

PSYCHOANALYTIC THEORY OF FREUD

By
Monojit Gope
Research Scholar

INTRODUCTION

- ❑ Sigmund Freud (1856-1939) was an Austrian neurologist and psychiatrist who developed psychoanalysis, a method of psychotherapy.
- ❑ Freud's theory of personality is based on the idea that the mind is divided into three parts: the id, the ego, and the superego.

HISTORY

□ The history of psychoanalytic theory begins with Sigmund Freud, who developed the theory in the late 19th and early 20th centuries. Freud was a neurologist who was interested in the treatment of mental disorders. He believed that many mental disorders were caused by unconscious conflicts, and he developed psychoanalysis as a way to help people access and resolve these conflicts.

TIMELINE OF EVENTS

- **1895:** Freud and Josef Breuer publish *Studies on Hysteria*, which introduces the concept of the unconscious.
- **1900:** Freud publishes *The Interpretation of Dreams*, which lays out his theory of dream interpretation.
- **1902:** Freud founds the Psychological Wednesday Society, which later becomes the Vienna Psychoanalytic Society.
- **1923:** Freud publishes *The Ego and the Id*, which introduces the concept of the id, ego, and superego.
- **1933:** Freud publishes *New Introductory Lectures on Psychoanalysis*, which summarizes his theory.
- **1939:** Freud dies in London.

ORIGIN OF THE THEORY

- ❑ Sigmund Freud published many books and articles throughout his lifetime, and many of them contain his concepts of psychoanalytic theory. Here are some of the most important books that Freud wrote about psychoanalytic theory:
- ❑ **The Interpretation of Dreams (1900):** This book is considered to be one of the most important works in the history of psychology. In it, Freud lays out his theory of dream interpretation, which is based on the idea that dreams are the disguised expression of unconscious wishes.
- ❑ **The Psychopathology of Everyday Life (1901):** This book explores the ways in which unconscious thoughts and impulses can manifest themselves in everyday life, such as in slips of the tongue, forgetting names, and misreading words.

ORIGIN OF THE THEORY

- ❑ **Three Essays on the Theory of Sexuality (1905):** This book is a foundational text on the psychology of sexuality. In it, Freud discusses the development of sexuality in children, the different types of sexualities, and the role of sexuality in neurosis.
- ❑ **The Ego and the Id (1923):** This book introduces Freud's structural model of the mind, which divides the mind into three parts: the id, the ego, and the superego.
- ❑ **New Introductory Lectures on Psychoanalysis (1933):** This book summarizes Freud's theory of psychoanalysis. It covers a wide range of topics, such as the unconscious, dream interpretation, defense mechanisms, and personality development.

THE ID

- ❑ The id is the part of the mind that is driven by basic instincts, such as sex and hunger.
- ❑ The id operates on the pleasure principle, which means that it seeks immediate gratification of its desires.
- ❑ The id is irrational and impulsive, and it does not take into account the realities of the external world.

THE EGO

- ❑ The ego is the part of the mind that mediates between the id and the external world.
- ❑ The ego is responsible for reality testing, which means that it helps us to distinguish between what is real and what is not.
- ❑ The ego also defers gratification of the id's desires in order to satisfy them in a realistic and socially acceptable way.

THE EGO

- ❑ The superego is the part of the mind that represents our conscience.
- ❑ The superego is formed by our parents' moral values and expectations.
- ❑ The superego operates on the reality principle, which means that it tries to make sure that we behave in a way that is consistent with our moral values.

THE CONSCIOUS MIND

- ❑ The conscious mind is the part of the mind that we are aware of at any given moment. It contains our current thoughts, feelings, and sensations. Sigmund Freud, the founder of psychoanalysis, believed that the conscious mind is the smallest part of the mind. It is only aware of a small portion of the information that is stored in the mind. The unconscious mind, on the other hand, is much larger. It contains all of the memories, thoughts, and feelings that we have ever experienced, even those that we are not aware of.
- ❑ Freud believed that the conscious mind is important for a number of reasons. First, it allows us to interact with the world around us. Second, it allows us to make decisions and solve problems. Third, it allows us to express our emotions.

THE PRECONSCIOUS MIND

- ❑ The preconscious mind is a concept in psychology that refers to the part of the mind that is not currently conscious, but that can be brought into consciousness with effort. It is often described as the "borderland" between the conscious and unconscious minds.
- ❑ The preconscious mind contains a wide range of information, including memories, thoughts, and feelings. This information is not actively being processed by the conscious mind, but it can be accessed if needed. For example, if you are trying to remember a name, you may be able to access the preconscious memory of that name by thinking about it hard enough.
- ❑ The preconscious mind is also involved in a number of other cognitive processes, such as problem-solving and creativity. When we are trying to solve a problem, we may access the preconscious mind to search for relevant information. Similarly, when we are being creative, we may draw on the preconscious mind for inspiration.

TRANSFERENCE

❑ Transference is a phenomenon that occurs in psychoanalysis when the patient begins to relate to the therapist in the same way that they related to important figures in their past. Transference can be a helpful tool in therapy, as it allows the patient to work through unresolved conflicts from their past.

RESISTANCE

❑ Resistance is a phenomenon that occurs in psychoanalysis when the patient resists the process of therapy. Resistance can take many forms, such as forgetting dreams, missing appointments, or arguing with the therapist. Resistance is often a sign that the patient is approaching a difficult or painful topic in therapy.

FIXATION

- ❑ If a child's needs are not met adequately during one of these stages, they may become fixated at that stage.
- ❑ Fixation can lead to personality problems in adulthood.

TOPOGRAPHY OF THE MIND

- ❑ In addition to the three parts of the mind (id, ego, and superego), Freud also proposed a topographical model of the mind.
- ❑ This model divides the mind into three levels: the conscious, the preconscious, and the unconscious.
- ❑ **The conscious** is the part of the mind that we are aware of at any given moment.
- ❑ **The preconscious** is the part of the mind that we can access if we focus on it.
- ❑ **The unconscious** is the part of the mind that we are not aware of, but that still influences our thoughts, feelings, and behaviors.

STAGES OF DEVELOPMENT

- Sigmund Freud's psychosexual theory is a theory of human development that suggests that personality develops in a series of five stages, beginning in infancy and ending in adolescence. These stages are:

- ☐ Oral stage (0-18 months).

- ☐ Anal stage (18 months-3 years).

- ☐ Phallic stage (3-6 years).

- ☐ Latency stage (6-12 years).

- ☐ Genital stage (12-18 years).

ORAL STAGE (0-18 MONTHS)

- ❑ The oral stage is the first stage of psychosexual development in Sigmund Freud's theory of personality. It occurs during the first 18 months of life, and the mouth is the primary erogenous zone. Babies derive pleasure from sucking, biting, and chewing.
- ❑ Freud believed that the oral stage is important for developing a healthy personality. If a child's oral needs are not met adequately during this stage, they may develop oral fixations. Oral fixations are behaviors that are associated with the oral stage, such as excessive smoking, nail biting, or overeating.
- ❑ There are two types of oral fixations: oral-receptive and oral-aggressive. Oral-receptive fixations are characterized by a desire to be fed or to receive oral stimulation. Oral-aggressive fixations are characterized by a desire to bite or to inflict pain on others.

ANAL STAGE (18 MONTHS-3 YEARS)

- ❑ The anal stage is the second stage of psychosexual development in Sigmund Freud's theory of personality. It occurs during the second and third years of life, and the anus is the primary erogenous zone. Children derive pleasure from controlling their bowel movements.
- ❑ Freud believed that the anal stage is important for developing a healthy personality. If a child's anal needs are not met adequately during this stage, they may develop anal fixations. Anal fixations are behaviors that are associated with the anal stage, such as excessive cleanliness, stinginess, or stubbornness.
- ❑ There are two types of anal fixations: anal-retentive and anal-expulsive. Anal-retentive fixations are characterized by a desire to hold on to things, such as money or possessions. Anal-expulsive fixations are characterized by a desire to let go of things, such as waste products or emotions.

PHALLIC STAGE (3-6 YEARS)

- ❑ The phallic stage is the third stage of psychosexual development in Sigmund Freud's theory of personality. It occurs between the ages of three and six, and the genitals are the primary erogenous zone. Children develop an interest in their own bodies and the bodies of others. They also begin to develop sexual feelings for their opposite-sex parent.
- ❑ Freud believed that the phallic stage is a critical time in development, and that how it is resolved can have a significant impact on a person's adult personality. If a child's phallic needs are not met adequately during this stage, they may develop Oedipal or Electra complexes. These complexes are characterized by sexual desire for the opposite-sex parent and rivalry with the same-sex parent.

LATENCY STAGE (6-12 YEARS)

- ❑ The latency stage is the fourth stage of psychosexual development in Sigmund Freud's theory of personality. It occurs between the ages of six and twelve, and the genitals are no longer the primary erogenous zone. Children focus on other activities, such as school and friendships.
- ❑ Freud believed that the latency stage is a time of relative calm in psychosexual development. Children's sexual urges are suppressed, and they focus on developing their social and intellectual skills.
- ❑ However, Freud also believed that the latency stage is not a completely asexual stage. He believed that children's sexual urges are still present, but they are simply repressed. This repression is necessary for children to develop normally.

GENITAL STAGE (12-18 YEARS)

- ❑ The genital stage is the fifth and final stage of psychosexual development in Sigmund Freud's theory of personality. It begins at puberty and continues throughout adulthood. During this stage, the genitals are once again the primary erogenous zone, and people begin to experience mature sexual feelings.
- ❑ Freud believed that the genital stage is a time of great potential for personal growth. If people successfully resolve the conflicts of the earlier stages, they will be able to develop healthy and fulfilling sexual relationships. However, if people do not successfully resolve these conflicts, they may experience problems in their adult relationships.

KEY CONCEPTS OF THE GENITAL STAGE

- Here are some of the key concepts of the genital stage:
 - ❑ **Genital primacy:** The genitals are once again the primary erogenous zone.
 - ❑ **Mature object choice:** People begin to form mature sexual relationships with others.
 - ❑ **Genital love:** People are able to experience pleasure from sexual activity.
 - ❑ **Genital identification:** People develop a strong sense of self-identity.

OEDIPUS COMPLEX AND ELECTRA COMPLEX

- ❑ The Oedipus complex and the Electra complex are two theories developed by Sigmund Freud that describe the psychosexual development of children. The Oedipus complex is a theory that describes the development of a young boy's sexual desire for his mother and his rivalry with his father. The Electra complex is a theory that describes the development of a young girl's sexual desire for her father and her rivalry with her mother.
- ❑ According to Freud, the Oedipus complex begins in the phallic stage of development, which is when children are between the ages of 3 and 6. During this stage, children begin to develop an interest in their own bodies and the bodies of others. They also begin to develop sexual feelings for their opposite-sex parent.

OEDIPUS COMPLEX

❑ In the case of the Oedipus complex, the young boy develops a sexual desire for his mother. He also sees his father as a rival for his mother's love. This can lead to feelings of jealousy and anger towards his father. The boy may also try to compete with his father for his mother's attention.

ELECTRA COMPLEX

- ❑ The Electra complex is similar to the Oedipus complex, but it describes the development of a young girl's sexual desire for her father. The girl also sees her mother as a rival for her father's love. This can lead to feelings of jealousy and anger towards her mother. The girl may also try to compete with her mother for her father's attention.
- ❑ Freud believed that the Oedipus complex and the Electra complex are necessary stages of development. He believed that if children successfully resolve these complexes, they will develop healthy adult personalities. However, if children do not successfully resolve these complexes, they may develop personality problems in adulthood.

CRITICISMS OF FREUD'S THEORY

- ❑ Freud's theory has been criticized for being too deterministic, for not being supported by empirical evidence, and for being sexist.
- ❑ However, Freud's theory has also been praised for its insights into the human psyche, and it continues to be an influential theory in psychology.

CONCLUSION

- ❑ Freud's psychoanalytic theory is a complex and controversial theory, but it has had a profound impact on our understanding of personality.
- ❑ The theory is still used by some therapists today, and it continues to be the subject of research and debate.

THANK YOU

