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SUMMARY

Anyskina Svitlana. I. Kant's ideas about the moral development of the individual.

The article is devoted to the study of the moral ideas of the famous German philosopher I. Kant. Special attention was paid to the work «Critique of practical reason». The moral ideas of the German philosopher are singled out. The methods of analysis and comparison revealed that the scientist's ideas do not contradict the Bible. A synthesis of the philosopher's ideas about morality in science was carried out: decency and respect for the rights of other people greatly contribute to the development of scientific knowledge; morality contributes to the development of sciences; the honesty of a scientist requires that his writings do not hide weaknesses and mistakes. It has been studied that according to I. Kant, all people are equal, and only those who are morally impeccable have an internal value advantage over others.

Key words: I. Kant, moral action, ethical action, remorse, moral freedom, law.

UDC 159.964.26:37.013.77]:159.922.7-048.445

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DOI 10.24139/2312-5993/2022.07-08/023-033

CLASSIFICATION OF CHILD DEVELOPMENT STAGES IN PSYCHOANALYTIC PEDAGOGY (ON THE EXAMPLE OF SIGMUND FREUD'S CLASSICAL PSYCHOANALYSIS)

The article provides results of a theoretical analysis of the child development stages on the example of S. Freud's classical psychoanalysis. S. Freud's psychoanalytic theory is based on two premises. The first, or genetic premise, emphasizes that early childhood experiences play a critical role in shaping the adult personality. It has been proved that the basic foundation of an individual's personality is laid at a very early age. The second premise is that a person is born with a certain amount of sexual energy (libido), which then passes in its development through several psychosexual stages rooted in the instinctive processes of the body. The research explains the views of the founder of psychoanalysis on the stratification of childhood through unfolding

stages of psychosexual development, namely: oral, anal, phallic, latent, genital, which corresponds to sexless, gender neutral, bisexual and sexual childhood. It is shown that idea of child development in the classical psychoanalysis of S. Freud is psychosexual.

Key words: *history of pedagogy, psychoanalysis, psychoanalytic pedagogy, stages of child development.*

Introduction. Relevance of the research topic is determined by several positions: importance of critical analysis of the issue of interaction and interpenetration of psychoanalysis and pedagogy; significance of integrating the ideas of psychoanalysis into the general picture of psychological and pedagogical ideas about human nature.

In modern science, there are many approaches to considering stages of the personality formation. The purpose of all these theories is to find out which moments in a child's development will determine his behavior, interests, and life motives in adult life. Psychoanalysis occupies a special place among these approaches. Why it? The fact is that psychoanalysis is a kind of cradle of many scientific directions that influenced formation of a new scientific and cultural paradigm of the 20th century. Today, psychoanalytic theory is one of the most tested and proven theories.

Modern pedagogy should pay close attention to psychoanalytic ideas about the staged development of a child. Despite the fact that S. Freud considered the child's development only through the prism of puberty (therefore, the approach to the stratification of childhood can be called pansexual), it can be argued that S. Freud's ideas are relevant for modern pedagogy in general, and psychoanalytic pedagogy in particular.

Analysis of relevant research. Some problems of childhood stratification were considered in the works of the leading representatives of the psychoanalytic tradition K. Abraham, A. Adler, F. Dolto, M. Klein, H. Kohut, O. Rank, A. Freud, K. Horney, C. G. Jung and others. But unfortunately, there are no fundamental studies of this problem, which would not have a specific psychoanalytic orientation, but combine clinical aspects of psychoanalysis with other areas of humanitarian knowledge (for example, pedagogy).

The aim of the article is to reveal and analyze the stages of child development on the example of S. Freud's classical psychoanalysis.

Research methods. The study used methods of disciplinary, interdisciplinary, general scientific and philosophical levels. The methodological basis of research is a systematic interdisciplinary approach, which allows using theoretical provisions of the philosophical anthropology and psychology. When using authentic texts by S. Freud, we use general scientific methods: analysis and synthesis, induction, deduction and analogy, abstraction, generalization, idealization, formalization.

Research results. In classical psychoanalysis, the following stages of psychosexual development are distinguished – oral, anal, phallic, latent, genital, which corresponds to genderless, gender neutral, bisexual and sexual childhood. Oral, anal, and phallic stages are also called pregenital stages. They are followed by a latency phase that takes place between 6 and 12 years. Then comes puberty and, finally, the genital stage, which reaches its prime up to 17-18 years. It is the analysis of the passing of these stages that helps to understand the basis of further behavior not only of individuals who are conditionally qualified as normal, but also of those who represent anomalies, starting from simple weirdos to severe violations of adaptation to society.

1. Oral stage (from 0 to 1.5 years).

The main needs of a child from birth to eighteen months are satisfaction of basic physiological needs: hunger, thirst, etc. It is with the help of the mouth that the child asks for help, all the main attributes of his self-expression are related to the area of the mouth, tongue and lips.

From the moment of birth to 1.5 years begins the first stage of children's sexuality, in which the child's mouth acts as the primary source of satisfaction of the basic organic need, which is manifested in the processes of sucking, biting and swallowing. It is characterized by cathexis (concentration) of the majority of libido energy in the area of the mouth. At the very beginning of life, after birth, sexual drive is inseparable from the instinct of self-preservation. The mouth is the first area of the body that a child can control.

Thus, the oral stage lasts from birth to weaning, and the oral zone is primary for it. The first object of the oral component is a mother's breast, which satisfies an infant's need for food. During feeding, a child is comforted by caressing, rocking, persuasion. These rituals help to reduce tension and can be associated by a child with the process of feeding (satisfaction). A vivid example of oral satisfaction can be the fact that a child calms down after eating. This state of the child can be considered in terms of the oral triad: a desire to eat, to sleep, to feel relaxed after feeding and immediately before sleep.

A child loves what is put in his mouth (breast, nipple) as well as himself, and extensively (because a child has not yet mastered the concept of the limits of his own body) – and always identifies his mother or nurse with something associated with pleasure sucking by necessity.

Gradually, a child identifies himself in this way with a mother – this is, accordingly, the first type of relationship, which, however, will exist throughout life, even when others appear: if a mother smiles, talks to a

baby – a child develops, remembering passive words, sounds, images, feelings. Attitudes towards a surrounding world are formed: trust – mistrust, dependence – independence, a feeling of support or a fatal lack of help from the outside. Love skills are formed (Levine, 2009).

This is the first passive phase of the oral stage. With teething, pain appears, which must be soothed by biting. From this period begins the active phase of the oral stage (oral-sadistic). The child bites everything that gets into its mouth – a nipple or a mother's breast. It is the bite that acts as the first aggressive drive (Samberg, Auchincloss, 2012).

During this period, active weaning from breastfeeding begins, from the point of view of psychoanalysis, it is considered as a consequence of aggressive actions, that is, as a punishment. If the process of weaning is delayed, it can lead to the fact that in adult life a person cannot fully use his ability to be aggressive. During this period, the child must satisfy the need for biting. For this, you need safe objects that will be within the child's reach.

If sudden weaning deprives a child of a mother's breast unexpectedly, and at the same time he has not yet transferred his libido to other objects of investment, a child risks remaining fixed on the passive oral method (late thumb suckers). This change intensifies autoerotism, interest in the outside world is lost, a child concentrates on his fantasies, imaginary constructs, a sequence of representative images of experiences.

Therefore, an adult may retain the core of fixation, which may contribute to appearance of neurosis in the future. And it is the dominance of partial oral constituents, depending on their further use, that will create orators, singers, smokers, drunkards, "great fans of food", and drug addicts.

In the first six months, overstimulation or understimulation can lead to further passivity of the person and later manifest itself in adaptive ways associated with demonstration of helplessness, over-credibility, pampering and seeking constant approval.

In the second half of the phase, the emphasis shifts to biting and chewing. Depending on the passage, it can be expressed in a love of arguments, cynicism and pessimism. The area of the mouth, according to S. Freud, remains an important area throughout ontogeny and is expressed by "residual oral behavior".

If the oral drive is blocked by psychological defense mechanisms, it can lead to oral conflict. The consequences of such a conflict will be partial or complete loss of appetite, a change in attitude to food, vomiting, spasms of the masticatory muscles, speech defects. Oral conflicts during the child's development may later manifest themselves in pathological character

changes. Clearly expressed optimism or pessimism in adults may be the result of excessive oral pleasure or, on the contrary, oral deprivation of the child at this stage of development. A person with an oral type of character (oral fixation) is usually unable to accumulate money, is infantile and immoral, he/she often becomes “dependent”.

It is to the oral stage that formation of egoistic characters of an aggressive type belongs, where a person, regardless of gender, is looking for a special love in his life. It does not matter who it will be, a man or a woman, the object of love will have to play the role of a caring, patient mother for him/her.

Anal stage (from 1.5 to 3.5 years).

The second stage of children’s sexuality, in which a child learns to control his acts of defecation, feeling pleasure from emptying and interest in the process. During this period, the child gets used to tidiness and using the toilet, the ability to restrain urges to defecate. Self (Ego) is formed.

During this period, the anus begins to play the main role. A child enjoys irritation of the mucous membrane of the anus. The child does not want to clean his bowels forcefully when he is put on the potty, but he feels pleasant sensations when he defecates of his own volition. He defecates when he wants it, and where he wants.

S. Freud also called the anal phase sadistic, or sadistic-anal organization. This phase includes a child’s enjoyment of stool retention and bowel movements at the most inappropriate moment for parents or caregivers. Within the limits of the anal phase of development, an ambivalent attitude of a child towards his own activity arises, which permeates his entire subsequent life. A child shows activity in mastering the products of his activity, which are part of him and at the same time become something external. They are perceived by a child as a pleasant “gift” to parents and caregivers, but they turn out to be something that causes disgust and is associated with dirt in the eyes of the latter (Ehrmann, 2005).

Cleanliness after defecation of a child is carried out by a mother. If she is satisfied with a baby, the toilet takes place in a pleasant atmosphere; if he soiled the diapers and soiled himself – on the contrary, he is scolded, he cries. In any case, due to satisfaction of physiological needs, this toilet is pleasant; contradictory, ambivalent experiences are associated with a mother, this is the first opening of the situation of ambivalence.

To defecate at the right time, when an adult asks, then also becomes a way of reward (on the part of a child in relation to a mother), a sign of understanding and good agreement with a mother, while refusal to obey her wishes is equivalent to punishment or lack of agreement with her. By mastering

the discipline of a sphincter, a child also discovers the concept of his power, affective power over a mother, which he can reward or not. In the work “I and It” (1923), S. Freud reflects on the ambivalence of a child’s feelings: “... we can point to the polarity of love and hatred [...] hatred is not only an unexpected but constant companion of love (ambivalence), not only it is a frequent precursor in human relations, but also hatred, under different conditions, turns into love, and love into hatred (Freud, 2019e, p. 88).

Such ambivalence leads to the fact that a child may have the seeds of internal conflicts between pleasure and shame, sadistic-anal activity and fear. In turn, all this can lead to intestinal disorders, which affect the nature of further symptoms of neurotic diseases. The temporary period of the child’s anal phase can last up to five years.

The method of toilet training and parents’ reaction determine forms of self-control and self-regulation of a child. In the case of inadequate or increased demands of parents, protest reactions are formed – “withholding” (constipation) or “pushing out” (poor digestion, diarrhea). These reactions are further transformed into character forms: anal-holding (stubborn, miserly, greedy, pedantic, perfectionist); anal-repulsive (restless, impulsive, prone to destruction).

The anal type of character (anal fixation) is inherent in artists, sculptors, jewelry lovers, collectors and people interested in various kinds of operations with money (money represents excrement for the unconscious in the anal stage). Finally, the sadistic and masochistic components of this period explain perversions (sexual perversions) in adults.

Phallic stage (from 3.5 to 6 years).

This is the third stage of childhood sexuality. At this stage, gender identification occurs: the child begins to compare himself with parents of his own sex, there is an interest in parents of the opposite sex, children of the opposite sex, as well as interest in the appearance of children. In the work “Leonardo da Vinci and a Memory of His Childhood” (1910), S. Freud writes: “In children of this age, curiosity is awakened – but not spontaneously, but under the impression of an important experience – due to the appearance of a little brother or sister, or due to fear of the possibility of such an event [...]. Research is focused on the question of where brothers and sisters come from – as if a child is looking for remedies for an unwanted event. We are surprised that a child refuses to believe the information offered to him, resolutely rejecting, for example, the brilliant lie about the stork” (Freud, 2019a, p. 32). It is important to note that it is at this stage that gender-role behavior begins to form.

The Super-Ego is formed as a controlling part of the personality, which is responsible for observing the norms of behavior and following the image of correct behavior. An increase in interest in the genitals can be expressed in the beginning of masturbation at this age. The main task of the phallic stage is sexual self-identification. The boy begins to manifest the Oedipus complex – a desire to master his mother. An obstacle to desire is a stronger man – his father, or another adult man who symbolizes the father.

Interest in genitalia leads to infantile genital organization. It differs from an adult in that for children, both boys and girls, only the genitals of boys are important. At the same time, there is a primacy not of the genitals as such, but of the phallus, as a symbol of the male genital organ. That is why S. Freud called the infantile genital organization of children's sexual life phallic (Nagera, 2015).

At this stage, a child's sexual curiosity is clearly manifested, exhibitionist tendencies, i.e. related to viewing and spying, as well as aggressive actions are observed. If within the limits of the anal phase of development there is an opposition between active and passive, then during the phallic phase of development the opposition is reduced to the presence/absence of a penis, that is, to castration. It is the phallic phase of development that is associated with the castration complex, and it is during this period that a child experiences various experiences, accompanied by a sense of fear, which can later lead to the emergence of neurotic symptoms.

All children play family, in the process of playing they choose the roles of father and mother, later these roles will be such in adult life. In the work "On the other side of the pleasure principle" (1920), S. Freud writes: "You can often see that children repeat in their play everything that in life makes a strong impression on them, that any of their games takes place under the influence of desire – dominant at their age – to become adults and do everything and the way adults do" (Freud, 2019b, p. 13).

Boys, of course, choose the role of a father, while girls – a mother (the opposite tendency indicates a symptom of a neurotic reaction). Up to the age of four, at the latest – up to four and a half, the boy enters an open emotional struggle with his father, tries to take over all his mother's tenderness. The Oedipus complex begins to develop. The girl goes through a similar period.

Up to the age of three and a half to four years, a little earlier than a boy, a girl behaves towards her father like a little sweetheart, a coquette and focuses all her interest on her father. She is jealous of him, tries to get all his attention, his love.

At the age of about 5-6 years, the ambivalent feelings of a child, on the one hand, love for a mother, and on the other hand, rivalry with a father, are overcome. At the same time, boys begin the process of identification with their father: imitating gestures, facial expressions, imitating habits, attitudes and norms of behavior.

People with a phallic type of character (phallic fixation) usually behave defiantly, brightly, literally “sticking” themselves into reality. Such a characteristic orientation can border on hysterical psychopathy due to similarities in behavior.

Latent stage (from 6 to 12 years).

At the age of approximately six to eight years, a child experiences a decline in sexual development. S. Freud calls this period of children's development latent (hidden). Before the onset of the latent period, during which the sexual life of a child is not interrupted, but is characterized by a certain lull, most of the experiences are subject to infantile amnesia (forgetting), as a result of which the first years of life seem to fall out of memory.

Throughout the latent period, the child learns to love other people who help meet his needs. The lack of tenderness from the parents, especially a mother, affects the sensitivity of a child to other people. An excess of parental tenderness makes a child spoiled, unable to give up parental love in later life. Hyperbolized need for parental attention and tenderness become one of the signs of problems in the future.

The latent stage is interesting in the sense that at this time, a child observes attachment of sexual components to social feelings: moral requirements are included in his life, which later affect formation of sexual restrictions (bans). In the work “Totem and Taboo” (1913), S. Freud writes: “... we have attached decisive importance to the intervention of the prohibition in early childhood; in the further formation of neurosis, this role falls to the mechanism of displacement in childhood. As a result of the repression associated with forgetting (amnesia), the motive of the conscious prohibition remains unconscious, and all attempts to overcome the prohibition fail without finding the point at which they should be directed. The prohibition owes its strength and compulsive character to the connection with its unconscious opposite – an indestructible hidden pleasure, i.e., an inner need inaccessible to consciousness (Freud, 2019c, p. 127).

During this period, the child's psyche accumulates forces designed to restrain sexual desire. Their accumulation is carried out with the help of specific experiences and thanks to upbringing of a child. In the latent period, sexual life of a child, although in a weakened form, still manifests itself. As a

result, the tension between the restrictions that have begun to form and sensual excitement grows, emotional experiences that have signs of neurotic behavior arise.

During the stage of latency, knowledge necessary for normal functioning in society is normally accumulated, this allows the individual to use all his conscious and unconscious activity to conquer the outside world. This is the cultural aspect of the latency stage, a stage that is not only passive, but also active, since at this time the knowledge obtained in this way is synthesized and integrated into the personality. The child's energy is transferred to non-sexual goals: learning, mastering cultural experience.

Genital stage (from 12 to 18 years).

This is the fifth, concluding stage of S. Freud's psychosexual concept. This stage is determined by biological maturation during puberty and completion of psychosexual development. There is an influx of sexual forces and aggressive urges. At this stage, mature sexual relationships are formed. It becomes important to find one's place in society, choose a sexual partner, and create a family. There is a release from parental authority and attachment to parents (Colman, 2015).

With the onset of puberty, there is an intensification of sexual development and subordination of all sources of sexual arousal of the primate genitalia. In the work "Three Essays on the Theory of Sexuality" (1905), S. Freud notes: "... at the culminating stage of infantile sexuality development, interest in the genitals and their use acquire a dominant character and differ little from the same processes during puberty. The essence of this "infantile genital organization" is different from the final genital organization of adults" (Freud, 2008d, p. 59).

In this phase of sexual development, the genitals begin to play a leading role in a person's sexual life. Unlike the infantile genital organization, where the phallus as a symbol of the male genital organ plays a dominant role, the genital phase of sexual development is characterized by the final primacy of the genitals.

At the same time, early sexual polarity associated with activity and passivity (anal stage), presence of a penis and castration (phallic stage), acquires mature features of distinction between male and female (Frosh, 1994).

Conclusions and prospects for further research. Thus, the idea of child development in the classical psychoanalysis of S. Freud is, in fact, psychosexual. In the process of this development, various fixations, i.e. delays at one or another stage, which lead to problems in adult life, are not excluded. Regression is also possible, that is, a return to infantile forms of behavior that correspond to

different phases of the child's development. All this can lead to a deviation from the normal life activities of adults (not only sexual).

S. Freud's reflections on the sexual development of a child caused sharp criticism from those who saw in them some kind of pasquill on innocent childhood. Psychoanalytic ideas about the phases of child development caused an ambiguous attitude among scientists who discovered other age periods of children's development. Scientific research and psychoanalytic practice show that not all ideas about the appropriate stages and features of psychosexual development of children are exactly as they were seen by the founder of psychoanalysis. However, if the first reactions to the relevant views of S. Freud were characterized by their sharp rejection, which was accompanied by moral condemnation, especially on the part of teachers, later the attitude towards the psychoanalytic theory of sexual development changed.

The contribution of S. Freud to the understanding of infantile sexual development cannot be underestimated. In any case, there is hardly any doubt today that a child's sexuality manifests itself only during puberty. S. Freud drew attention to the early manifestation of children's sexuality. In this way, he gave parents and educators the opportunity to look at the first years of a child's life in a new way and revise the previously common ideas on the age periods when children start to be interested in sexual issues and in which direction their psychosexual development is carried out. On the other hand, S. Freud convincingly showed that a person's childhood was not carefree. Many children have such deep experiences and emotional upheavals that seriously affect the future fate of an adult and are accompanied by various mental illnesses.

Specialists in the field of pedagogy began to approach the issue of children's sexuality more thoroughly. This does not mean that S. Freud's ideas received universal recognition. Rather, on the contrary, they caused the need for their rethinking. However, during their rethinking, often quite critical and productive, many researchers confirmed the validity of at least two psychoanalytical propositions advanced by S. Freud.

First, the genital really does not completely cover the sexual sphere. Secondly, organization of adult life is closely related to a child's psychosexual development, and therefore, in order to understand certain deviations of an adult, as well as deviations in his development, it is necessary to turn to the study of his childhood.

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АНОТАЦІЯ

Вертель Антон. Класифікація стадій розвитку дитини в психоаналітичній педагогіці (на прикладі класичного психоаналізу Зігмунда Фрейда).

У статті здійснено теоретичний аналіз стадій розвитку дитини на прикладі класичного психоаналізу З. Фрейда. Психоаналітична теорія З. Фрейда ґрунтується на двох передумовах. Перша, або генетична передумова, наголошує на тому, що переживання раннього дитинства відіграють критичну роль у формуванні дорослої особистості. Доведено, що основний фундамент особистості індивіда закладається в дуже ранньому віці. Друга передумова полягає в тому, що людина народжується з певною кількістю сексуальної енергії (лібідо), яка потім проходить у своєму розвитку через кілька психосексуальних стадій, що коріняться в інстинктивних процесах організму. У дослідженні експліковано погляди засновника психоаналізу на стратифікацію дитинства через розгортання стадій психосексуального розвитку, а саме: оральну, анальну, фалічну, латентну, генітальну, що відповідає безстатевому, нейтральностатевому, двостатевому та статевому дитинству. Показано, що уявлення про розвиток дитини в класичному психоаналізі З. Фрейда є психосексуальним. Доведено, що у процесі розвитку дитини не виключені різноманітні фіксації, тобто затримки на тій чи іншій стадії, що в дорослому житті призводить до проблем. Можлива також регресія, тобто повернення до інфантильних форм поведінки, які відповідають різним фазам розвитку дитини. Усе це може призвести до відхилення від нормальної життєдіяльності дорослих. Показано, що дитинство не є безтурботним. Багато дітей відчують дуже глибокі переживання й душевні потрясіння, які серйозно впливають на подальшу долю дорослої людини й супроводжуються виникненням різноманітних психічних захворювань. Обґрунтована важливість подальшого критичного дослідження взаємодії психоаналізу і педагогіки.

Ключові слова: історія педагогіки, психоаналіз, психоаналітична педагогіка, стадії розвитку дитини.