

METHODOLOGICAL IMPERATIVES OF PSYCHOANALYTIC THEORY IN THE RECONCEPTUALIZATION OF PERSONALITY EDUCATION PARADIGMATIC FOUNDATIONS

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The article presents a theoretical and methodological analysis of psychoanalytic theory as a conceptual foundation for rethinking the paradigmatic principles of personality education. The scientific prerequisites for the emergence of the psychoanalytic approach initiated by S. Freud, as well as its further development within Post-Freudian and Neo-Freudian interpretations, are elucidated. The expediency of integrating psychoanalytic discourse into the contemporary psychological and pedagogical space in the context of education humanization and the increased attention to the child's inner world is substantiated.

It is determined that the methodological imperatives of psychoanalytic theory consist in recognizing the role of unconscious determinants of psychic development, considering intrapersonal conflict as a natural mechanism of a personality formation, and acknowledging the necessity of harmonizing individual drives with sociocultural demands. Emphasis is placed on reorienting educational influence from an authoritarian-normative model to a personality-centered interaction, which presupposes the support of autonomy, reflection, and emotional maturity of the subject, as well as the formation of the capacity for self-regulation and constructive experience of internal contradictions.

It is demonstrated that an appeal to the deep mechanisms of psyche formation expands the theoretical toolkit of contemporary psychology of education, particularly in the aspects of motivation, socialization, emotional development, and adaptation to social change. The principle of the educator's psychological competence is emphasized as a necessary condition for an effective educational process and the prevention of destructive forms of behavior. It is concluded that psychoanalytic theory emerges as a holistic worldview and methodological construct capable of facilitating the transformation of the contemporary paradigm of personality education toward its humanization, individualization, and enhancement of psychological well-being.

Key words: psychoanalysis; psychoanalytic theory; psychoanalytic pedagogy; methodological imperatives; educational paradigm; personality development; the unconscious; intrapersonal conflict; humanization of education; psychology of education.

Вертель Антон. Методологічні імперативи психоаналітичної теорії у переосмисленні парадигмальних засад виховання особистості

У статті здійснено теоретико-методологічний аналіз психоаналітичної теорії як концептуальної основи переосмислення парадигмальних засад виховання особистості. Розкрито наукові передумови становлення психоаналітичного підходу, започаткованого З. Фрейдом, а також його подальший розвиток у межах постфрейдистських і неопрейдистських інтерпретацій. Обґрунтовано доцільність інтеграції психоаналітичного дискурсу в сучасний психологічний та педагогічний простір у контексті гуманізації освіти та посилення уваги до внутрішнього світу дитини.

Визначено, що методологічні імперативи психоаналітичної теорії полягають у визнанні ролі несвідомих детермінант психічного розвитку, урахуванні внутрішньоособистісної конфліктності як закономірного механізму становлення особистості та необхідності гармонізації індивідуальних потягів і соціокультурних вимог. Наголошено на переорієнтації виховного впливу з авторитарно-нормативної моделі на особистісно орієнтовану взаємодію, що передбачає підтримку автономії, рефлексії та емоційної зрілості суб'єкта, формування здатності до саморегуляції та конструктивного переживання внутрішніх суперечностей.

Показано, що звернення до глибинних механізмів формування психіки розширює теоретичний інструментарій сучасної психології виховання, зокрема в аспектах мотивації, соціалізації, емоційного розвитку та адаптації до соціальних змін. Акцентовано на принципі психологічної компетентності вихователя як необхідній умові ефективного виховного процесу та профілактики деструктивних форм поведінки. Зроблено висновок, що психоаналітична теорія постає як цілісний світоглядно-методологічний конструкт, здатний сприяти трансформації сучасної парадигми виховання особистості в напрямі гуманізації, індивідуалізації та посилення психічного благополуччя.

Ключові слова: психоаналіз; психоаналітична теорія; психоаналітична педагогіка; методологічні імперативи; парадигма виховання; розвиток особистості; несвідоме; внутрішньоособистісний конфлікт; гуманізація освіти; психологія виховання.

Introduction. The theory of psychoanalysis, developed by S. Freud and later modified by his followers, was implemented in the reformist pedagogy of Western

European countries and the United States. In Ukraine, these psychological and pedagogical ideas were also present at the beginning of the 20th century; however, during



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the Soviet era they were prohibited. The return to the ideas of psychoanalysis in our country began in the 1990s. Unfortunately, there are currently no fundamental scientific studies devoted specifically to psychoanalytic pedagogy. Research of this kind is extremely necessary, since psychoanalysis can help the educator understand the student's condition, identify the causes of his or her academic failure and lack of discipline, and comprehend changes in the child's mental state. Both in the past and at present, pedagogy faces a whole range of complex unresolved problems, and it is entirely possible that psychoanalysis may provide new theoretical approaches and the necessary methodological tools for their resolution.

The orientation of contemporary society toward the education of a mentally healthy personality capable of easily adapting to the conditions of a difficult, stress-inducing socio-economic situation determines the interest of theorists and practitioners of modern education in a renewed interpretation of the pedagogical legacy of psychoanalytic pedagogy. The temporal and spatial characteristics of the origin and development of psychoanalytic theory, as well as the expansion and deepening of historically formed intercultural ties with Western countries and the experience accumulated there in implementing psychoanalysis into pedagogical theory and practice, determine our aspiration to study Western psychoanalytic pedagogy, since it was precisely in the twentieth century that its active formation and development took place.

The study is also relevant because psychoanalytic theory corresponds to contemporary trends in educational development, in which humanistic priorities occupy a central place. It concentrates its primary attention on the child's personality, on the specific features of his or her development, on the use of an individual approach in the process of working with children, and on mitigating the negative psychological consequences of interaction within the pedagogical process.

Materials and Methods. The methodological foundation of the study is constituted by the provisions of classical psychoanalysis developed by S. Freud and the concepts of his followers. The theoretical framework is formed by works on the history of pedagogy, philosophy of education, and developmental psychology, which elucidate the humanization of the educational process and the transformation of educational paradigms. The study has a theoretical and methodological character and is based on the analysis of sources concerning the formation of psychoanalytic pedagogy in the European and North American context of the 20th and 21st centuries.

General scientific and specialized methods were employed: analysis, synthesis, induction, and deduction – for the systematization of approaches; the historical-pedagogical method – for reconstructing the genesis of psychoanalytic pedagogy; comparative analysis – for identifying differences between traditional and psychoanalytic models of education; the structural-functional method – for determining the place of psychoanalytic theory within pedagogical methodology; hermeneutic analysis – for interpreting key concepts; conceptualization and theoretical modeling – for substantiating methodological imperatives in the trans-

formation of the paradigmatic foundations of education. The research was conducted on an interdisciplinary basis, integrating psychology, pedagogy, and philosophy of education, which made it possible to reveal psychoanalytic theory as a holistic theoretical and methodological resource for the development of the contemporary education paradigm.

Discussion. Already S. Freud and the psychoanalysts of the «first wave» drew attention to the problematic field of the pedagogy contemporary to them, which consisted in its orientation toward the consciousness of the student's personality, whereas, according to the theoretical provisions of psychoanalysis, this sphere possesses limited capacities. Consequently, it is necessary to engage other, deeper levels of the psyche. However, European educators of the early 20th century had no conception of them. Regardless of the direction or modification of psychoanalysis, all analysts were unanimous in asserting that, to resolve this problem, it is necessary: on the one hand, to expand the field of personal consciousness, and on the other hand, to turn to unconscious activity and reveal the inexhaustible possibilities of its development and self-development [3].

Yet this requires a new pedagogy grounded in the fundamental ideas of psychoanalytic doctrine. According to both the apologists of classical psychoanalysis and its revisionists, such a pedagogy should become psychoanalytic pedagogy. The concept of «psychoanalytic pedagogy» was explicated by Sh. Ferenczi at the International Psychoanalytic Congress in Salzburg in 1908. The aim of education in psychoanalytic pedagogy is the disclosure of the natural potential of the personality and the realization of his or her inclinations and abilities in the process of performing a system of social roles. Such an aim presupposes that: 1) the development and formation of personality are connected not only with consciousness but also with the inclusion of the unconscious in this process; 2) the sphere of the unconscious activates the individual's activity in mastering and qualitatively performing a system of social roles; 3) at the deep levels of the unconscious there is concentrated an enormous potential that contributes to the disclosure of inclinations and abilities of the personality and to a predisposition toward a particular type of activity; 4) by mastering the most significant social roles, the personality satisfies the fundamental need for self-actualization [13].

The first psychoanalytic educators sought a complete revision of the process of school instruction at the beginning of the 20th century. Pedagogically oriented psychoanalysts shared the ideas of «free education», supported the general democratization of the educational process, yet opposed granting children absolute freedom due to their inexperience and the incompleteness of personality formation. Moreover, one of the primary principles of psychoanalytic pedagogy was the aspiration to teach the child to exist in harmony with himself or herself, i.e. with his or her instincts, desires, and passions, which are products of the unconscious part of the psyche – with the aim of educating a healthy personality that does not suffer from intrapersonal conflicts. From the standpoint of psychoanalytic pedagogy, the child must master his or her drives, since granting complete freedom to follow all unconscious impulses is impossible, as this would lead to negative consequences [8].

Representatives of psychoanalytic pedagogy are characterized by the conviction that from an early age it is necessary to form a personality capable of limiting the need for gratification and of restraining as much as possible the power of innate, primitive instincts. However, excessive prohibition, inhibition, and suppression of desires, characteristic of traditional authoritarian education, contribute to the deformation of the spontaneous and individual personality. Within the context of this negatively shaped effect, the child feels helpless and unprotected, which leads to the danger of the formation and development of neurotic tendencies and disorders. Therefore, it is necessary to find an optimal variant of education – a path between granting complete freedom of action and imposing prohibitions – as well as those means that cause the least harm to the child's development. Psychoanalytic educators are thus inclined to consider it necessary, beginning in early childhood, especially during the sensitive period of development, to direct all passions and emotional impulses into a socially positive, constructive channel, safeguarding the child from intrapersonal conflicts that lead to neuroticization [4].

According to the psychoanalytic conception, education influences an immature personality characterized by plasticity, dynamism, flexibility, and susceptibility to socio-educational influences. Therefore, there are grounds to assert that during the childhood period of personality development it is more appropriate to apply formative educational influences, whereas in adulthood it is necessary to develop, support, and modify. S. Freud regarded psychoanalytic practice as a kind of «re-education» of the adult individual, a continuation of his or her upbringing aimed at minimizing the impact of traumatic childhood experience. This fact emphasizes that the problem of education cannot remain outside the attention of psychoanalysis. Followers of S. Freud concluded that an open approach to child-rearing, oriented toward enlightenment, would minimize the risks of the manifestation of neurotic disorders in adulthood. With the emergence and institutionalization of psychoanalysis, scholarly works began to appear whose authors sought to reveal the progressive role of psychoanalysis in the upbringing of children, parents, and teachers. Psychoanalysts advanced the principle of the «education of educators» as a necessary condition for a positive influence on children. Psychoanalytic pedagogy gradually acquired socio-psychological competence, because of which certain educational theories and styles were officially recognized as factors of neurotic personality development. From the standpoint of psychoanalytic pedagogy, psychoanalysis should play an important role not only in the sphere of individual prevention but also in the sphere of general pedagogy as a «positive educational system» [1].

Modern psychoanalysis has extended its influence on the field of pedagogical science, where primary attention is given to the peculiarities of the child's mental development in order to assist him or her in overcoming instinctual needs, as well as to eliminate neurotic states that arise in the process of family upbringing and education in preschool and general secondary education institutions. Psychoanalysis has contributed to the development of a deeper understanding

of the functioning of the child's psyche and of the processes of upbringing and instruction. It enables educators to better adapt their methods and strategies to support the individual needs and development of each student. The influence of psychoanalysis on pedagogy has become evident in various aspects of pedagogical practice and theory:

1. *Understanding child psychology.* Psychoanalysis has contributed to the development of a deeper understanding of child psychology and motivation. It has revealed the importance of unconscious processes and internal conflicts in childhood that may influence behavior and academic achievement. This knowledge enables educators to better adapt their approach to teaching and upbringing.

2. *The role of the educator.* Psychoanalysis emphasizes the importance of the educator's or teacher's role in the child's formation. Educators may employ psychoanalytic methods to understand the needs and emotional states of their pupils, as well as to help them overcome emotional difficulties.

3. *Personality development.* Psychoanalysis facilitates an understanding of how a child's personality develops, and which factors influence the formation of individual characteristics. This understanding allows educators to create conditions for the comprehensive development of each child's personality [6].

4. *Overcoming difficulties.* The psychoanalytic approach may be useful in working with children who experience learning or behavioral difficulties. Understanding the unconscious determinants of these difficulties can assist in developing individualized strategies and approaches to psychological and pedagogical support [10].

5. *Upbringing and socialization.* Psychoanalysis also influences conceptions of the processes of upbringing and children's socialization. It emphasizes the importance of interaction with the surrounding environment, family, and school, as well as their impact on the formation of personality and worldview [11].

6. *Psychological support.* In cases where a child experiences serious psychological problems, psychoanalysis may be used as a method of psychological support and therapy. This is particularly important for children who have undergone traumatic events or emotional difficulties [12].

7. *Emotional well-being and motivation.* Psychoanalysis underscores the importance of students' emotional well-being for successful learning. Understanding the emotional aspects that influence motivation and interest in learning helps educators create a supportive educational environment [7].

8. *Adaptation to change.* Educational processes are constantly evolving, and psychoanalysis assists in understanding how children adapt to new conditions and demands. This is especially important in contemporary education, where learning is becoming increasingly flexible and individualized.

9. *Social adaptation.* Psychoanalysis also examines the processes of social adaptation of children and adolescents. Understanding how unconscious processes may influence relationships with others and socialization contributes to the development of effective methods of support [9].

10. *The role of the family.* The psychoanalytic approach includes an analysis of the influence of family relationships and dynamics on the child's development. This enables educators to work with families and to support healthy relationships within the educational environment [14].

11. *Teacher self-development.* Psychoanalysis is also applied to the understanding and development of educators' professional skills. Teachers may use psychoanalytic analysis for self-reflection and for a better understanding of their role in the instruction and upbringing of children [5].

12. *Psychoanalytic diagnostics.* Methods of psychoanalysis are applied in educational practice. Psychoanalytic pedagogy may include projective psychodiagnostics, work with dreams, and the analysis of symbols to help students develop self-awareness and self-understanding [2].

Results. In contemporary psychoanalytically oriented pedagogy, attention is focused on the role of interpersonal relationships and sociocultural factors in the process of personality formation. Representatives of psychoanalytic pedagogy acknowledge the innate character of drives, indicating that specific human motivations are not a simple manifestation of instincts but the result of the transformation of these drives, which in turn depend on the reactions

of others to the child's needs. Psychoanalytic pedagogy attracts the attention of Western educators because it addresses the study of the deep mechanisms of the formation and functioning of children's psyches and the disclosure of the child's inner world with all his or her emotional experiences and psychic conflicts. Psychoanalytic pedagogy is characterized by an intensified focus on the most important problems of early childhood development, social adaptation, and issues of upbringing.

Thus, the psychoanalytic direction in pedagogy makes it possible to view the process of personality education from a different perspective. The principal task of psychoanalytic pedagogy is to draw educators' and parents' attention to the problem of studying the deep mechanisms of the formation and functioning of the child's psyche and to the disclosure of the child's inner world with its emotional characteristics. Psychoanalysis sharpens attention to issues of teaching and upbringing; however, the ways of resolving them require further research. The presented material demonstrates that psychoanalytic concepts possess both a methodological basis and methodological tools for addressing contemporary problems of personality development, upbringing, and instruction.

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