalance in a person. Another feature of this stage is that due to the gradual growth of the nerve centers, the relationship between the sensory-motor fields becomes smoother. As a result, the child's manipulations in the environment come to fruition. If the child wants to move at home space, this motion must be proportional to the growth and developmental biology of his life. At this stage, the child's world is limited to something that he senses and is objectives and moves towards them. That is there is something in the child's world which can be felt. If at this stage the object is placed in front of the child, he moves it or makes a move in it (is sensory-touch) and then enters it to the field of his vision (is motor). Therefore, when a child enters an object into his mouth, he enters it into his world (Karimi, 2009).

5. The personalize stage (3-6 years):

At this stage, the child's personality is developed as a result of various factors. The main issue at this stage is I having greater independence. Personality is distinguished and developed and self-prove or self-worth is formed. Therefore, there is a distinction between "I" and the other, in other words, the child's internal and external receivers are separated, thus, the stage is called the stage of the construction of "I". As the child grows, "I" becomes more consolidated, so that in adulthood, when describing himself, he speaks of a separated, distinguished I with specific, unique characteristics from the others (Saatchi, 2005).

While in the previous stage, the child did not distinguish between self and others. Piaget terms this as self-centralism. The child's self-centralism occurs when "I" has not yet developed, and he cannot distinguish between the self and the surrounding world. Gradually, with the development of the individual self-centralism is removed and replaced with self-decentralism. In self-decentralism, the child distinguishes between self and others(Lotfabadi, 2009)..

The followings occur according to Wallon's theory: "I" is developed when there is a distinction between the individual and others. Then, the child considers himself distinguished, and as a result of the distinction assumes himself preferred as to implement certain affairs. Thus, primacy is reflected within the framework of self-worth and self-prove. At this stage, attention to the inner life is resumed. During the motor excitation period, the child's attention is dedicated to the outer world, and again during this period, his attention is directed to the inner life(Amiri, 2009)..

A) Contradiction and interruptions:

According to Wallon, at age 3, due to reaching the stage of self-prove and development of I, gradually activities based on rejection, disavow and refusal are observed in the child. For example, at the age 4, pertinacity (obstinacy) occurs as a behavioral manifestation. Pertinacity is a natural opposition state that the child opposes with others such as his parents. Rejection or refusal is the child's natural feedback represented as opposition, confrontation, and contradiction with the environment. Here, the child's motivation is to gain independence. This is the first crisis in the child's personality. At this stage, he wants everything belonged to the members as his own. Considering the child's opposing

behaviors, parents should provide the child with a basis to self-prove and self-worth is a variety of environments. The child can show his independent "I", otherwise, we will see him more pertinacious/obstinate. Therefore, the child's pertinacity at the age 3 to 4 is normal and necessary for his growth/development. If parents stand against the child opposition, the opposition may result in interruption. Interruption is a type of inhibition and blockage to the development of child, which leads to personality crises. In other words, the child sticks between self-prove, others opinions and instructions, so that he may say, "I do not do (No)". Of course, this is performed through behavioral, verbal or aggressive modes. If the child is not provided with the basis for self-worth in this sub-stage, interruptions are reflected in various forms at next stages. One of the bases for the child's self-prove is the action realization, i.e. the child can be independent (I did it, that I started and finished it). (Lotfabadi, 2009).

Sometimes, self-prove can be established. For example, the child shows his handiwork, but it is not similar to what it should be. Here, shaping can be used. For example, the child says: very nice. What does it look like? A car, for example. You answer: "Isn't it much nicer if the tires are round?" the increase in self-worth leads to the increase in the child's self-confidence, and as a result child will be successful (Mansour & Dadsetan, 2002).

B) The age of grace or charm:

In this sub-stage, the child tries to attract others to himself, and considers his own worth from others' eyes; In this sub-stage, the child tries to do a favor for adults, fascinate others and considers his own worth from eyes of other individuals. At this age, the child is not in the stage of refusal, and observes considerations and charm to others especially the parents. Based on the fact that the child loves himself, for his own sake, he wants to appeal to others. All his behaviors are to draw attentions and making self-worth. At the age of grace, "I" is boosted in the child and loves to appeal because of his sake. The child seeks the opinion of others and, according to Wallon, complexes are formed in sub-stage. Too much favor for others and respecting them comes from the child's nature, but all of these behaviors draw on attention and self-worth. If the child cannot prove himself, if the process continues and he cannot find any opportunity to prove himself, the basis for conflict and despair is formed and a kind of complex is developed (Karimi, 2009).

C) The age of role imitation

The child's attempt to imitate a role is regarded as to understand the outer world. Imitation of a model has a critical role in understanding of the outer world and appears in the form of repetition and imitation. At this age, the child gradually learns to imitate other models to form his personality further. These models may include parents, others or different phenomena. In other words, the child understands that the formation of his personality is established through imitating things in order to perceive the outer world to be better understood. At this stage, imitation is considered as the imitation in the absence of the model; however the child imitates various roles. For example, imitate the role of a mother in his games. Understanding the outer world is the prerequisite to consolidate the personality.

6-Categorical thinking Stage (6-11 years)

At this stage, new disciplines are observed, i.e. new disciplines that should be complied with occur to the child. At school age, the child moves from a house with no specific instructions to a new environment named school with certain instructions that should be followed by, e.g. being present at school on time, coming home in time, withstanding new disciplines and exclusion, etc. All these factors significantly contribute to the development of the child's personality, and he will gradually be adapted with these instructions; therefore we observe a multi-capacity personality for the child. In other words, various aspects of personality emerge. Here, the personality is not merely affective, but is formed as categorial or intellectual. The affective personality is observed when the child interacts only with the mother and is emotionally receiving, but the categorial personality refers the child being involved in rebuilding his logical thinking. The concept of category refers to the use of logical thinking and cognitive personality. Due to the presence of the child's categorial thinking, discoveries and explorations are dominant in his mind. The contexts of the dominance of exploration creates problems on the child's mind and solves them, therefore, he can strike his balance. Others' assistance to the child at this age causes his intellectual analysis (problem solving) to be strengthened and consolidated. The dominance of exploration is the dominance of curiosity over the child's introversion. At this stage, more cognitive interaction is seen between the child and his teacher and more affective interaction is seen between the child and his parents and teachers. As a result the personality becomes multi-capacity, and via teachers, peers and new disciplines, the social personality of the child is developed. In the previous stage, the

child's attention was focused on the outer world, and "I" was constructed. At this point, the constructed "I" and the child easily distinguish between the self and the other. The child's explorations create solutions and solutions overcome the emotions. At this stage, logical thinking is reconstructed, i.e. thought is constructed through development; however in order to follow a certain logic and creating the basis for the logic of the relationship of the whole and part, thought needs to be reconstructed; however the reconstruction of thought does not need education, since thought could be illogic and does not follow a particular logic. Logical thinking refers to the child at this stage implementing logical operations such as aligning and classifying. At school-age the child has a rational thought(Saatchi,2005)..

7- Adolescence Stage

With puberty, adolescence begins. This stage is associated with a mass of crises separating childhood from adulthood. The personality crisis resumes with broader aspects. Needs of "I", replace the dominance of acts to the outer world. At this stage again, self-prove is established, where he is given back to the inner world. Again self-prove is inhibited by several instructions and obstacles which lead to crisis in the adolescent. According to Wallon, the last stage of psychological development is the adolescence stage. At this stage, the second personality crisis occurs.

In the personalize stage, in the sub-stage of contradiction and interruptions, a crisis occurs between his childhood and adulthood and the child is faced with contradictions between self-prove and adults' instructions, especially parents'. During adolescence, the second crisis with the same nature occurs. The adolescent wants to prove himself, and has a great desire to self-worth. On the other hand, he faces with social, cultural and family instructions and norms. If the contradiction is not resolved, the adolescent face with crisis. In adolescence, the adolescent's attention is more focused on his inner world, as he seeks to satisfy the needs of "I", self-prove as well as extending the self-prove. The adolescent demonstrate self-prove as the needs of "I" in his inner world. During adolescence, the multi-capacity personality is developed. The individual also face a multi-capacity personality in the categorical thinking stage. The multi-propensity or multi-capacity personality refers to development of various propensities in the child. This personality extends during adolescence. Such extension influences the number and quality of the individual's personality. At the categorical stage, despite the social, emotional and cognitive personality, mental and cognitive personality is dominant, but at the adolescence stage, emotional personality is dominant. The individuals' emotional personality may not be converted to other components. At this stage, since much attention is paid to the inner world as well as the satisfaction of the needs of "I", the development of multi-capacity personality is performed in the inner world of the adolescent. Another feature of the adolescence stage is the orientation toward exploration or quest. The adolescent explore his attitude and feelings, i.e. the individual represents the nature of two faces and two manifestations of a single psychological process. With respect to attitudes, the adolescent is not fixed/stabilized on an attitude or feedback. He continuously changes; does not have any fixed permanent attitude, and quickly change his attitudes. In a moment he has a profound attitude towards life and existence, but a few moments later, he despairs. Adolescence feeling is also under a great amount of change. During adolescence, the individual's feelings successively change and this is due to internal developments, drivers and social, environmental stimulus, school and university (Ahadi & Mohseni,2007). During adulthood, there is the stability of feelings, and in this way, individual's feelings in this period can be predicted. The prediction implies the stability and consolidation of feelings and the absence of questing/exploration in adulthood(Lotfabadi, 2009)..

During adolescence, individuals' attitudes and feelings constantly change, however it should be noted that considering the characteristics of quest-orientation in the adolescent's attitudes and feelings, how should he be well-treated? In order to properly treat the adolescent, it must be recognized that all such changes are natural and normal. This is nothing to worry about. At a point of development, the individual will undergo rapid changes, and a point later, these features disappear. The important factor here is to treat the child and the adolescent with a developmental perspective (Berck, 2009). In adolescence, the individual undergoes change and development due to a variety of reasons including the crisis of contradiction, the multi-capacity personality, and the conflict between the self and the environment. However, such situations gradually disappear and replaced with cohesion and unity. In this way, the individual enters the adults' world. It could be argued that the entry into the adults world is followed by a decline in the adolescent's quest-orientation behavior, i.e. the more the period moves forward, the individual becomes more stable. If any obstacle arises in the course of the development, the individual may not possess an organized approach and continues to be quest-oriented. But if the individual's cognitive, value, emotional and affective system is well developed; he will not be quest-oriented any longer(Amiri, 2009).

In the Wallon's system, following adolescence, there is a condition with which the adolescent can enter the period of youth and adulthood. However adults cannot be considered a certain age, as adulthood is the end of the adolescence and its beginning differs in the two genders. It could be argued that gender, culture and individual differences, create a host of differences at the beginning and in the end of adolescence. Therefore, we should be looking for the adolescence age range. Typically, adolescence ends in 15-16 years, and then the individual enters the youth period, but note that there is always a period of "transition" or "intermediate" between the stages of adolescence and youth (Karimi, 2009). In adulthood, the individual shifts from quest-orientation behaviors and instability of emotions and attitudes to world of experience and work. The mixture of experience, work and features of adulthood cause the individual to not consider many of his attitudes impractical, and as a result, providing the adolescent with certain opportunities and responsibilities lead to the gradual approximation to the world of experience, work and stability of adulthood. The age of adulthood onset varies and depends on the individual's previous stages. If the individual normally pass the previous periods, reaches adulthood earlier, but if a disorder in each of the previous stages occurs, despite reaching the calendar of adolescence and youth periods, he is fixed in a state of emotional, affective and cognitive quest-oriented behaviors (Mansour, 1994),.

MATERIALS AND METHODS

Research method

Given the nature and objectives of the research, the method of research is qualitative. Qualitative research is the set of activities (such as observation, interviews and extensive participation in research activities), each helping the researcher acquire first-hand information about the subject of the research. Thus, it consists of collected data, analytical, conceptual and classified descriptions. In qualitative research studies, the researcher explores the how and seeks to understand how a phenomenon, variable, object or subject is. In other words, qualitative research examines the present condition and systematically describes the current situation and explores its characteristics and qualities (Hafeznia, 2000). Since allegedly there is not any target research population in this study, it can be refer to as can all available research documents (including books, articles, dissertations, research projects, publications, etc. associated with Wallon's theory of development) on the subject under the investigation. The critical case method was applied as the sampling method. The critical case sampling method refers to method in which a phenomenon can be examined from complicated viewpoints. In this study, after the identification of research questions, the library method was used for note-taking. The basis for qualitative analysis is specifically intellect, logic, thought and reasoning; i.e. the researcher should apply his/her intellect, logic, thought and reasoning to analyze the documents and data explore the truth and comments on the questions. Rational reasoning, logic and reflection are not criteria to be used exclusively in qualitative research, but they are used in all research types and researchers is obliged to compare the methods and results with them and if he/she feels that the statistical method does not make sense, it should be avoided and logic as well as reasoning should be valued instead; since analysis, synthesis, abstraction and generalization is upon the intellect (Hafeznia, 2000). Therefore, in order to analyze the data the qualitative method was used to conclude the results.

Wallon's system vs. Goessel's system: discrepancies and commonalities

Goessel based his theory on the history of individual life or configurative emergence and individual action. He believed in the course of the history of individual development, an existent represents all of his basic manifestation and the individual's behavior is part of the manifestation. Goessel considers the child as a developing action system that obtains certain individual adaptation through interaction with the environment. During the development, the individual's behavior changes through establishing a series of models. Hi applied the comparative method to examine the mental development and physical growth. He believed that development follows some principles: 1) The growth bias principle: according to this principle, on the one hand, the neural-motor system develops from the head toward the foot or has an allegedly head-tail development, and on the other hand, the development occurs from near to far, i.e. from the center toward the margin (periphery) but the head-tail, neat to far developments are interweaved. 2) The mutual interweaving principle: under the principle of mutual interweaving through the establishment of motor patterns and coordination between them, motor configurations emerge, and the neural-motor system should be allowed to coordinate the models and create the motor structures. 3) The action dissymmetry principle: according to the principle of action dissymmetry, the human being has a hybrid-ability, i.e. he/she does not feel any difference between the right side and left side of the body. Soon a tendency is formed as to act more on one side laterally. Therefore, hybrid-ability is a permanent state and soon a tendency is formed as to act more on the right or left side laterally. Accordingly the individual becomes predominantly left-handed or right-handed. 4) The principle of singularity or individualistic growth: according to this

principle, the individual obtains his/her typical growth, and at the same time, is provided with a series of specific adaptation. The environment may distinguish individuals' behaviors, however what specifies the existence of human behavior is the active configurative emergence of individual behavior.

Therefore the environment distinguishes the individual behavior; however, the behavioral change emerges when the singularity/individualistic factor is well-grown. The singularity/individualistic factor is among the characteristics of development which is rooted in internal sources of growth. Goessel states that through interaction with the environment, adaptations are formed in our behavioral patterns and the learning condition is created, and through neural growth and development, ethnic/racial heritage is achieved and through acculturation, social heritage is achieved. Although learning and acculturation are associated with growth, learning is the inseparable part of development and acculturation is more socially-oriented. 5) The self-regulated oscillations: this principle refers to developmental processes diverting from a stable course of movement. The development is not linear and has oscillations and regressions. Goessel terms this a spiral growth. The reason behind such oscillations to Goessel is a neural self-regulated trait seeking to obtain better adaptations or explanations (Mansour, 2005).

He used terms order, instance, level and stage interchangeably. Thus, the term stage to him is a superficial section suggesting an arbitrary distinction. In his psychological development theory, Goessel classified the developmental stages from birth to 16 years into 24 stages. The superficiality of this classification, the multiplicity of the number of stages, as well as practical or scientific problems has led to the integration of structures on the international communities offering fewer stages, while in the Wallon's system, stage is used quite clearly and deliberately. According to Wallon, stage is formed under the frequency of moments of spending energy, relief, relative inactivity, internal growth and active practice. Stage includes two successive instances recognized by the dominant activity. According to Wallon, stage is a dialectical concept (i.e. a dynamic process involving conflict and opening, unification, dominant activity, rooting in the previous stages). Contrary to Goessel, according to Wallon, each stage is determined based on the internal growth level in association with the environment. According to Goessel stages are formed biologically, while Wallon considers stages with respect to two factors of growth and environment (Mansour, 1994).

The concept of development from Wallon's perspective, is not a psychological moment or instance, but includes processes of conflict and opening which eventually leads to unification. Therefore dominance of an action and activity represent the meaning of stage. Henri Wallon believes that the establishment of the psychological organization is discontinuous from cognitive and affective perspectives. Development-at all stages-include distinction (contradiction or conflict), and unification (opening). In other words, each stage with contradictions resulting from the contradictions and openings of the new stage, leads in unification. The child is under a process of contradiction and opening in all stages-from inside the uterus as well as in the environment. When the child is exposed to a contradictory process, he should achieve an opening. If the child's development is normal, the contradiction is elevated and the child is organized; thus, it could be argued that he is developed. However, if he treats the situation as not being able to overcome the contradiction, unification will not be achieved and his development/growth will be abnormal. Such an abnormal psychological development continuous to other psychological developmental stages and his personality undergoes certain crises. Stages, in the Wallon's system, do not begin after the end of the previous one, but the overlap or are rooted in the previous stages (Ahadi & Mohseni, 2007). To explain the issue, it should be argued that Wallon's theory is similar to Goessel in many respects. Goessel's theory is based on neurological factors as well as internal growth, while Wallon's regarded the environment significantly and emphasized the role of neural system in psychological development. The definition of Self: Dimon and Hart vs. Wallon:

According to Dimon and Hart, self could be classified as follows:

1. Material self: e.g. I have a huge library.
2. Active self: I am a studious boy.
3. Social self: I am kind.
4. Psychological self: I am sensitive.

According to this theory, the image that anyone keeps of himself is limited in one the above four ways. Self varies in different ages. With aging, it reaches a higher level and becomes highly organized. When the material self reaches psychological self, the complexity is heightened. In the fourth stage, self is more complex and more powerful than in the previous stages. According to Dimon and Hart, self passes four stages and becomes more complicated after this process. These stages include:

1- The categorical stage:

At this stage, the individual simply introduces himself with a word, does not compare himself with others, does not regard interpersonal interaction and there is no purpose and reasoning. If he is asked: "How is it important that you are so?" he answers: "I'm just like that"; therefore the stage is called categorical and no classification applies in the individual (Mansour & Dadsetan, 2002).

2. The comparative evaluation stage:

More complication on the side of self pushes the individuals in this stage. At this stage, the individual introduces himself as though he is comparing himself with another individual, but others are not important to him. Self becomes more complicated and more organized as aging. Self may be placed in the categorical stage. In the categorical stage, the individual introduces himself, but he does not provide any deductive reasoning. In the comparative evaluation stage, the individual introduces himself and provides reasoning. His argument is based on the comparison of self with others (Amiri, 2009).

3. The interpersonal implications stage:

In the interpersonal implications stage, the individual introduces himself so as to others are involved in the relationship. For example, he says: I am sensitive. Others ask: Why? He answers: If I'm sensitive, others respect me. At this stage, it is important to consider others' opinions. Opinions of others about the individual or interpersonal interactions, is very important to him and he introduces himself as the role of others in relation to him is obvious (Saatchi, 2005).

4. The stage of purposeful life and systematicity of beliefs

In the stage of purposeful life and systematicity of beliefs, the individual introduce himself as to show his beliefs organized. At this stage, the purpose of his life has been defined, it can be stated, and some means or measures are specified to implement the goal. Organized beliefs, specified goals, decision-making about how to implement the goals and state objectives are among the characteristics of a purposeful life. With aging, self moves from the categorical stage toward The stage of purposeful life and systematic of beliefs (Berck, 2009)..

Description of material or active self is seen during the whole stages of life; however the important fact is the level of development of the self. Sometimes, an individual may show himself as active. For example, he may say I am an athlete to serve the society. In this example, the individual describes himself as active; he is in the stage of t of purposeful life and systematicity of beliefs. In adolescence, youth and adulthood, individuals should represent themselves psychologically, socially and purposeful. The goal/purpose should possess a clear perspective of life, and beliefs should be organized in a certain system. Accordingly self is well-developed, otherwise development defers (Lotfabadi, 2009). This is what Wallon believes. Wallon says that in the adolescence stage, the individual undergoes change and development due to a variety of reasons including the crisis of contradiction, the multi-capacity personality, and the conflict between the self and the environment. However, such situations gradually disappear and replaced with cohesion and unification (Sharifi Daramadi, 2001).. In this way, the adolescent enters into youth and adulthood. In the Wallon, then adolescence, when there is a teenager and young adult period can be entered. Providing the adolescent with certain opportunities and responsibilities leads to the gradual approximation to the world of experience, work and stability of adulthood. Age of adulthood onset varies and depends on the individual's previous stage. If the individual normally pass the previous periods, reaches adulthood earlier, but if a disorder in each of the previous stages occurs, despite reaching the calendar of adolescence and youth periods, he is fixed in a state of emotional, affective and cognitive quest-oriented behaviors which is the development delay confirmed by Hart and Dimon's theory.

CONCLUSION

As stated earlier, regarding the concept of stage and period, on the one end Wallon approximates the acceptance of Goessel's neural growth and on the other end distances him due to accepting the factors of society and environment and their dominant role in behavioral changes. Despite neurological positions, he shifted from the first action-orientation to more structuralized acceptance to establish the stages. To Wallon, The concept of development is not a psychological moment or instance, but includes processes of conflict and opening which eventually leads to unification and dominance of an action and activity represent the meaning of stage. In Wallon's system, each stage is rooted in the previous stage being observable through other stages. Multiplicity and frequency of stages in Wallon's system depends on research on different psychological development cycles modified and judged in practice. Regarding the onset of life, Wallon introduces four stages up to 3 years-old. Stating the projection stage in the end of the period (not included in his

final report) he suggested it as the capacity of looking at others based on the projecting facilities, and from 3 years onward, known as the best opportunity to examine his methodology, he has emphasized personalize allowing for its reconstruction in adolescence. Finally, opening the research field for “mental principles” of his system and explaining the verbal intelligent, he has provided a more robust content for the last stage of childhood. The transition of a child from a stage to the other has a prominent place for Wallon. Considering the importance of discontinuity of developmental stages, he claims that continuity between the first stages and others is not deniable; however the discontinuity is more emphasized. He believes that different stages reflect a variety of dominant qualities and determinants. Wallon considers childhood from the perspective of emotional dependence and affective relationship between the child and adults. He also discusses sensor motor development and insists in the belief that the child’s personality is determined based on the emergence of new actions(Ahadi & Mohseni,2007).Regarding the social determinants of the behavior comparing to intra-psychological factors in the stage, he believes that the child is born as a social creature, and actual understanding of development occurs when a clear-cut understanding of the society and environment is obtained. Hence, he emphasized in each stages, separation and discontinuity of the integrated cycles affect the child’s adaptive actions.

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