

SUMMARY

Butenko Vita, Biler Oksana. The use of visualization in the educational process of primary school.

The article defines the most significant and widespread interpretations of the key research phenomenon – “visuality” and it is established that the concept of “visuality” is one of the fundamental didactic principles in the educational process, which is interpreted as a specific property of the mental image that arises in the processes of perception, memory, thinking and imagination when learning about the objects of the surrounding world. The philosophical and psychological-pedagogical essence of the principle of visibility in the educational process is traced. It is considered as the basis of understanding scientific knowledge and is an emotional-sensual phenomenon characterized by rationality, stability, and model certainty. The classification of visualization as a didactic element of learning, which scientists (I. Malafii, A. Rozumenko, A. Romaniuk, O. Savchenko, O. Stadnyk, M. Fitsula) systematized according to conventional features, has been clarified. The types of visualization are singled out and substantiated: material (objects and phenomena that, by directly affecting the senses, create a certain mental image, that is, an object offered to the subject in the form of an external object, properties, relations), imaginary (images of objects or phenomena that are not perceived at a specific moment, which are based on their past perception, that is, images of representation are images of memory) and computer or virtual (interactive flash animations, simulators, computer tests, virtual mini-laboratories, illustrated text tasks with audio accompaniment, multimedia presentations). The didactic functions that should be implemented by the specified types of visualization are disclosed: for material – familiarization of primary school pupils with real objects of nature, with phenomena and processes during experiments, observations, familiarization with facts, objects, phenomena through their reflection; for the imaginary – development of abstract thinking, promoting creation of an image of a certain concept, phenomenon, mental representations in the acquirers; for computer or virtual – reproduction of the most complete real reflection of reality by means of information and computer technologies. The didactic principles of using visualization for teaching primary school pupils are outlined: expediency, relevance, scientificity, accessibility, consideration of color when presenting information, development of spatial concepts, “learning in motion”, variability, multifunctionality, consistency, constructiveness.

Key words: *visuality, educational process, primary school, primary school pupils.*

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THE CONCEPT OF UPBRINGING IN THE CONTEXT OF INDIVIDUAL PSYCHOLOGY OF ALFRED ADLER

The generalized description of the theory and practice of education of A. Adler presented in the article is of particular relevance and significance. On the basis of the obtained data, it became possible to identify the prognostic value of A. Adler’s pedagogical theory, which was manifested both in the fact of its development during the period of the ideas and propositions put forward by him, and in its further development in modern conditions. The main provisions are: harmonization of the

relationship between the individual and society for the purpose of effective interdependent development; projecting progressive changes in the child; accounting and predicting the impact of society on personality development. A. Adler emphasizes the social aspect of child development, analyzing the structure of the family, the features of the influence of adults on children, and the reasons that lead to the emergence of certain interventions in child development. A. Adler laid down humanistic ideas of psychology and perception of a person as a unique individual. It was he who showed that a person is not just a product of some children's story, but a creator who builds his own life depending on his expectations, beliefs and values.

The educational (upbringing) aspect of individual psychology attracted teachers' and psychologists' attention in different countries of the world, as a result of which the ideas, concepts and treatment techniques developed by A. Adler received a greater response among them than among doctors. At least specialists in the field of education who are familiar with individual psychology began to listen to the recommendations given by A. Adler, taking into account his research and therapeutic activities.

Key words: *upbringing, personality development, history of pedagogy, psychoanalysis, psychoanalytic pedagogy, psychoanalytic movement, individual psychology, child psychotherapy, child psychology, experimental school of A. Adler.*

Introduction. Historical-pedagogical and psychological materials allow us to assert that, as the founder of a special direction among psychoanalytic theories of personality – individual psychology, Alfred Adler made a serious contribution to combining the results of psychological and pedagogical science. Synthesizing internally and externally oriented approaches to raising a child, he became the founder of a peculiar concept of upbringing and created the technology for implementing this concept. The fundamental basis of Alfred Adler's concept of upbringing is the idea of harmonizing individual and common interests, embodied in the educational team. Therefore, in upbringing, he conducted a synthesis of the influence of the children's team as a humanely organized community and the most subtle individual approach.

As the study of this issue showed, A. Adler saw the highest humanism of upbringing in the harmonization of the social and the natural in a person. A. Adler's concept of upbringing is based on the fact that absolutization of only one factor in personality development – social (external) or psycho-organic (internal) – does not contribute to the integral development of the personality. Based on an objective and deep analysis of A. Adler's theory and its practical significance, it can be asserted that the processes of individualization and socialization of a child in upbringing are not mutually exclusive and must be carried out in constant interaction.

Analysis of relevant research. Methodological problems of A. Adler's theory are highlighted in the scientific works of M. C. McCluskey (2022), G. K. Leak, K. C. Leak (2006), C. D. Maddox (2004). The works of

J. Carlson (2006), M. Maniaci (2006), U. E. Oberst (2003), A. E. Stewart (2003), R. E. Watts (2003, 2006) are devoted to general psychotherapeutic issues of individual psychology. Educational (upbringing) aspects of A. Adler's individual psychology were reflected in the scientific work of E. B. Arranz-Freijo, F. Barreto-Zarza (2021), E. M. DeRobertis (2010), A. Kaminska (2019).

The aim of the article is to explain the main provisions of A. Adler's concept of upbringing.

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

Research results. The results of the study of the genesis of A. Adler's concept allow us to conclude that, on the one hand, one can see the influence of S. Freud, on the other hand, it is obvious that they are absolutely opposite (McCluskey, 2022). The main difference is that the classical psychoanalysis of S. Freud is based on the principle of causal explanation of human behavior, and the individual psychology of A. Adler is based on the principle of final explanation, according to which, in order to understand the personality, it is necessary to consider all thoughts, feelings and actions in the light of mentally set goal to which they are all directed. Developing scientifically as antagonists, S. Freud and A. Adler made a significant contribution to the development of the individual theory of personality (Colby, 1951). Formation of A. Adler's concept took place under the conditions of the collapse of the early psychoanalytic movement, when S. Freud's students developed their own psychoanalytic theories, A. Adler created individual psychology, and C. G. Jung – analytical psychology.

Jungian psychology is based more on clinical, historical and mythological material than on experimental materials, for A. Adler the connection between theory and practice was always important. Having analyzed the relationship between A. Adler's theory and socio-psychological theories of the 20th century (E. Fromm, G. S. Sullivan, K. Horney, E. Erikson), it can be seen that development of individual psychology took place as social ideas were brought to psychoanalysis (Adler, 1938c).

The main ideas that connect the theory of A. Adler and the aforementioned social-psychological theories are: 1) recognition of the social nature of the individual; 2) recognition of the dynamism of human nature and the structure of society; 3) the idea of the uniqueness of a person's creative individuality (Adler, 1927b).

Individual psychology is focused on research, therapeutic, and educational (upbringing) goals. The latter intention originates in A. Adler's early articles "The Physician as Educator" (1904), "Parent Education" (1912) and finds its reproduction in his later works, such as "The Education of Children" (1930). It was also reflected in his practical activities of counseling children in educational centers and the reform of school education in Vienna in the 20's of the 20th century, creation of an experimental school of individual psychology, therapy of children and parents, schoolchildren and teachers, which was carried out under his leadership. With reform of the education system in Austria, A. Adler began to implement his ideas related to individual psychology. In 1920, he began to create institutions in which consultations were held for teachers and parents, and also promoted organization of new kindergartens and experimental schools, held seminars on the psychology of small children and adolescents. In 1923, A. Adler gave a course of lectures in England and made a report at the International Congress of Psychologists in Oxford, in 1924-1928 he gave a course of lectures on the problems of schoolchildren at the Pedagogical Institute of Vienna (Adler, 1923a).

A. Adler calls his psychology "a new branch of humanities, which has become widespread due to successes in correctional work with difficult-to-educate, pedagogically neglected children and due to the treatment of neuroses" (Adler, 2019f). It is important that A. Adler puts pedagogical neglect in the first place, and not neurosis, as in the classical psychoanalysis of S. Freud. Pedagogical neglect has its origin in insufficient or incorrect upbringing. So, A. Adler believes that the problem lies not in the child, but in his parents. Here, a shift of emphasis in psychological understanding and psychotechnical action from the child to the adults who educate him is very characteristic of A. Adler. Therefore, it is no coincidence that A. Adler emphasizes not psychotherapeutic, curative tasks, but rather corrective ones, which are closer in their focus to pedagogical influence.

Of course, he does not deny awareness therapy (a technique of clinical psychoanalysis), but when dealing with a neglected child, it is obvious that first of all it is necessary to organize those pedagogical

influences that he has not received, or to correct the wrong pedagogical influences of an unfavorable environment. In S. Freud, similar influences were carried out taking into account the transference (mechanism of psychological protection), formation of which required a long time (Freud, 2019b). A. Adler rejects the need for transference, moreover, as it turned out, in many patients, including children, transference may not be formed at all or may be formed with difficulty, so it was objectively necessary to look for new forms of establishing communication with patients, as well as other ways of influencing them. Subsequently, these and other problems were discovered by other psychoanalysts, including on the material of child psychotherapy (for example, Anna Freud).

A. Adler points to the new possibilities of the declared “new field of humanities” in the prevention of these deviations and in pedagogy. Thus, A. Adler makes the transition from actual psychotherapy to the prevention of mental disorders in children and actually to pedagogy. This idea was also present in S. Freud’s psychoanalysis. Thus, S. Freud in his work “Three Essays on the Theory of Sexuality” writes that psychoanalysis is a means of correcting the errors of education (Freud, 2008a). However, S. Freud still did not put educational tasks in the foreground, for this he had his reasons. Including the incompleteness of the psychoanalytic theory of the personality, which probably made the formulation of the problems of education premature. In addition, the leading motivation of parents is, according to S. Freud, unconscious in nature, which makes any rational explanation in connection with their educational actions ineffective or at least unstable. His daughter Anna Freud followed the same path, as well as Melanie Klein, who refused any therapeutic contact with the child’s relatives for the reasons mentioned.

A. Adler begins to actively work both with the child and with her entire family, which was unconventional at the time. At the time of the split between S. Freud and A. Adler, the question of the possibility of child psychotherapy remained open. None of the psychoanalysts dared to do such work seriously and systematically. One of the reasons for such a wary attitude towards the possibilities of child psychotherapy was the new psychoanalytic theory of motivation for pedagogy. If the child’s basic drive is sexual impulses, then there are no guarantees that “letting this genie out of the bottle” will drive him back there. It was necessary to go through a series of stages in order for child analytic therapy to emerge (Carlson, Watts, Maniacci, 2006; Maddox, 2004; Oberst, Stewart, 2003).

A. Adler has been actively working with children and their families since 1912 and has gained some experience. And this experience was by its nature different from S. Freud's experience. Unlike S. Freud, A. Adler puts the task of education at the forefront. He also had a personal inclination towards pedagogy. First of all, he, like S. Freud, based his understanding of personal problems on childhood experience, so his interest in childhood was unchanged. Impressions of the patient's early childhood were one of the most significant sources of information for A. Adler. He was interested in pedagogy as a doctor. A. Adler himself experienced a difficult childhood, often getting sick, which influenced his subsequent choice of profession. For A. Adler, medical activity also had the meaning of social assistance, as it had the ability to influence the social situation of personality development. That is why A. Adler soon begins to emphasize the social aspect of child development, analyzing the structure of the family, the peculiarities of the influence of adults on children, and the reasons that lead to the appearance of certain interventions in child development (Adler, 1982e).

Later this line of analysis of the family structure is actively picked up by psychoanalysis itself, and even other directions in psychotherapy (for example, E. Berne). A special topic of psychological research into the causes and nature of adults' activity in relation to the child opens, as well as the understanding that most often adults solve their own psychological conflicts and problems by transferring them to the child.

For a better understanding of the theoretical and methodological foundations of the development of A. Adler's concept of upbringing, it is necessary to analyze it in the context of the 20th century. Based on the above analysis, it can be asserted that A. Adler's concept of individual psychology was aimed at solving the practical tasks of education and resonated with a number of pedagogical currents of the late 19th and early 20th centuries:

1) experimental pedagogy (the idea of research with the help of accurate observations and experience of the physical and spiritual development of the child and determination of the optimal ways of upbringing and learning based on this, the recapitulation idea, the idea of a holistic study of the personality, the desire to implement the results of research into school practice);

2) pragmatic pedagogy (the idea of connection between theory and life, the principle of instrumentalism, the idea of predicting the consequences of pedagogical theory, the idea of the ultimate goal of human behavior);

3) social pedagogy (idea of education that satisfies both social and individual needs of the individual, refusal to contrast the individual and society);

4) the theory of labor school (the idea of developing the child's creative forces and needs, stimulating children's self-activity and independence, the idea of creating a situation of success for the child in the conditions of joint work, focusing on active methods of education and training);

5) the theory of "new schools" (the idea of creating a new type of an education institution, focused not only on learning, but also on educating the younger generation).

Basic ideas of A. Adler's concept of upbringing. It can be stated that the main theses of this concept include: 1) a person is a single entity; 2) human life is a constant and active pursuit of perfection; 3) the power of a person's creative "self" provides the possibility of self-development; 4) every person has an innate social feeling, which forces him to enter into relationships with others; 5) a developed social feeling is a criterion for the normality of the personality; 6) the task of each parent or teacher is to direct the child's aspirations in a useful and fruitful direction, for which it is necessary to develop a social sense; 7) development of social feeling is an important condition for the child to overcome various complexes and his re-upbringing.

An important conclusion that can be drawn based on a special analysis of this problem is that a set of personality traits is a lifestyle, the core of which A. Adler considered social interest, and the catalyst – his creative "self". According to lifestyle, he identified a conditional classification of a personality types: ruling, learning, avoiding and socially useful. Based on this classification, it is possible to determine the clear logic of A. Adler's upbringing concept: it has a personal orientation and aims to achieve social maturity for successfully solving life tasks. And that is why it is necessary to develop a child's social sense. This also determines the possibility of managing the process of upbringing and forming a positive lifestyle (Furman, 2012; Leak, 2006).

Studying the practical side of the investigated problem allowed us to reveal the main mechanisms of implementing the concept of upbringing in the practice of A. Adler's experimental school in Vienna. The most important means that ensures the effectiveness of teaching and upbringing in this school was the constant and deep study of the inner world and individual

characteristics and abilities of children and taking into account this knowledge in the organization of the educational process. It was a new approach to education, which involved a holistic view of the child.

Studying the experience of A. Adler and his followers made it possible to come to the disappointing conclusion that scientific research on children without implementation of its results in the practice of education is ineffective. Knowledge is not necessary for knowledge in itself, but in order to help the child. The main way to achieve this goal is to make research activity a form of education.

Among the requirements for children's upbringing, the following can be distinguished: 1) this activity must be well planned and organized, the results must be recorded in writing; 2) children should be studied in natural conditions; 3) learning orientation should be based on the inner integrity of the child; 4) the study of the child should become a necessary link for drawing up a program of his development; 5) it is necessary to study the child in various activities; 6) studying the child should stimulate the process of self-discovery of the child; 7) it is necessary to find out the root cause of improper behavior, the child's path to this lifestyle; 8) it is not possible to draw conclusions about the child from one or two pronounced symptoms; 9) it is necessary to correlate your conclusions with the conclusions of various specialists; 10) the basis for a diagnosis (in the case of psychopathology) or a psychodiagnostic conclusion (in the case of normal development) can only be absolutely precisely established truth; 11) it is necessary to use various methods in the study of the child (Arranz-Freijo, Barreto-Zarza, 2021).

The main principles of the teacher's research activity include: 1) the principle of interest in the child, accepting him as he is; 2) the principle of integrity and comprehensiveness of studying the child's personality; 3) the principle of taking into account the phenomenon of continuity of mental life; 4) the principle of chronological sequence in the study of the child's life; 5) the principle of respect for the self-worth of any child; 6) the principle of observing pedagogical tact in the process of obtaining information about the child; 7) the principle of pedagogical optimism (when studying a child, one should look for positive qualities in him).

The most important objective of A. Adler's experimental school was upbringing of children in the spirit of democracy and formation of their social sense, the ability to empathize and find a common language with other people. The basis of school education was the process of self-discovery and

rational self-governance. The main environment for upbringing of social feeling was the school classroom, where the ability to take responsibility not only for one's own actions, but also for the actions of others was formed. A. Adler and his followers managed to create a children's community that contributed to the development of the uniqueness of each child – a member of the team, a community in which the child's point of view is respected and accepted, where a sense of self-worth is formed.

A. Adler and his followers considered development of the child's social sense to be an important factor in his self-realization, raising him in the spirit of mutual help, mutual respect, responsibility, and personal dignity. In solving this task, they attached special importance to the children's team. As the research showed, the school team at A. Adler's school went through five successive stages of development: 1) the class as a labor team; 2) the class as an empathetic team; 3) the class as a self-organized team; 4) the class as a team that solves common problems; 5) the class as a helping commonwealth.

It is possible to trace the methodological aspects of creating an atmosphere of security, a spirit of self-respect, intolerance to rude relations that degrade human dignity in children's institutions. The main method that ensured humanistic relations in the children's environment was children's self-government, which helped to build interpersonal relations based on cooperation and mutual agreement. An important aspect of A. Adler's concept of upbringing is that self-governance should not be imposed on children, but should arise naturally, formed from the necessity that the children themselves have realized. Self-governing bodies should be dynamic and change according to the needs of children and educational tasks. The followers of A. Adler attributed decisive importance to the free and confident feeling of well-being of children in the team to rational public opinion, which they saw as a regulator of intra-team relations. A qualitative feature of team consciousness is jointly developed values and norms that regulate interpersonal relationships. This contributed to the development of the team as an integrated self, when relationships of responsible dependence are established between team members (DeRobertis, 2010).

According to A. Adler, the effectiveness of education was organically connected with the personality of the pedagogue (teacher, educator). The fundamental component of the educational process is humanity of the teacher himself. A special analysis of the functions of the teacher in the organization of education as an observer, researcher, organizer of

communicative activity, adviser, mentor and director allows to determine the following requirements for the professional and personal qualities of the educator: 1) to have respect for the child and implementation of educational tasks without constant supervision and numerous prohibitions, taking into account the individual psychophysiological characteristics of the child; 2) to develop the ability to analyze and evaluate the causes, conditions and nature of every real social and pedagogical phenomenon; 3) to project the development of the individual and the team; 4) it is pedagogically appropriate to determine assignments for each student and team; 5) to determine the change in children's mental state based on external manifestations and actions, understand and explain the peculiarities of their behavior in specific situations; 6) to put mentally oneself in the position of a child; 7) to establish pedagogically appropriate relationships with individual students, as well as with their parents; 8) to regulate, direct and develop intra-collective relations of children; 9) to ensure the adaptation of the child to external influences or their neutralization; 10) to refuse to put pressure on the child and build relationships with him based on consent, understanding and agreement; 11) to develop the ability to organize children's life activities; 12) the desire to see positive features in every child; 13) parents and teachers must win the child's love, which is a guarantee of its successful upbringing; 14) the best support in a child's development consists in strengthening his confidence in his own abilities, because such confidence brings him happiness; 15) under no circumstances should a child be afraid of his parents, educators, and, therefore, a child should not be intimidated, because in doing so the educator will not only not achieve his goals, but will also deprive the child of self-confidence; 16) encouragement and reward are always better than condemnation and punishment; 17) instead of demanding blind obedience, the child should be given the opportunity to choose and the freedom to make decisions (Adler, Fleisher, 1988).

The analysis of the works and activities of A. Adler showed that he considered the personality of the teacher-educator to be an important characteristic of the paradigm of education. A. Adler's recommendations for raising a healthy child provided for the minimization of the negative consequences of a feeling of inferiority, which can turn into a series of psychological destructions for the child. However, many parents who were under the influence of Western European culture often themselves created, supported and encouraged in their children the cult of strength, achievement and thus prepared them for entering adulthood with its competition, rivalry

and pursuit of material success. This is excessive activity, the ability to achieve the intended goal by any means, absence of any doubts and compassion for the weaker, less talented (Kaminska, 2019).

If excessive stress on the children's body led some children to mental breakdowns, the constant pursuit of success in life turned into an exacerbation of the inferiority complex for them, then in other children a new phenomenon appeared, not described either in classical psychoanalysis or in individual psychology, which could be called a completeness complex (Adler, 1964d).

In the first case, the contingent of those who needed psychotherapeutic help and appropriate treatment was replenished. In the second, a new generation of people was growing up who were considered healthy, successful and did not need any psychological or psychotherapeutic (medical) help, although in fact they found themselves in captivity of a new type of disease characterized by "escape" not to neurosis, but to health, the development of a complex not of inferiority, but of completeness (Watts, 2003).

True, A. Adler did not leave naive optimism about the therapeutic value of the analysis of the educational process. It seemed to him that it was quite possible to simply explain the situation to the parents, to teach them how to properly behave with the child, to raise it competently. However, this optimism was determined historically and certainly played its positive role in the development of psychotherapy.

Conclusions and prospects of further research. It is common knowledge that psychoanalysis arose within medical practice. But from the beginning it was clear that this is not just a new branch of medicine. And thus, in the process of development of psychoanalysis within itself, purely pedagogical problems and tasks are realized and come to the surface. Already in early psychoanalysis, there was a certain awareness of this, but A. Adler continues the reflection of psychotherapy in this direction and further develops this pedagogically oriented aspect of psychotherapy, and even places emphasis in a new way. In other words, a new pedagogy was hidden in the bowels of psychoanalysis, and with the development of psychoanalysis and subsequent psychotherapy, the ideas of this pedagogy increasingly surface, and in some places are reflected more deeply. And this process is similar in a certain way to the self-disclosure of psychoanalysis. But it was A. Adler who first consciously and

acutely defined this problem. The idea turned out to be correct and was confirmed in the further development of psychotherapy.

The study does not claim to comprehensively cover all issues of the research topic. It summarizes and analyzes the material, on the basis of which it will be possible to conduct further searches for the effective and creative use of the positive pedagogical findings of the Austrian psychoanalyst. In the system of further research of the pedagogical heritage of A. Adler, the study of his experience related to the method of learning the child and the children's team; education and training of teachers; upbringing in the family; re-upbringing of pedagogically neglected children; pedagogical technology of self-knowledge and self-development of the child in the conditions of the school team can have a special value. Further research on the possibilities of development and use of the progressive experience of A. Adler's experimental school in Vienna is important.

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АНОТАЦІЯ

Вертель Антон. Концепція виховання в контексті індивідуальної психології Альфреда Адлера.

Подана в статті узагальнена характеристика теорії та практики виховання А. Адлера становить особливу актуальність та значимість. На основі отриманих даних стало можливим виявити прогностичне значення педагогічної теорії А. Адлера, яке виявилось як у констатації факту її розробки в період висунутих ним ідей та положень, так і подальшого опрацювання в сучасних умовах. Головні серед цих положень: гармонізація відносин особистості й суспільства з метою ефективного взаємозумовленого розвитку; проектування прогресивних змін у дитини; облік та передбачення впливу соціуму на розвиток особистості. А. Адлер наголошує на соціальному аспекті розвитку дитини, аналізуючи структуру сім'ї, особливості впливу дорослих на дітей і причини, що призводять до появи тих чи інших втручань у дитячий розвиток. А. Адлер заклав гуманістичні ідеї психології та сприйняття людини як унікальної особистості. Саме він показав, що людина – це не просто продукт якоїсь дитячої історії, а творець, який сам будує своє життя залежно від своїх очікувань, переконань та цінностей.

Освітній (виховний) аспект індивідуальної психології привернув до себе увагу педагогів та психологів у різних країнах світу, унаслідок чого розроблені А. Адлером ідеї, концепції та техніка лікування отримали більший відгук серед них, ніж серед лікарів. Принаймні знайомі з індивідуальною психологією фахівці у сфері освіти стали прислухатися до рекомендацій, які були надані А. Адлером, з урахуванням своєї дослідницької і терапевтичної діяльності.

Ключові слова: виховання, розвиток особистості, історія педагогіки, психоаналіз, психоаналітична педагогіка, психоаналітичний рух, індивідуальна психологія, дитяча психотерапія, дитяча психологія, експериментальна школа А. Адлера.