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PECULIARITIES OF CHILD PSYCHOANALYSIS IN THEORIES OF DEPTH PSYCHOLOGY

Annotation. The article is devoted to the discussion of the main problems of modern child psychoanalysis as a scientific and practical direction of providing psychological assistance to the child and his family. The results of a historical and psychological study of the process of development of psychoanalytic knowledge about the child in psychology of the late 19th and early 21st centuries are presented. The author reveals the stages of evolution of psychoanalytic knowledge about the child. The results obtained cover a wide range of problems relevant for modern psychoanalysts working with children.

The article considers the professional achievements of representatives of depth psychology, practical methods of child psychotherapy and an in-depth understanding of the mechanisms of mental protection.

The article highlights the features of child psychoanalysis in the context of theories of depth psychology, focusing on the conceptual approaches of S. Freud, A. Freud, M. Klein, D. Winnicott and C. Jung. The historical evolution of child psychoanalysis, key theoretical positions and techniques of psychoanalytic work with children are analyzed. The article contains a theoretical overview, systematization of the main areas of research and outlines the prospects for further applied developments in the field of child psychoanalysis.

Key words: child psychoanalysis, depth psychology, psychological defense, mental trauma, play therapy, defense mechanisms, unconscious, psychotherapy, mental health, psychoanalytic methods.

Formulation of the problem. At the turn of the 19th and 20th centuries, psychoanalysis was launched as a radically new direction in the study of the psyche, which opened the way to understanding the unconscious and the internal dynamics of mental life. In the center of attention of S. Freud, childhood appears as the basis of mental development and personality formation. During the 20th century, numerous approaches developed within depth psychology, which differently interpret the nature of children's experiences, conflicts and ways to overcome them.

The establishment of child psychoanalysis as a separate scientific and practical direction was achieved thanks to the works of such researchers as A. Freud, M. Klein, D. Winnicott, who expanded the boundaries of Freudianism, focusing on the inner world of the child, the role of play, early relationships and defense mechanisms. Today, there is a need for an in-depth analysis of the theoretical approaches of depth psychology to child development and psychotherapy, with the aim of further integration into the practice of helping children.

The purpose of the article – to analyze the evolution of child psychoanalysis, its main theoretical positions and techniques of psychoanalytic work with children in the context of depth psychology.

The analysis of the latest research and publications. Issues of child psychoanalysis are actively studied by modern Ukrainian scientists, including in the works of M. Velykodna [1], V.

Lagutin [3], Y. Nelin [7], [8], devoted to the development of theoretical and clinical aspects of child psychoanalysis in the context of modern sociocultural challenges.

Presenting main material. The features of child psychoanalysis in the theories of depth psychology are an important aspect in the study of child development, mental processes and therapeutic assistance to children. Depth psychology encompasses several key areas (primarily Freudianism, Jungianism, object relations, ego psychology, etc.), and each of them has its own characteristics in the interpretation of children's experience and methods of working with children.

Child psychoanalysis originated within the framework of adult psychoanalysis, and, starting in 1909 (from the publication of S. Freud's classic psychoanalytic work «Analysis of a Phobia in a Five-Year-Old Boy», widely known among specialists as «the case of little Hans»), developed over the next century, gradually turning into a scientific and practical direction of modern psychology. S. Freud wrote little about children, but in almost all his descriptions of clinical cases he paid great attention to infantile manifestations in the psyche of adult patients, seeing the roots of neurotic conflicts of adults in their childhood experiences [2]. Initially, child psychoanalysis was understood by specialists as «psychoanalysis of childhood neuroses» [2]. Researchers of modern child psychoanalysis define it as a method of treating mental disorders in children by clarifying the interaction of conscious and unconscious elements of the psyche and bringing suppressed, repressed feelings and conflicts into consciousness [6].

At the current stage of development of psychological science, child psychoanalysis is defined as a system of psychoanalytic knowledge about a child that is dynamically developing and combines: 1) concepts of the child's socio-emotional development; 2) in-depth psychological research of the child's inner world; 3) techniques and practice of psychoanalytic therapy of children [1].

The emergence and formation of a scientific and practical direction in the development of psychotherapy, which is child psychoanalysis at the present time, is closely connected with the allocation of the concept of «child-patient» in the psychological scientific environment. The concept of "child-patient" stood out in the scientific world in connection with the manifestation of scientific interest of the first child psychoanalysts (G. Hug-Helmut, S. Spielrein, A. Freud, M. Klein, etc.) in the world of children's fantasies, fears, anxieties and emotional difficulties [4]. «Child patient» - a child with his own emotional needs, different from the emotional needs of parents and adults who care for him and those who raise him, with his own peculiarities of the development of the mental apparatus, patterns of growth and development, with a personal history. The main goal of psychoanalytic work with children, as before, remains the desire of specialists to «help the child return to the normal path of development» [1].

The evolution of child psychoanalysis has been complex and controversial. To this day, a wide range of problems remain on the agenda, on the basis of which controversy is being waged among psychoanalysts working with children. These include: 1) the possibility of applying psychoanalytic therapy to children of early and preschool age; 2) methods of working with parents of children undergoing psychoanalytic therapy; 3) the nature of resistance and transference of neurosis by children of different ages during psychoanalysis; 4) types of play material used in working with children of different ages; 5) modifications of techniques of psychoanalytic work with children suffering from severe psychopathology (narcissistic, borderline, psychotic); 6) development of techniques of adolescent psychoanalysis [4].

The principles of child psychoanalysis traditionally had several features: frequent sessions; mandatory work with parents whose children are in analytic therapy; use of games, drawings, modeling; use of interpretation as the main tool of the analyst; work with transference and countertransference [1].

Modern specialists distinguish the following features of modern psychoanalytic therapy of children: 1. Support of the analytical position, which sets the least possible restrictions on the treatment. 2. Interpretation is the main technique used when working with resistance in the treatment of a child

and adolescent. 3. The child psychoanalyst seeks to use as little educational measures and attempts to change the child's environment as possible, intervening only where necessary to maintain the continuity of analytic treatment. 4. The goal of treatment is to allow the child to realize his development as fully as possible, helping to make conscious those unconscious elements that hinder his effective activity. 5. The analyst's personality acts as a special object with which the young patient can interact and share any thoughts and feelings from the past, present and future as they arise. The analyst does not limit the patient's changing perception, but, on the contrary, continuously analyzes it [1].

Analysis of a large number of scientific sources allows us to distinguish several stages of development of child psychoanalysis [1; 3; 4; 7; 8; 10; 11; 12; 13; 14].

The first stage of child psychoanalysis can be called the stage of accumulation of empirical knowledge about child development. Trying to find confirmation of the concept of S. Freud about psychosexual development in early childhood, his students and followers collected various facts from real life and the history of development of their own children, children of their acquaintances and friends, analyzed children's dreams, their fantasies, observed the behavior of young patients in everyday life. The collected data were widely discussed at meetings of the Vienna Psychoanalytic Society and were published in periodicals. From 1912 to 1921, the international psychoanalytic journal *Imago* had a permanent section entitled «On the Nature of the Child Psyche» under the direction of the first child psychoanalyst, G. Hug-Helmut. This section featured various articles on child psychoanalysis, as well as psychoanalysts' observations of children. Among the first psychoanalysts who created a picture of the world of children and the development of children's fantasies, one can find the names of G. Hug-Helmut, S. Spielrein, K. Abraham, C. Jung, S. Ferenczi, M. Klein, and others.

The second stage in the development of child psychoanalysis can be considered the attempts of researchers to conduct psychoanalysis on their children. The beginning of this stage can be the work of 1909 by S. Freud «Analysis of the Phobia of a Five-Year-Old Boy», known to all child psychotherapists as the «case of little Hans». In this article, S. Freud describes psychotherapeutic work with a little boy who was afraid of horses. Therapy (more precisely, psychoanalytic observation of the child) was carried out by the father of the child himself, who brought his reports to S. Freud. The founder of psychoanalysis, speaking in modern language, supervised the received material and offered the father of the child various recommendations for the further implementation of the work begun. The case of little Hans is a modern version of filial psychoanalytic psychotherapy with a child. The technique used by S. Freud, K. Abraham, C. Jung, and M. Klein in child psychoanalysis was in the development stage, and therefore each experimented in a special direction, developing their own ideas about psychoanalytic work with children.

The third stage of the development of child psychoanalysis can be defined as a stage of a long-standing controversy on the topic: «Is it possible in principle to conduct psychoanalysis of children?» Experts discussed theoretical and practical issues: indications and contraindications to child analysis, resistance of the child and parents, organization of the setting and technique of working with children, the complexity of interaction with parents, the nature of transference in child therapy, etc. At this stage, child psychoanalysis was still considered by experts as an addition to adult psychoanalysis. This period was emotionally difficult for psychoanalysts, and later experts refused psychoanalytic work with their own children due to the development and improvement of the theory and practice of psychoanalysis. The result of the analysis of a number of personal tragedies in the families of analysts was the development of clear rules, requirements for the psychoanalyst, examples of which may be the passage of personal psychotherapy, as well as a psychoanalytic rule that imposes a ban on psychoanalysis of one's own children, children of relatives and close acquaintances.

The emergence of psychoanalytic works and research in the field of child psychotherapy and the application of psychoanalytic techniques is noted as the fourth stage in the development of child psychoanalysis. Experimental sites for the accumulation and verification of the obtained psychoanalytic material appear in the scientific field, the first psychoanalytic institutes that conduct

systematic psychoanalytic observation of children and adolescents and provide psychoanalytic assistance to children. The practice of training specialists in the theory and practice of psychoanalytic work with children and adults is expanding.

The fifth stage is the stage of active research into the causes of child psychopathology. After World War II, when, along with medical care, the question of psychotherapeutic assistance to the population arose, especially to children who had lost their parents and experienced the traumatic events of the war, new theoretical issues of child psychoanalysis were being developed in the created centers and orphanages, and new improved techniques with children were being developed. Research into the problem of attachment and the emergence of attachment theory (D. Bowlby, M. Ainsworth), the study of child psychoses and the emergence of the theory of separation-individuation (M. Mahler), the theory of object relations (D. Winnicott, R. Spitz, D. Stern, etc.) are key moments that turned the understanding of the nature of the development of neuroses upside down, which shifted the understanding of the origin of child psychopathology from the Oedipal to the pregenital pole.

In the 60-90s of the last century, the attention of Western specialists was directed to the early age of children - the first year of life. In psychoanalytic research, there is a shift in focus from studying instinctive life to studying the process of developing relationships between significant people, the emergence of preferences. The research of M. Klein, A. Freud, M. Mahler, D. Winnicott, D. Bowlby, R. Spitz, etc. formed the basis for the formation of modern views of child psychoanalysts. Along with the development of the theory of child psychoanalysis, there is also an active improvement of the technique of working with children.

The sixth stage is the development of the theory and methodology of child psychoanalysis, namely, the study of a child's play and the use of play for psychoanalytic purposes as a special technique used in the psychoanalytic space of child care. For the first time in 1919 in Vienna, G. Hug-Helmuth described the use of play in child psychoanalysis [15]. M. Klein used children's play activities in psychoanalysis with children aged 2.5–3 years [11; 13]. A. Freud used play in working with children of latent age [7]. Research into children's play activities for the purpose of psychotherapeutic care was conducted over the next 50 years, which became the basis for the development of certain areas of modern play psychotherapy.

The specific psychotherapeutic factors of modern child psychoanalysis are: 1. Recognition of the unconscious as the child's mental reality and work with the child's supports, fantasies, defense mechanisms, and internal conflicts. 2. Work with the products of the child's creative activity (games, drawings, fantasies), which reflect the conscious and unconscious sides of his mental reality. 3. Analysis of relationships in the therapeutic process (transfer and countertransference). 4. Verbalization, or the gradual transfer of linguistic and symbolic discourse from the unconscious to the conscious space. 5. Work with parents, which is currently receiving special attention from specialists [10; 11; 12; 13; 14].

Among the most famous child psychoanalysts in the world who have made a significant contribution to the development of this field are A. Freud, M. Klein, D. Winnicott, E. Erikson, R. Spitz, and others. One of the leading studies is considered to be the work of the Austrian psychologist A. Freud, the founder of child psychoanalysis. A follower of the theories of her father S. Freud, A. Freud studied the emotional state of children who had experienced the horrors of war for a long time, analyzing both the negative consequences of stress and adaptive mechanisms that helped overcome trauma. Her observations and research were of great practical importance not only for her time, but also laid the foundation for understanding children's mental trauma in the future. With the beginning of World War II and the continuous bombing of London, many children were evacuated and separated from their families. Hampstead War Nurseries, the first research laboratory where Freud and his associates cared for war victims, was founded in 1941. The main areas of work were recognized as: eliminating the physical and mental consequences of war, psychoanalytic study of the condition of children separated from their families, training educators and nurses in the psychological

understanding of their wards. In 1947, Freud founded the Hampstead Child Therapy Clinic, which later became the Anna Freud Centre. This institution was a leading center for treating children, training psychoanalysts, and conducting research in the field of child development. The researcher devoted more than 60 years of her life to psychoanalytic practice and scientific activity [4; 7; 12].

In general, the following main aspects of A. Freud's practical and scientific activities can be distinguished: the traumatic impact of war on children, child psychoanalysis, protective mechanisms of the child's psyche. Research methods: observation and description of the psychological consequences of war for a child (separation, loss, fear, trauma); development of approaches to rehabilitation; unique methods of analytical work adapted to childhood (fantasy, non-verbal associations); systematization and detailed description of psychological defenses (repression, projection, identification, sublimation, rationalization, regression, denial, etc.) [10].

Special attention to the theoretical and practical developments of egopsychology by A. Freud can be traced in the works of foreign and Ukrainian scientists H. Hartmann, M. Kelland, J. Levenstein, E. Erikson, E. Nelin, O. Yarova [4]. The key elements of A. Freud's research are the introduction of psychoanalytic theory into child psychology. She was the first to systematize methods of psychoanalytic therapy adapted specifically for children, because before her, psychoanalysis was applied mainly to adults. Thus, A. Freud considered the role of family relationships to be crucial for strengthening the emotional stability of a child who had experienced the traumatic impact of separation from parents. That is why «artificial families» were created in her institutions, which could partially compensate for the lack of parental care, which proved the importance of the presence of the family for the psychological stability of children, particularly in war conditions. Ukrainian psychologists are successfully adapting this principle, giving priority to the creation of a physical and psychological safe space. This can be both a physical shelter and an emotionally stable environment where the child feels protected [7].

Working with children is inextricably linked to the support of their parents or guardians, because, as A. Freud emphasized, a child can withstand any bombardment if there is a stable and loving adult nearby. The theory of defense mechanisms, which was developed by S. Freud at one time, was developed and adapted to new conditions by his follower A. Freud. Defense mechanisms, the researcher argued, are formed throughout a person's life as a way of adapting to traumatic events, internal conflicts, fears and phobias: «Defense mechanisms act as guards at the threshold of consciousness, protecting our inner world from excessive pain and stress». A. Freud proposed the first clear classification of psychological defense mechanisms, identifying three sources of anxiety: fear of destructive aggression of unconscious instincts, unbearable states of guilt and shame (remorse of conscience), and helplessness before the demands of reality [12].

A. Freud also expanded and systematized the main types of defense mechanisms, adapted them to the child's psyche, defining: denial (the first reaction to the pain of loss), repression (removing unpleasant experiences from consciousness), sublimation (forgetting about a traumatic event by switching to other types of activity), projection (the ability to remove responsibility for one's own desires and actions), regression (returning to a better past), and others. For a long time, A. Freud and her colleagues carefully observed the efforts of children to cope with stress in order to provide adequate psychological assistance in reducing feelings of anxiety and guilt to maintain balance. A. Freud was a pioneer in using play as the main means of communication and exploration of the child's inner world, emphasizing its importance for psychological development and cognition of the world. The psychologist's words that «children learn best through play and exploration» are the main principle of child psychology, which she actively promoted. The scientist also insisted on the need to establish a strong, trusting therapeutic alliance with the child in the process of play activities. A. Freud developed the concept of «developmental lines», which became an important tool for understanding the normal and pathological development of the child. These lines describe the sequence of stages of development in different areas of functioning. Conclusions. It is possible to highlight the general features of child

psychoanalysis, in particular, play as a child's «language» is the main way to access the unconscious. Active participation of parents – without working with parents, therapy is often ineffective. Emotional development is more important than intellectual development in the early stages. Early experience (the first years of life) is of key importance for the child's psyche. The child's unconscious is no less active than that of an adult, but it manifests itself differently [12].

Conclusions. Child psychoanalysis, as a scientific and practical direction, has gone through a difficult path of development from the birth of the ideas of S. Freud to modern complex theoretical and methodological approaches of depth psychology. The article traces the stages of evolution of psychoanalytic knowledge about the child, which include the accumulation of empirical data, the formation of psychotherapy techniques and the systematization of theoretical concepts of leading representatives of depth psychology – S. Freud, A. Freud, M. Klein, D. Winnicott, C. Jung.

Psychoanalytic practice of working with children is characterized by features that are determined by age, mental and social characteristics of the child's psyche, such as the use of game methods, work with unconscious defense mechanisms and active interaction with parents. Modern child psychoanalysis seeks to support the individual development of the child, helping to realize internal conflicts and experiences through a safe therapeutic space.

Analyzing historical and contemporary experience, it can be argued that child psychoanalysis remains a relevant and promising area of psychological assistance, which requires further development both in the theoretical plane and in practical work with children, especially taking into account the latest sociocultural challenges and mental traumas.

Systematization of knowledge about child psychoanalysis and critical understanding of its methods open up new prospects for the development of applied research in the field of child psychotherapy.

Prospects for further explorations in this direction. Prospects for further research lie in a deeper study of the influence of modern sociocultural factors on the mental development of a child and in the improvement of integrative psychoanalytic methods of psychotherapy, taking into account the individual characteristics and needs of children.

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