

РОЗДІЛ II. ПРОБЛЕМИ ЗАГАЛЬНОЇ ПЕДАГОГІКИ

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ANNA FREUD'S PEDAGOGICAL IDEAS: EGO-PSYCHOLOGY IN THE FOCUS OF PSYCHOANALYTIC PEDAGOGY

The article explicates Anna Freud's innovative ideas in the field of child psychoanalysis and psychoanalytic pedagogy. The historical and pedagogical excursion of A. Freud's pedagogical progress is presented. It is shown that, unlike her father, the founder of psychoanalysis Sigmund Freud, who was primarily interested in the problem of unconscious determinants of the psyche, A. Freud was one of the first in the psychoanalytic tradition to apply the conceptual provisions of classical psychoanalysis in the study of the conscious sphere of a personality, focusing on the instance of "Ego"/"Self". It is found that development of a child (according to A. Freud) is a process of gradual socialization of the individual, based on the psychoanalytic law of transition from the principle of pleasure to the principle of reality.

The stages in the intellectual and social development of children are explicated in accordance with the conceptual provisions of ego-psychology. Four stages of these directions of development are considered. Four types of situations of misunderstanding by a child of adults in the process of psychoanalytic practice are highlighted. The first type of situations is related to the fact that the child perceives the outside world based on his feelings and experiences and at the same time ignores the feelings of other people. The second type of situations is associated with the difference between rational and irrational features of thinking of a child and an adult. The third type of situation is related to temporality, sensation, and perception of time, which is experienced by adults and children in different ways. The fourth type of situations has to do with differences in understanding and verbalization of problems of sex and intimate relationships.

The development of the child's "Ego"/"Self" is analyzed in detail, five stages (presocial, symbiotic, impulsive, stage of self-defense, stage of conformism) that the child's ego goes through in the context of developing the ability to reflect reality in its objective manifestations are allocated. It is shown that for the development of the instance "Ego"/"Self" of the child, the effective functioning of protective mechanisms is necessary. A. Freud outlines an approximate chronology of their development (exclusion, compensation, projection, regression, negation, intellectualization, reactive formations (hypercompensation)).

Key words: *psychoanalysis, ego-psychology, psychoanalytic pedagogy, upbringing, mechanisms of psychological defense, stages of child development, socialization, consciousness, unconscious, pleasure principle, reality principle.*

Introduction. Anna Freud, a daughter of the founder of psychoanalysis Sigmund Freud, was one of the first to apply psychoanalysis in order to develop and educate the child, and this interest remained steady throughout her life. In general, her position, unlike the positions of the representatives of

other psychoanalytic trends, is characterized by caution and balance. The psychoanalytic concept of A. Freud, addressed to teachers and educators, reflected the desire to significantly influence the process of development of a little person in order to prevent neurosis, prevent and level psychotraumatic factors that pathologically affect development of a personality directly in childhood, but also continue to feed painful manifestations in adulthood. A. Freud's discussion of the problems that arise in daily pedagogical and educational practice from a psychoanalytic position led to fundamental changes in the practical application of psychoanalytic theory and gave psychoanalytic views an applied character.

Analysis of current research. The general methodological, psychological and socio-pedagogical issues of A. Freud's ego-psychology are considered in the works of J. Aldridge, J. Kilgo, G. Jepkemboi (2014), D. P. Britzman (2003), B. J. Cohler (2008), R. Edgcumbe (2000), P. Heller (1990), A. Holder (2005), N. Midgley (2008, 2011, 2012), U. Peters (1985), E. Young-Bruehl (2008).

The aim of the article is to explicate the main ideas of A. Freud's ego-psychology and her contribution to psychoanalytic pedagogy.

Research methods. The study used methods of disciplinary, general scientific and philosophical levels. The methodological basis of the study is a systematic interdisciplinary approach. When using authentic texts by A. Freud, we applied general scientific methods: analysis, synthesis, induction, deduction, analogy, abstraction, generalization, idealization, formalization, etc.

Research results. Anna Freud (1895-1982), a teacher by education, taught in various private schools since 1914 (Jews did not have the right to teach in public education institutions). At that time, pedagogically oriented psychoanalysis was actively developing. After the end of the World War I, S. Bernfeld, together with W. Hoffer, opened the Baumgarten orphanage for orphans of Jewish origin, in which the first attempts were made to use psychoanalysis in the treatment of children (Midgley, 2008a).

In 1925, together with H. Deutsch and S. Bernfeld, the psychoanalysis training institute was established under the auspices of the Vienna Psychoanalytic Society. The fundamental works of A. Freud "Introduction to the technique of child analysis" (1927), "Introduction to psychoanalysis for teachers" (1930), "Ego and defense mechanisms" (1936) were created on the basis of lectures given by A. Freud to students of this institute. In 1926, A. Freud, together with other psychoanalysts,

founded a small school in Vienna for children from the age of seven. The children whose parents underwent psychoanalysis attended this school. In early 1932, Freud began working at the Vienna pedagogical consultation, where a group of pedagogically oriented child psychoanalysts in Vienna was formed (Young-Bruehl, 2008).

In 1937, she organized a kindergarten “Children’s Home”, which included day nurseries for infants from the poorest families in Vienna, created according to the principles of the Italian doctor and teacher Maria Montessori. In this institution of preschool education, research work was carried out to study the early stages of development; of particular interest to A. Freud and her colleagues were the early stages of psychological separation of the child from the mother. The institution created a base for studying the development of children. Long-term psychological observations, compared with the results of clinical studies, have become the fundamental basis for the development of child psychology in general and child psychoanalysis in particular. Another important point of advancement in this area is comparison of the child development data with adult material. It is this approach that allows us to identify complexities and differences in these two areas of psychoanalytic knowledge and practice, which contributes to mutual enrichment, deepening understanding, posing new problems (Peters, 1985).

In 1940, together with Dorothy Barlingham, they organized the Hampstead Orphanage, where they realized the idea of creating an applied, educationally oriented psychoanalysis. The Hampstead Orphanage consisted of three houses. The first house was intended for infants and young children, the second house was a kindergarten, and the third – a boarding school for evacuated children aged three to six years (Freud, Burlingham, 1943a).

The main areas of work of the Hampstead Orphanage were: 1) elimination of mental trauma caused by the war; 2) preventive work (minimizing the war-caused experience of separation); 3) research work (psychoanalytic study of children’s mental reactions to separation and life in an orphanage); 4) educational work with educators and medical staff on the problems of upbringing. From that time until today, having undergone a series of organizational transformations, the Hampstead Clinic continues to be a central educational and research center in the field of child psychoanalysis as well as normal and pathological child development (Freud, Burlingham, 1974b).

Special merit in the study of child development from a psychoanalytic position belongs to A. Freud, who laid the foundations for ego-psychology (psychoanalytic direction, emphasizing the importance of the development of the human “Ego”/“Self”). From the perspective of ego-psychology, children aged three or four are still able to relate the pleasure principle (according to which there is “It”/“Id”) and the principle of reality (according to which there is an “Ego”). As a result, children often violate social norms and are punished. She also stressed that the child’s “Superego”/“Super-self” is underdeveloped, so an adult should act as a carrier of “taboos” – rules and moral norms. According to A. Freud, adults should accept the child as he is, with his unconscious drives, and most importantly, teach socially acceptable ways to satisfy desires. In the work “The Norm and Pathology of Child Development” (1965), A. Freud pointed out the origins of psychoanalytic interest in children. She wrote that after the publication of her father’s (S. Freud) book “Three Essays on the Theory of Sexuality” (1905), many analysts began to observe their children and find confirmation of all the features of child development indicated by S. Freud: child sexuality, Oedipus and castration complexes. In this direction, in the 20-30’s, the pedagogical faculty of the Vienna Psychoanalytic Institute trained kindergarten educators and teachers. At the same time, well-known psychoanalysts (A. Aichhorn, S. Bernfeld and others) conducted observations of street children and young offenders. During and after World War II, these studies continued in specialized institutions focusing on the observation of infants and young children deprived of parents (Aldridge, Kilgo, Jepkemboi, 2014).

From early childhood, a situation naturally arises in which the child’s “It”/“Id” gives rise to various desires, the satisfaction of which depends on the will of the adult. For an infant and a young child, this situation is normal – an adult provides for their needs for food, safety and love. But the older a child becomes, the greater becomes his dependence on others in the realization of his desires, and this leads to the development of a passive attitude to the world and infantilism. According to A. Freud, an adult should organize the situation of interaction with the child in such a way that the child not only wants something, but also actively participates in the process of providing conditions for the realization of his desire. Such (albeit partial) control over the process of satisfying desires allows the child to become more familiar with the principle of reality and strengthen his “Ego”/“Self”.

The instinctive part has two components: sexual and aggressive (psychoanalytic law of bipolarity). Development of the instinct of self-preservation (sexual instinct) is determined, as in classical psychoanalysis, by the sequence of libidinous phases (oral, anal-sadistic, phallic, latent, pre-puberty, puberty). For the development of the instance "Ego"/"Self", the effective functioning of protective mechanisms is necessary. A. Freud outlines an approximate chronology of their development.

Exclusion is one of the mechanisms of psychological defense, which is characterized by the withdrawal from consciousness of an unconscious impulse, unacceptable for the "Ego"/"Self" and in its moral and ethical characteristics, which increases mental tension and anxiety. *Substitution* is a mechanism of reorientation of unconscious, unacceptable for "Ego"/"Self" and "Superego"/"Super-self", desires into acceptable forms, resulting in erroneous actions, neurotic symptoms. *Compensation* is a psychological mechanism that helps a child overcome unfavorable features of his own psyche, in particular, increased anxiety. *Projection* is a protective psychological mechanism that manifests itself in the fact that a child who has some negative personality traits does not recognize them in himself and at the same time unreasonably attributes them to other people. *Regression* is a defense mechanism in which the child returns to behavior characteristic of earlier stages of ontogenesis, perceived by the child as safer and more pleasant. *Denial* is a protective psychological mechanism by which a child denies a problem situation that causes anxiety. *Intellectualization* is a way to overcome mental stress with the help of too "rational" (arrogant) argumentation that does not correspond to the age of the child and is not accompanied by emotional reactions. *Reactive formations* (hypercompensation) are hyperbolization of personal qualities that cause feelings of inferiority, thanks to which the child gets the opportunity to assert himself at the expense of others.

In her work, A. Freud paid much attention to the problem of aggressive and antisocial behavior of children. At first glance, the problem of aggressive behavior at an early age from the point of view of psychoanalysis is explained by the fact that the child acts on the principle of pleasure and does not distinguish between socially acceptable and destructive ways of achieving the desired. However, A. Freud points out that the transition from the principle of pleasure to the principle of reality, which is associated with the development of children's ego, does not provide deliverance from antisocial forms of behavior. Thus, a number of

studies have confirmed that juvenile delinquents and homeless people reach a very high level of development of the principle of reality, but at the same time they are absolutely not socialized.

Each stage of child development, according to A. Freud, is the result of resolving the conflict between the “Ego”/“Self” and “Superego”. A. Freud believes that taking into account the stages it is possible to build a trajectory of a child development.

From the point of view of A. Freud, both identification of the level of development achieved along the corresponding trajectory and the ratio between all development trajectories make it possible to insert a diagnosis and provide recommendations for solving practical issues of child's upbringing. At the same time, she stressed, the discrepancy, the imbalance between different trajectories should not be considered as a pathology, since inconsistencies in the pace of development observed in people from an early age can be variations within the normal range. Steps from immaturity to maturity, rather than chronological age, are considered by her as indicators of development. If growth occurs through progressive advancement to a higher level, then normal child development, according to the views of A. Freud, goes by leaps, not gradually step by step, but back and forth with progressive and regressive processes in their constant alternation. Children in the course of their development take, as it were, two steps forward and one backward.

Unlike Sigmund Freud, who was primarily interested in the problem of unconscious determinants of the psyche, A. Freud was one of the first in the psychoanalytic tradition to apply the conceptual provisions of classical psychoanalysis in the study of the conscious sphere of a personality, focusing on the instance of “Ego”/“Self” (Vertel, Pasko, 2016).

According to A. Freud, child development is a process of gradual socialization of the individual, based on the psychoanalytic law of transition from the principle of pleasure to the principle of reality. In a newborn baby, all its (without exception) manifestations are subject to the principle of pleasure. To meet the vital (physiological) needs the child needs adults' help. We can say that a newborn baby is totally dependent on adults who care for him. And if the search for pleasure is the “inner principle” of the child, then the satisfaction of desires depends on the outside world. It is the mother who fulfills or rejects the wishes of the child and, thanks to this role, becomes not only the first object of love, but also the first object that regulates restrictions and prohibitions. Long-term

and systematic observations of children again confirm that the preferences and dislikes of the mother greatly influence the intellectual and emotional development of the child. Most actively, the child develops those functions that are more liked and stimulated by the mother. The slowdown in the development of the child is observed in the case of indifference and lack of approval and support of the child by the mother.

Although a newborn baby is helpless, he establishes an intimate (interdependent) relationship with his mother very early. In the early stages of development, behavior can already be identified. Immediately there is a category of “obedient”, “not capricious”, “meek” children and the category of “capricious”, “difficult” children who react sharply to any restrictions on the part of the mother.

In the process of growing up, the child acquires new skills to meet his vital (physiological) needs, which in turn brings new needs and desires to the fore. Satisfying new instinctive needs meets certain restrictions and prohibitions that are put forward by the mother. For a child, satisfying an instinctive need is an urgent, primary task that does not take into account the objective external situation, which in turn can be dangerous for the child's life. That is why the mother limits the child in satisfying these instinctive needs. Thus, an internal psychological conflict arises, based on a discrepancy between an internal need (desire) and an external factor (prohibition). This dissonance leads to the fact that the child is “lost” in the complexities of the external world (external objective reality).

A. Freud has repeatedly emphasized that the mental health of a child directly depends on how much his “Ego”/“Self” can withstand the influence of the unconscious, in other words, on whether the leveling of discontent will be successful. Children extremely hard, painfully endure restrictions on the realization of their own instinctive desires. In the concept of A. Freud, an immature child is considered to have the fundamental unresolved contradictions between his own instinctive desires and the possibility of their realization. This situation of dependence of the child on adult control is the catalyst for his development (Cohler, 2008).

Early childhood is completely subordinated to the pleasure principle, since the primacy of unconscious (instinctive) processes and partially conscious (preconscious) processes, such as: dreams, fantasies, etc., remains in the psyche. An individual who obeys the principle of satisfaction in his actions is guided solely by the internal need for the realization of his own desires. Thus, only the principle of reality provides control, ranking and

verification of one's own desires in accordance with the requirements of the social environment. Based on this, it can be assumed that the principle of reality correlates with successful adaptation and socialization, and the principle of pleasure with maladjustment and antisocial behavior. But this assumption is not as unambiguous as it may seem at first glance.

Prevalence of the principle of reality over the pleasure principle is a prerequisite, not a guarantee of socialization, and does not give any guarantee that the individual will comply with social requirements. Socialization is a defense against instinctive desires that are destructive in nature: aggression in all fundamental manifestations, thanatological intentions (associated with death), etc. With the help of mechanisms of psychological defense, one part of these desires is attributed to others (projection), others are transformed into polarly opposite desires (reactionary formations), some are forgotten (crowding out) or directed to other goals (sublimation). From the standpoint of ego-psychology, the protective processes of the psyche converge with the development of a personality and there is not a single internal contradiction between them. The contradiction lies deeper – it lies between the instinctive desires of the child and social reality, which is why the process of socialization of the child goes through with complications. Development of psychological defense mechanisms is a necessary condition for the development of “Ego”/“Self”.

The transition from the principle of pleasure to the principle of reality is possible only if certain functions of the “Ego”/“Self” are developed. Without established memory mechanisms, experience-based activity is impossible. If objective reality is not controlled, then the boundaries between internal and external, between the real world and the fantasy world are leveled. The transition from irrational to rational thinking contributes to adaptation to social requirements. This adaptation becomes adequate and conscious.

Formation of new mechanisms of socialization, namely imitation, identification, introjection, becomes possible by combining the principle of reality with thinking processes, which in turn contributes to the formation of “Superego”/“Super-self”. For a child, this process is a progress in adaptation to the environment. After all, the child not only learns the socio-cultural experience, but also actively reproduces it, becomes a direct participant in society. For the development and strengthening of the “Superego”/“Super-self” instance in a child, constant support from adults is necessary, which is usually parents or teachers. In

the absence of such support, the child may have doubts, disappointments, which will lead to the destruction of this internal instance.

This indicates that, in parallel with ego development, it is necessary to strengthen the child's "Superego"/"Super-self". But strengthening of the "Superego"/"Super-self" (which includes social demands and prohibitions broadcast by parents and society) should not occur by reinforcing demands, but by creating a situation in which the child not only obeys the environment, but also acts as one of the members of the social group that makes these demands. The child achieves a sense of such involvement in different ways – first through imitation of the parents' behavior, then through conscious acceptance of these rules and norms and obtaining satisfaction associated with observing these orders and obtaining approval. However, the internal instance "Superego"/"Super-self", which is responsible for the socialization of the child, is very weak for a long time and requires constant nurturing and support from significant adults for the child (parents, educators). Negative role models, non-observance by adults of the principles of life that they demonstrate to the child, negatively affect his development, causing disappointment in adults and in the requirements that they broadcast.

A. Freud believed that the lack of understanding of the child by adults is a consequence of their cardinal differences. Often, parents and teachers organize situations to create, in their opinion, the most adequate conditions for development, but children perceive them differently. In the process of psychoanalytic practice, A. Freud identified four types of situations of misunderstanding by a child of adults.

The first type of situations is related to the fact that the child perceives the outside world based on his feelings and experiences and at the same time ignores the feelings of other people.

The second type of situations is associated with the difference between rational and irrational features of thinking of a child and an adult. Children's irrationality is often interpreted by adults as their desire to resist against demands, which is a source of conflict. The discrepancy between rational and irrational forms of thinking is also related to situations of promise, A. Freud emphasizes that the adult proceeds from rational logic, and the child – from emotional experience.

The third type of situation is related to temporality, sensation, and perception of time, which is experienced by adults and children in different ways. When parents tell their child about their own departure

for a few days, they do not take into account the fact that the expectation of a preschooler is perceived differently (stretched in time), because the child finds himself in a state of increased anxiety. A similar situation arises when a child is left in kindergarten and talk about the supposedly imminent return of the mother. The expectation of the mother's return for the child is catastrophically stretched, although objectively the time of absence of the mother is insignificant. Taking into account the peculiarities of the children's response to time, A. Freud proposed to change the order of feeding in preschool institutions. If earlier educators first invited children and laid the table with them, that is, preschoolers were in a state of waiting for lunch, then the educators were asked to first set the table, and then invite the children.

The fourth type of situations has to do with differences in understanding and verbalization of problems of sex and intersex relations. A. Freud showed that children "translate" the real facts of sex differences in their language, for adults this "language" turns out to be rude and cruel. Children too straightforward (which is not accepted among adults) discuss the physiological structure of their own bodies, argue about where children come from, etc. Children in their own way understand the feelings experienced by adults, and translate into a system of concepts accessible to their psyche, which seems inadequate to adults. Moreover, this applies not only to physiology, but also to the psychology of relations between the sexes (Freud, 1965d).

The concept of A. Freud presents the stages in the intellectual and social development of children. She identified four stages of these areas of development.

The first stage is characterized by the unity of a mother and a child. The child behaves towards peers and other children in an asocial and selfish way (children are jealous of their mother for other children).

The second stage begins at the age of one and a half to two years, when another child arouses interest, becomes interesting, however, only as an object. A child may be interested in another child's hair, clothes, toys, etc. The other child is perceived as a living toy. Usually, when a child interacts with a toy, he can leave it without waiting for resistance on his part, but another child may resist such behavior that causes bewilderment in children.

The third stage (at about two and a half) is characterized by the fact that children begin to be interested in the same toys. However, their actions have not yet been coordinated and are isolated.

The fourth stage is characterized by the fact that preschoolers begin to cooperate regarding some specific goals (games for designing something). But with the achievement of the goal, such interaction may end. In the future, children move from cooperative interaction to interaction based on friendly feelings. According to A. Freud, from the age of three stable pairs of children can be formed, based on sympathy for each other. In a divorce, such children may experience “genuine grief”. It must be borne in mind that a child who is in stage two (when other children are only interesting objects for him) cannot be forced to behave like children who are in stage three or four (Freud, 1962b).

A. Freud paid much attention to the analysis of development of the child’s “Ego”/“Self”, which gave impetus to a number of scientific studies devoted to this issue. She identified several stages that the child’s “Ego”/“Self” goes through in the context of developing the ability to reflect reality in its objective manifestations.

The first stage of development of the “Ego”/“Self” is defined as presocial. A child still cannot distinguish himself from the environment. At this stage, the child is in “merging” with the mother.

The second stage of development of the “Ego”/“Self” comes with the ability to separate from the mother. This stage of Ego development is called symbiotic. The child begins to distinguish himself from the mother.

The third stage of development of the “Ego”/“Self” is characterized as impulsive. At this stage, the “Self” of a child appears. The child is still able to control his actions, but his individuality is manifested in the fact that he can say no.

The fourth stage of development of the “Ego”/“Self” is the stage of self-defense, which is characterized by the presence of self-control. The tasks of controlling their actions are associated solely with the desire to avoid punishment. To do this, the child willingly uses others to satisfy his own needs, that is, resorts to manipulation. Although the child acquires self-control, he does not yet have reflexivity (that is, awareness of his own actions from a moral standpoint) (Freud, 1981e).

The fifth stage of development of the “Ego”/“Self” – the stage of conformism – the child learns group norms. She establishes confidence in a peer group. Following group rules, the child begins to distinguish between good and bad and, as a result, he develops and reinforces a stereotype of behavior (Freud, 1981f).

According to A. Freud, the level of development of the “Ego”/“Self” in preschool children is different, which is clearly manifested in their games. Children who are at an impulsive stage of development of the “Ego”/“Self” are prone to verbal aggression and try to use physical force to establish their authority in the game. Children who go through the stage of conformity, adhere to the established rules and try to find a leader who would set them the direction of behavior. From this position, it becomes clear the expediency of uniting children into stable pairs, where one child submits to another and follows his instructions during the game. The higher the level of development of the child’s “Ego”/“Self”, the less inclined he is to obey, show conformism and the more he is ready for independent reasoning and action (Freud, 1981h; 1981g).

Each stage of development of the “Ego”/“Self” corresponds to characteristic personality traits that disappear and replace each other during the transition to the next stage. Thus, for example, childhood lying is characteristic of the impulsive stage and the stage of self-defense. It is very common for one child to complain to a parent or caregiver about another child who has offended him. If an adult tries to ask the guilty child about his guilt, he must remember that due to the main motive of avoiding punishment, the child will deny everything, and the actions of the adult will be unproductive (the adult will force the child to defend himself with the help of lies). It is equally wrong to address the feelings of a guilty child by drawing his attention to how another child is going through, since the child’s “Ego”/“Self” does not yet allow him to adequately perceive such actions of an adult. It is much better in this situation to invite the child to play alone to calm down. Therefore, the main task of an adult, according to A. Freud, is to show patience (Freud, 1952a; 1964c).

Conclusions. A. Freud continued the scientific tradition of her father S. Freud, expanding the understanding of the role and functions of “Ego”/“Self”, focusing on the conscious part of the psyche. A. Freud became the founder of a powerful psychoanalytic direction – ego-psychology. The fundamental merit of A. Freud is implementation in psychoanalytic and general psychological scientific discourse of the theory of mechanisms of psychological protection of the “Ego”/“Self” from the destructive influences of the unconscious part of the psyche “It”/“Id”. The main merit of A. Freud, of course, is creation of a new direction within the psychoanalytic corporation – child psychoanalysis, which outlined new opportunities for the development of psychoanalytic pedagogy. A. Freud identified a number of

aspects that a teacher should take into account in his work with a child: 1) realize the primacy of the unconscious in the child's psyche; 2) look at the child as the bearer of social norms and rules; 3) promote children's emotional reflection of their internal conflicts; 4) organize situations for different types of children's games; 5) create conditions for the redirection of accumulated energy in children into socially acceptable (socially conventional) activities; 6) support the child's initiative to know reality (objective reality); 7) establish emotional contact with the child.

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АНОТАЦІЯ

Вертель Антон. Педагогічні ідеї Анни Фройд: уґо-психолоґія у фокусі психоаналітичної педагоґіки.

У статті експліковано новаторські ідеї Анни Фройд у сфері дитячого психоаналізу та психоаналітичної педагоґіки. Представлено історико-педагоґічний екскурс педагоґічного поступу А. Фройд. Показано, що на відміну від свого батька, засновника психоаналізу Зіґмунда Фройда, якого цікавила насамперед проблема несвідомих детермінант психіки А. Фройд одна з перших у психоаналітичній традиції застосовує концептуальні положення класичного психоаналізу при дослідженні саме свідомої сфери особистості, акцентуючи увагу на інстанції «Еґо»/«Я». З'ясовано, що розвиток дитини (за А. Фройд) – це процес поступової соціалізації особистості, в основі якого психоаналітичний закон переходу від принципу задоволення до принципу реальності.

Експліковано стадії в інтелектуальному та соціальному розвитку дітей, відповідно до концептуальних положень еґо-психолоґії. Розглянуто чотири стадії цих напрямів розвитку. Розглянуто чотири типи ситуацій нерозуміння дитиною дорослих у процесі психоаналітичної практики. Перший тип ситуацій пов'язаний з тим, що дитина сприймає зовнішній світ на основі своїх почуттів та переживань і при цьому іґнорує почуття інших людей. Другий тип ситуацій пов'язаний з різницею раціональних та ірраціональних особливостей мислення дитини та дорослого. Третій тип ситуацій пов'язаний з темпоральністю, відчуттям, та сприйманням часу, яке переживається дорослим і дитиною по різному. Четвертий тип ситуацій пов'язаний з різницею у розумінні та вербалізацією проблем статі та інтимних стосунків.

Детально проаналізовано розвиток Еґо»/«Я» дитини, виділено п'ять стадій (передсоціальна, симбіотична, імпульсивна, стадія самозахисту, стадія конформізму), які проходить Еґо дитини у контексті розвитку здатності відображати реальність у її об'єктивних проявах. Показано, що для розвитку інстанції «Еґо»/«Я» дитини, необхідне ефективне функціонування захисних механізмів. А. Фройд намічає приблизну хронологію їх розвитку (витіснення, компенсація, проєкція, регресія, заперечення, інтелектуалізація, реактивні утворення (гіперкомпенсація).

Ключові слова: психоаналіз, еґо-психолоґія, психоаналітична педагоґіка, виховання, механізми психолоґічного захисту, стадії розвитку дитини, соціалізація, свідомість, несвідоме, принцип задоволення, принцип реальності.