**Short Communication**
Volume 10:S5, 2021
**Molecular Cell Biology and its potential Implications**

**Molecular Biology**

**ISSN: 2168-9547** **Open Access**

# A Combination of Molecular Biology and Cellular Function Technologies to Identify Microbial Communities in Wastewater Treatment Reactors

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## Abstract

Consideration of cells as a problem for understanding the behavior of biomolecular processes and multicellular tissues in cells is a new field of research in the interface between physics and biology. Cellular materials exhibit a variety of physical and mechanical properties that can strongly influence both intracellular and multicellular biological events. This review summarizes how cells as substances link molecular biology to cellular and multicellular scale functions. In the field of cell biology and molecular biology, we review recent advances in the use of cellular material properties to guide cell fate decisions in the immune cell, neuron, stem cell, and cancer cell communities. Finally, we provide a perspective on how the properties of cellular materials can be integrated into the development of biophysical methods for artificial biological systems, regenerative medicine, and disease treatment.

**Keywords:** Biomolecular • Microbial • Treatment

## Introduction

The National Science Foundation estimates that 80% of the jobs available over the next decade will require math and science skills, and biochemistry and molecular biology programs are transformative, industry, research and education. Mandatory to adopt new educational approaches and experiential learning in your career. Engineering, medical professionals and other interdisciplinary fields [1]. These efforts require an environment that respects individual students and integrates key literature on the subject, experimental research, data collection and analysis, and recent advances in academic writing. The current trends that shape these efforts need to include critical thinking, experimental testing, computer modeling, and inference logic. In essence, modern education in biochemistry and molecular biology must be informed and integrated through cutting-edge research. This environment is based on sustainable research support, efforts to provide the necessary supervision, and access to equipment and state-of-the-art equipment [2]. The academic environment needs to create a culture of excellence and faculty involvement that leads to innovation in classrooms and laboratories. These efforts keep track of the importance of multidimensional programs that enrich the scientific capabilities of all aspects of the population, K12 school students and teachers, students without biochemistry and molecular biology, and other groups of interest is needed. As instructors in biochemistry and molecular biology, we are committed to providing students with the skills to enable them to be innovative and self-reliant. Next-generation biochemistry and molecular biology students must be taught the abilities of science and technology, the importance of scientific discourse, and the skills needed for problem solvers in the 21st century [3]. Creating the Foundation Experience has shown that for many biochemists and molecular cell biologists, the foundations that have driven their interest in biology are quickly revealed. Most toddlers see seeds sprout, plant small gardens, and experiment with celery in colored water. Some are useful for making pH indicators from red cabbage and for giving birth to calves and puppies. In an experience like this, I kept asking questions about nature-mostly biology and many couldn't be answered immediately-so I went to a local library or dust from the living room shelves. I had to take out a college book that looked like it. By the time I was in junior high school, my interest increased, and it was wonderful to learn and draw atomic orbitals. The basics of mathematics, chemistry, physics, and biology in high school after that were routine and lacked the enthusiasm of previous teachers, with one exception. As a senior, and now called AP Biology or AP Chemistry, there is an immersive activity that spans everything from pH curves and enzyme tests to the animal section, and the student team is active on how and why. Discussion was held [4]. This was the basis for establishing interest and therefore laid the foundation for my decision and learning program at university. As an undergraduate in the mid-1970s, I quickly realized that basic research was the foundation for advancing biochemistry and cell and molecular biology education. Founded in 1974, Cell teaches a second degree in cutting-edge research and cell biology, along with more established journals such as the Journal of Biological Chemistry, Journal of Cell Biology, and Biochemistry, to include biochemistry. It served as an expanding platform. Biophysics for the next few years. Although the use of primary sources is harsh, it provided real-time information embedded in basic concepts. So, two years later, it's time to enter a mind-boggling laboratory at first, but with a rigorous degree in biology and chemistry, an independent research project that forms the basis of further research is gradually developing [5]. The graduate school taught cell and molecular biology laboratories and offered the opportunity to apply many of the same strategies using primary sources while learning the value of teamwork. It soon became apparent that the passion for cutting-edge science was not universal, so it was imperative to develop a strategy that showed how to use research papers in a laboratory setting. It became important to ask: How do you teach sophomores to read their primary research papers? Where does the data come from and how can it be interpreted? How can a team be more effective than a single person in answering a particular question? And how does this data provide new information to move the field forward? What emerged from those two years was a basic understanding of how to adjust the need to understand the concept and combine that information with cutting-edge research to take the concept further.

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**Received** 01 November, 2021; **Accepted** 17 November, 2021; **Published** 26 November, 2021

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**How to cite this article:** Wenhui G." A Combination of Molecular Biology and Cellular Function Technologies to Identify Microbial Communities in Wastewater Treatment Reactors ". *Molbiol* 10 (2021):311