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Psychoanalytic Doctrine as a Historic-Theoretical Basis of Modern Psychoanalytic Pedagogics

Olga Fedotova¹

Southern Federal University, Faculty of Psychology, Nagibina street, 13, Rostov-on-Don, 344038, Russia

Abstract

The article analyses the peculiarities of the theoretical bases of psychoanalytic pedagogics which focuses on the psychoanalytic concept. The differences of the development of psychoanalytic pedagogics are shown in the context of ideological and organizational specifics in pre-revolutionary and post-revolutionary Russia. Due to the interpretation of publishing activity of modern schools representatives it is proved that the Russian psychoanalytic pedagogy is directed to the historical heritage of the psychoanalytical classics. The modern European psychoanalytic pedagogics develops its directions and subjects in the prognostic framework.

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1. Introduction

The formation of a new psychoanalytical practice is connected with the new direction of the origin coming from S. Freud. Having emerged as a means of neuropaths treatment, the method changed essentially in conceptual and methodological aspects. Taking up the idea of implicitness of neurotic symptoms, S. Freud put into the center of his theory the universals of unconscious psychic processes in which chaotic curtailment he saw the source of constructive and destructive tendencies of the human existence. They become the starting points of the growth of modern psychoanalytic pedagogics.

¹ Corresponding author. Tel.: +7-918 561 71 37
E-mail address: odfedotova@sfedu.ru
In S. Freud’s works the creative revisions of the irrational activity of the unconscious is done. The content of his theoretical heritage is to a large extend pedagogical, it reflects the idea of the conscious transferring of unconscious impulses by a person into the sphere of realized and further planned work on the appearance of new ideals and values.

The ideas of Freud found at once their followers all over Europe. But cultural consciousness of the Russian prerevolutionary society was not sensitive to the issues considered by Freud. The psychoanalytic ideas acquired some specifically intellectual and cultural status: first as a therapeutic tool, and only then – slowly and carefully – was perceived as a general psychological concept, which is very important for culture. So far in 1910 the Russian Psychoanalytic Society was founded. Completely explained is attention to the problems of psychoanalytic discourse about education in Soviet Russia. The scientific status of psychoanalysis has been strengthened after validation of General Directorate of academic, scientific, artistic and museum institutions (Glavnauka) at September 30, 1922 of new Russian Psychoanalytic Society, which existed till 1930. In May 1922 “Institut-Laboratory «International Solidarity»” was founded as an experimental institution of the Russian Psychoanalytic Society. Its aim was multilateral testing of new educational technology of forming of “new soviet man” on the bases of study of mental regularities of his development. Very famous psychoanalysts and advocates of psychoanalysis Sabina Spielrein and Vera Schmidt attended the State Psychoanalytic Institute (its activity was limited to the period 1923-1925) under the direction of Pr. I. Ermakov.

However, with the change of the ideological situation in the country the ideas of independence of mental life of the individual and recognition of its right of assessment of social life with personal-critical positions were evaluated as dangerous and undesirable. This position was shared by former translators of Freud’s work, which later became well known Soviet psychologists [1]. Due to this fruitful period many Russian psychoanalysts are famous abroad [2], [3], [4]. Break in the development of Russian psychoanalysis lasted to more than 60 years and ended due to the Decree of the President of Russia № 1044 from 19.07.96 “On the revival and development of psychoanalysis” [5].

The purpose of this article is to define the features of the development of pedagogical projection of Russian psychoanalysis in the 21st century in comparison with European trends, and to identify the theoretical foundations of psychoanalytic pedagogics as part of psychoanalytic theory. Qualitative features of psychoanalytic pedagogics can be explained on the basis of the publication activity and direction of educational research analysts.

2. Review of Literature

Historical and theoretical studies include the problems of the theoretical forming of a new psychoanalytical practice and its impact on the development of pedagogics in other countries [6], [7], [8]. On this topic there are so many foreign works that we shall give the titles of some specialized journals: Luzifer – Amor, Journal für Psychoanalyse, Psyche, The American Journal of Psychoanalysis, The Psychoanalytic Review, The Psychoanalytic Study of the Child, Studien zur Kinderpsychoanalyse. There are many books on the problems of psychoanalysis.

In modern Russia there are two theses on psychoanalytic pedagogics. They explore issues of European and German history of psychoanalytic pedagogics in descriptive terms [9], [10].
3. Method

For the solution of research tasks in relation to determination of publishing activity and thematic vector of professional journals in their historical dynamics were used content analysis (including statistical analysis of the units), comparative analysis, interpretation, analogy.

3.1. Source base research

To conduct content analysis as an information source chosen text arrays specialized journals “Psyche” (Germany, http://voltext.psyche.de) and “The Journal of Practical Psychology and Psychoanalysis” (Russia, http://psyjournal.ru). The journal “Psyche” is the only German-language monthly journal for psychoanalysis and its applications. It has been published since 1947 and is represented in the database Scopus. It has a high professional reputation.

The journal “The Journal of Practical Psychology and Psychoanalysis” is similar to the journal “Psyche” in its concept. It focuses on the practical applicability of the psychoanalytic perspective. It has a fundamentally different structure, separated by 27 thematic sections. The publication begins in 2000, which allows selecting the year in the starting point for conducting content analysis.

3.2. Instruments

The units of content analysis are categories having semantic loads denoting signs supporting the theoretical concepts of pedagogics.

A unit of account is the title of article.

We have employed the codebook and cording forms which are used in the current study for assist in providing a systematic design.

3.3. Procedure

During the procedure of content analysis were used all steps of content analysis as method including involves coding, categorizing (creating meaningful categories into which the units of analysis can be placed), comparing (frequency and amount of use of units of content analysis in analyzed journals and making links between them) and concluding – drawing theoretical conclusions from the text.

In proceedings were taken into account the following.

1. The entire meaningful volumes of publications including the main headings (Editorial, Discussion) except Index, Notes on Contributors and Notes for Contributors were included;
2. The article is a unit of account in the case in the journal Psyche”, on the pages of which it us located regardless of the volume of publication.
3. During the account a lexical unit of the title was neglected in case it formally corresponds to the pedagogical lexis, but carrying no semantic load in the used context. For example, the word “Professor” was used exclusively as an address.

3.4. Data analysis

Given the purpose of the study, data analysis entailed only one step: compiling a publication profile of the journals. To this end, the data (which was 100% quantitative) was subjected to simple statistical techniques such as frequency counts and percentages. Simple graphs were drawn in Microsoft Excel.

4. Results and Discussion

The first series of the content analysis was carried out on the basis of the articles presented in the journal “Psyche” (during the period from 2000 to 2012). The second series was devoted to content of the “The Journal of Practical Psychology and Psychoanalysis”.
As the analysis shows, theoretical articles are published in the journal “Psyche” with an enviable regularity. In them the directions of development of psychoanalysis are discussed. Also the subject field of psychoanalysis is specified, the definitions of traditional and new concepts (not introduced into scientific circulation) are given. There are presented the special publications devoted to the problems of a psychoanalytic projection of psychoanalysis. During 12 years of the publication of the journal the number of such kinds of works limits to 1. In some years the number of publications on psychoanalytic pedagogics is equal to 2. As the graph shows, the tendency to stabilization is observed. 2010 up to now the number of articles is not less than 2.

“The Journal of Practical Psychology and Psychoanalysis” includes 386 articles (7 articles devoted to the educational issues).

The results of comparative analysis of the total number of articles and the articles on a pedagogical perspective in both journals are displayed in Fig.2. Comparison shows that percent ration of the content is 1,8% to 1,9%, which proves that they are equal.

So, it is necessary to discuss the direction of the content of articles in the pedagogical projection. Content analysis of the content of publications shows clustering of articles (Fig. 3).
As the analysis of the character of articles shows, the journal “Psyche” addresses the issues of gender-specific development in patriarchal Islamic societies, actual psychoanalytic practice with the pedagogical purposes for all categories of clients, individually oriented educational psychoanalytic work, vocational training of psychoanalysts (including mutual training). “The Journal of Practical Psychology and Psychoanalysis” includes mainly historical perspective in the form of translated works of the classics. This situation raises the natural question of why this is so. We believe this is due to the re-opening of the psychoanalytical doctrine and Freud's heritage.

Really, it is very important for Russian re-openers to realize, what in his early works S. Freud used as synonyms the notions of “upbringing” and “the work of a psychoanalyst”, the task of whom is seen in giving the patient the role of co-researcher, compiling the anamneses of his problem.

Interpreting the problems of the psychic development of a child through the prism of having relict creations, S. Freud put forward the idea that in case of repeating in ontogenesis of a philogenetic line of deviation from parents, which appears in the kind of symbolic pushing away of the libido energy in the field of the unconscious shift may appear, forming into neurotic relics, appeal calls. The hurting delay must be found by a psychoanalyst and overcome with the help of the child’s activity. Such continuation of upbringing in the sense of elimination of infantile remnants is fixed by S. Freud in 1913 by a special term, got by the prefix derivation “die Nacherziehung” re-education, the secondary upbringing. The contrast to the earlier said statement that the upbringing is something, which is not influenced by psychoanalytical impact and can’t be substituted by it, S. Freud states the psychoanalyst’s interest must be spread only on the secondary upbringing or upbringing of an unprepared person (die Erziehung des Unfertigen), who hasn’t formed psychological structures yet on the basis of which one more reorientation of his spiritual world might happen on the blocking of destructive impulses which go back to childhood. The technology of the secondary upbringing is built on the call from the depth of memory the ousted trauma episodes, development of the direction on their overcoming, role-playing them in the symbolic form in the sign of the fact that they have been realized and reevaluated.

5. Conclusion

Thus, the development of the Russian psychoanalytic pedagogics makes its first steps in science and restores the gap of 60 years. It doesn’t develop its specific issues so that we can speak about new pedagogical concepts. The theoretical foundations have been created only in the western countries.

The empirical basis of psychoanalytic pedagogics made by a number of observation data on the peculiarities of spiritual life of a person on different aspects of his age development in revealing the explicitly which could be seen as definite interrelations and laws, demanding the theoretical explanation. The outcoming theoretical ground
are imaginations of simultaneously existing in human psyche of different structural layer (as reserving the
imprints of archetype formations, so perceiving to new layers, forming self consciousness ) and also definite
mechanisms, providing adapting to social norms by a single person and overcoming individual crisis.
In approaches to, the research of the problem of psychoanalytic pedagogics the grounding is done mainly on the
principles of causality, reflection. The hypothesis in modern research of psychoanalytic pedagogics plays more
specifying than prognostic role.
The theoretic massive of psychoanalytic pedagogics investigations are the concepts, building their themes round
the problem of formation or correction of the content of instances “It, I, Super I“. It is represented by a wide
range of ideas and constructions, making concrete peculiarities of regulation of human activities of a person by
pedagogical means. To this they refer mechanisms of ousting, negation, projection, identification, regression,
rationization, isolation, shifts, replacements and counter-replacement.
In spite of a large massive of specific pedagogical data on the types, of correction and adaptation, psychoanalytic
pedagogics has a tendency to intensive growth of knowledge in its field. Intensive knowledge growth is reflected
zur Kinderpsychoanalyse».
It indicates the fact that European psychoanalysts have the need for professional communication and it also
shows the intensive growth of knowledge in the field of psychoanalytic pedagogics.

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