

PSYCHOANALYTIC EDUCATION AND ITS PLACE IN THE MODERN SYSTEM OF EDUCATION AND TRAINING

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Abstract. This article presents the essence of psychoanalytic education and its place in modern education and training. Our intention is to put the authors examine its genesis and essence, and to emphasize its usefulness in solving various problems in the process of education and training.

Keywords: psychoanalysis; psychoanalytic pedagogy; education

The issue of education and educational strategies are essential for any society since they depend largely on what people will be prepared for the future. Education is a socio-cultural phenomenon of exceptional complexity. Its effects depend on the personality of the global concept that relies on it. It is well known that the formation of the child's personality, socialization, the development of personal potential depends on the competence of teachers – from educational approaches and technologies that are used in kindergartens and schools.

In the same degree, this process depends on the style of parenting, of the competence of the parents themselves. Therefore, issues related to the education of the children are up to date and significant problem for psychological and pedagogical theory and practice. Here we should note another fact which further complicates the issue and multiply phenomenon: every society, every new stage of development of society and motivate require changing the educational concepts and values. Education integrates universal values and aspirations, but at the same time is subjected to the "spirit of the times".

Educators, parents, and generally all people have an opinion about how to educate their children, believe that they are competent. At the same time found that the established strategies for education in the recent past, which still apply, are not relevant to the present.

There are different concepts and models of education: humanistic, Montessori method, positive education, behavioral model, etc. Among these models ranks and psychoanalytical approach or psychoanalytic pedagogy. For various reasons,

psychoanalytic pedagogy failed to gain positions and receive enough recognition in pedagogy.

That is why **we set out to examine** the genesis of psychoanalytic pedagogy, to outline some key problem areas and show that it has a place in modern educational models.

Psychoanalysis, created by Sigmund Freud, is a therapeutic method, theory of personality, school of thought, which strongly influences the approach, the understanding and the study of man. With their insight and daring, the founder of psychoanalysis draws attention to its system of many enthusiastic followers, and those who vigorously deny and criticize its “disturbing” ideas.

Psychoanalysis is a kind of “dismemberment of the soul”. The very therapeutic process consists of studying and monitoring the reorganization of personality and individual instead of accumulating tensions opened opportunities for calm, as far as possible to become more conscious control. It is contained in the possibility of individuals to express them in accordance with the reality principle and the situation does not imply testing of guilt and doubt. Introduction to the technique of child psychoanalysis and its subsequent implementation in teaching practice puts Anna Freud. Introduction to the technique of child psychoanalysis and its subsequent implementation in teaching practice puts Anna Freud. The actual prelude to the children’s analysis, however, is the work of Sigmund Freud’s “Analysis of the phobia of a five-year child” (1909), entered the literature as “Little Hans”. Young children also published analytical studies. Anna Freud is the one that handles this issue systematically and comprehensively (Atanassov, 2009: 85).

Psychoanalytic pedagogy comes from psychoanalysis. Sigmund Freud does not deal directly with the application of psychoanalysis in education and this is a major issue of his work, but in some of its publications concerns this problem. According to the founder of psychoanalysis no universal methods of upbringing, because the objects of impact wear different spatial dispositions. Psychoanalytic education is shaped as a pedagogical direction in the 20ies of XX century. Its members are mainly psychiatrists – psychoanalysts Anna Freud, Melanie Klein, Hans Tsulinger. They build on the ideas of H. Freud’s use of psychoanalysis in education. In Europe and the United States are detected advisory offices, experimental nurseries, kindergartens and schools. (Bowlby, 1940: 99).

Genesis of psychoanalytic pedagogy. Berlin Psychoanalytic Institute and the magazine “Psychoanalytic Education”

The fact is that Psychoanalytic publishing as a whole had a need of autonomy. It pleads for himself Freud. Independent publishing house Internationaler Psychoanalytischer Verlag was founded by him in January 1919 to ensure the independence of the psychoanalytic publishing. Rank worked extremely hard for the publishing house, Jones is also very active, especially with regard to publishing in England. Eventually,

he founded the International Psychoanalytic Library and the International Journal of Psycho-Analysis, whose first issue appeared in 1920. It published the first articles on psychoanalytic education. Nearly seven years later, Anna Freud questions the need for self-paper body that holds materials on psychoanalytic education. This puts her idea back in 1922 when a member of the Vienna Psychoanalytic Society. In 1924 he was accepted into the “secret committee” that was supposed to watch over the interests of psychoanalysis. This is the year in which it adheres to the already laid his thesis on the need for a journal Psychoanalytic Education. In those years, she did not stop his research and observations.

Influenced by the idea that A. Freud defends on the need of journal Psychoanalytic Education, in 1926 Henry Mengom and Ernst Schneider based magazine „Psychoanalytic Education“ magazine moved to Vienna in 1927 and has as its task to publish works that cover the area of experience of psychoanalysis in terms of children and adolescents (E.C.M., 1975: 983). Vienna magazine experienced its rise. For a short time it becomes obsolete and causes a number of new issues related to child analysis, pedagogy and the relations with her psychoanalysis. The magazine is an incentive for new studies and research in psychoanalytic circles.

Directly connected with the development of psychoanalytic education is the Berlin Psychoanalytic Institute. In 1920s Berlin became the center of psychoanalysis and the Berlin Institute was the first psychoanalytic training center in the world. He teaches in three directions (theoretical courses, personal analysis first patients under supervision), which were later adopted by many other training centers.

Institute (later Goering Institute) was founded in 1920 in Berlin with the aim: to further development of psychoanalysis. Among its founders and members are Karl Abraham and Max Ayttingon. Scientists at the institute continue the work of Sigmund Freud, but also doubt and some of his ideas.

Ernst Simmel, Hans Sachs, Franz Alexander, Sandor Rado, Karen Horney, Erich Fromm, Siegfried Bernfeld, Otto Fenichel, Theodor Reik, Wilhelm Reich and Klein are among the many analysts who have worked at the Institute. Polyclinic makes psychoanalysis accessible to poor people.

Many of the leading analysts in the Berlin Institute depart into exile or killed when Hitler came to power, Freud's books are burned in 1933 during the Third Reich gentle German psychoanalysts are trying to “save” psychoanalysis, by cooperating with the Nazis and other psychotherapeutic currents. In 1936 he formed “Institute für psychologische Forschung und Psychotherapie” (so-called Göring Institute). Its director Matthias Goering – cousin of Hermann Goering policy. In the institute conducted some psychoanalytic training.

One of the questions that has stood and continues to stand in front of psychoanalysis is that all children can “analyze”. Obstacle is that the child begins therapy on his own and set parental urge the therapeutic situation. According to Anna Freud children often have “an understanding of the disease”, but just express their own

language. The Ego ideal is the basis of therapy. This leads to today, when the child therapy “game therapy”. This “game therapy” developed in psychoanalysis for educators. In unpretentious way are exposed fundamental views of psychoanalysis, fighting against the “obsession with heredity” that wants, to bring all the qualities of the child to the biological dispositions. With these pedagogical Anna Freud predisposes its audience to perceive depth psychology and recognized the need for her upbringing and education process (Bowlby, 1973: 56).

Nature and problem areas of psychoanalytic pedagogy

Seen from the perspective of time, today paid dearly fact that our traditional education is “pushing and repressive pedagogy” but as parents are the product of such „educational art“ they themselves pass it to their children. Psychoanalytic pedagogy helps psychologists and educators to set new goals in education, because “man does not exist just for society: it is an end in itself as a person and individual” (Ratner, 1990: 26). “This is no modern pedagogy should not miss” (Ibid, 21).

Starting from the structure of personality, dynamism and conflict is seen between Id and Super-ego as the source of neurosis, in psychoanalytic pedagogy appears the role of education in shaping not neurotic, but a healthy person. In this regard, even Freud outlines the task of education – individual to make fit for cultural and social life. Freud’s disciples make psychoanalysis more socially oriented system. In this context, valuable are the views of Adler, Anna Freud, Melanie Klein, Françoise Dolto and other analysts on the issues of education and functioning of children from psychoanalytic paradigm.

Anna Freud (1928) states that pedagogy becomes “antipedagogy” when it recommends restrictions. Violence in the educational process is inappropriate.

One of the reasons psychoanalysis to connect to the educational process is the fact that the educator can better understand ourselves in the process. If the educator, based on sound psychological knowledge to successfully manage through influence to take the place of the parent imago and to some extent become Ego ideal for the child, then it can cause major changes in the nature. Psychoanalytic Education recommends teachers to become even “total over-I” for all children in an educational unit /class/. So they overcome their hostility and create a true community (Brenner, 1993: 98).

Right and wrong strategies of education are the main problem of pedagogy. In the book “Normality and Pathology in Childhood” (1965) Anna Freud tries to systematize and generalize on the basis of decades of psychoanalytic sessions with pedagogy and child psychoanalysis in general. Data exported its scientific work, today it is clear that growing conditions for new children differ somewhat from the children of previous generations. Unable to speak, however, that they are free from fear and conflict and this line of thinking, are no less prone to neurotic and psychotic disorders other. The error was not in the failed psychoanalytic role of pedagogy and in unreasonable expectations (Sternberg, 2010: 63). Psychoanalysis and psychoanalytic pedagogy which show that neuroses are the price that young people pay for cultural development (Klein, 2005:

99). Psychoanalytic pedagogy helps children fall into the small group of social class, to understand that there is more than one morality and lifestyle, and to realize that you can follow different sets of rules. This pluralism is able to make relative ideal, previously represented by the inviolable image of parents. In the introduction of psychoanalytic education in the early childhood years, this “event” will be held with less emotional load and willingness of parents to adopt the new rules and resist that their child follows. This closes the loop of communication between teachers, children and parents. Sometimes psychoanalytic pedagogy requires therapeutic reconnection classmates and friends of the child, subject to therapy. This assists the process of analysis, as classmate is the “moral support” to his friend (Rangelova, 2014: 123).

Psychoanalytic pedagogy for control of drives

Sigmund Freud postulated that psychic life is determined by the drives. If instincts are purely biological phenomena, the drives are something more complex – they exist in the form of images, memories, symbols, affective states, sensorimotor acts, dreams and fantasies and at the border between biological and mental; as hate moving and create tension seeking discharge (Freud later replaced it with the term psychic energy), i.e. drives can be controlled at the level found up. The impulse is genetically determined body whose action creates a certain inner excitement. The appearance of excitement led to action regardless of its inner determination can be modified considerably depending on the experience of the child. Should lead to the “satisfaction” attenuation of excitement. In overcoming the excitement reveals a certain sequence:

need – excitement – action – satisfaction – damping

The control of the drives is a problem that causes interest psychoanalysis Education, in parallel with the possible mechanisms that can be used to perform it. Satisfaction requires effort set **amount of psychic energy**, which loaded a person or object. Freud used a special term – cathexes, which means retaining, storing, loading, loading use. Cathexes is connected with mental phenomena. Psychic energy can be transferred directly on the site. What she moistures are different thoughts and memories composing the image of these objects. The strength of cathexes reveals the importance value of the site for the individual. Toddler mother that satisfies its needs, is highly kateksirana. Her image is filled with significance. All thoughts, fantasies, desires associated with the image of the mother will be charged with psychic energy. Therefore psychoanalytic pedagogy called for conducting psychological and educational communication, using the methods of psychoanalysis.

Drives are there from birth. They are granted, while the ego and super-ego began to develop after birth. Freud postulated two types of drives: life and death drive. This means that there are two kinds of energies associated with them (libido and destrudo). The dynamics of mental life is linked to internal conflicts, dissected on dynamic and functional status. These functional or structural separation sections are called Id, Ego and Super-Ego. Id is represented by instincts and is completely unconscious. Ego builds

on the functions associated with the individual environment. Super-Ego covers moral values and ideals to which they aspire. It includes the conscience and ego ideal.

At birth, Id contains all the psychic energy and only with the development, ego and superego are separated as independent parts. This differentiation begins with the development of the functions of the ego (as a little child can exercise some control over the environment). Super – ego develops much later (after 5 – 6 years of age and under 10 years of age is still fragile). Ego was formed in the first 6 – 8 months and 2 – 3 in the year of birth is already formed without completing its development.

Control of drives /including non-pathological ways to satisfy them /is an important moment in the development of children and adolescents. The emergence of sadism, masochism, narcissism, exhibitionism come from a “lack of basic knowledge in controlling instincts” (Atanassov, 2009: 112). Targeting own personality is suggested by our imagination that masochism is aimed at self sadism and exhibitionism includes consideration of the child’s own body. Analytical observations when children leave no doubt that masochistic tendencies suggest enjoying the aggression against oneself and exhibitionistic attraction – its nude. Or essential in this phenomenon, which can be seen even in children, and confirms in youth, youth and adulthood is changing facility at unchanged target.

In the process of controlling the urge psychoanalytic educators noticed the passage of love to hatred or disapproval of the child, be it to a particular person or object. As these two emotions in particular are often aimed at the same object, their co-existence in the world of the adolescent individual, is the most significant example of emotional ambivalence (Bleuler). A Situations “love yourself” when the drive can be controlled in the direction of implementation, depending on the external object of desire. Then the activity forces the child to “satisfy” the desire within the internal world. Polarity “I-not I” or “subject-object” is exacerbated enhanced the children’s world. It imposes on individuals already in young age and psychoanalytic educators have a clear picture of the resulting circumstance subsequent events. The child understands that it is powerless against drives, but can neutralize external stimuli, but still can not make the difference clear. This is where the teacher by placing the border, though thin and subtle. (Bowlby, 1980: 1182)

So adolescents under the authority of the pleasure principle undergoes further development. Insofar as the objects are sources of enjoyment, it takes them within himself, introtsira them (in the words of Ferenczi).

Teachers stand in front of a number of difficulties and challenges: the issue of the management of discipline in class and controlling aggression; how to how to master aggressive impulses. Important problems are with the discovery of gender differences in the Oedipal phase, infantile sexuality, masturbation, overcoming the Oedipus complex. In terms of their professional activity: whether and to what extent are stricter sanction, can manage the delicate process of forming the second and third instance of personality (ego and ego super). What is their motivation, self-understanding and the ability for reflection.

It psychoanalytic pedagogy, building of psychoanalytic theory can answer these questions to help educators to deal with the problem situations, work so as not to cause a psychological trauma in children and adolescents.

Emotions and neurotic conditions

Psychoanalytic pedagogy is interested in the emotional world of children and neurotic conditions that have arisen or may arise as a result of “drives pressure” (in the words of Winnicott) and its dissatisfaction. It should be noted that psychoanalysts are directed in different directions, the main dividing line becomes drive theory (Atanasov, 2009: 177). The main question is whether the conflict between drives and defenses is an explanatory model or impact on the environment and object relations are relevant to explaining the mental life. Object relations theorists focus on the environment as opposed to internal conflicts, the emergence of pathology.

Children analyst Melanie Klein developed a theory of primordial instincts connectivity of the object, thus shifting the focus from concept to drive the concept of respect. She accepted symbolization and process of creating symbols as an essential element of the development of the Self: “So symbolization ... is the foundation of the relationship of the subject with the outside world and reality ... how successfully the subject passes through this phase depends what extent is able at a later stage to absorb the external world corresponding to reality” (Klein, 2005: 99).

Klein used the game in psychoanalysis as a vehicle of fantasies, emotions and fears of children through the principle of free association. Her belief is that the condition for the application of psychoanalysis with children is the understanding and interpretation of their fantasies, feelings, fears, emotions and experiences – reflected in the game. When the game is hindered, these emotions affect reasons for this (Klein, 2005: 44). According to Winnicott introduction of the game in the psychoanalytic process in children, the most important contribution of Klein in child psychoanalysis¹⁾. (Ibid, 21)

Children analysts agree in opinion that the neurotic state derived from the conflict between the ego and his It. The warning not believed to very simple reasons given and decisions of the emerging neurosis are reasonable. The loss of reality in the world of neurotic affected child there. That at some point could be detrimental to its further emotional development. Neurosis itself is the result of failed ejection. This question is symbolic for child psychoanalysts. Gradually he became one of the central in psychoanalytic education and theorists unite not only about the process of loss of reality in children's neurotic conditions, and about the process of replacing the desire for this reality to another, that child likes²⁾. (Ibid, 22)

Emotions and feelings of the child are compromised and the result is a pathological behavior is clearly Klein. Thus arises the anxiety in the child, which is a factor to unlock pathology. Anxiety caused by unstable base, uncertainty and sometimes inability to express emotions. In the revision of anxiety theory of Sigmund Freud returned to the importance of the external world and adaptation of psychoanalytic theory. In a study on

the causes of anxiety Sigmund Freud shows the importance of the relationship between the child and his mother. Among the many situations of threat fundamental acquires threat of separation from the mother who cares for the child.

Psychoanalytic pedagogy supports the old insight of Goethe that “educated children could be born only if parents would be more polite”. Focus of psychoanalytic education is an emotional education, which determines whether children will accumulate „tanks with emotional tension and conflicts, or will develop without such strong emotional charges. According to Anna Freud parents are often not able to properly assess the basic and urgent needs of the child. For example, they should from the very birth of the child to offer a real symbiosis with the mother, emotional communication with her. Klein is adamant on the issue of emotions that a child needs a “**safe environment**”, which consists of loving him personalities, allowing him to transform his narcissistic libido into object libido and finally it must be fought patiently to master and control impulses. It should have about themselves examples that can encourage the formation of his Super-ego³. (Ibid, 20).

Childhood neuroses are the product of neuroses parents of unhappy marriages, errors in the wrong direction and upbringing of the child’s development. Anna Freud describes important neurotic symptoms in children, with child analyst who usually faces. Thus, for example, his advice is sought in sleep disorders, nutrition in children’s fears, behavior disorders, abnormalities in nature and actual children’s neuroses. Many children suffer from phobias, neurosis, hysteria. The crises of mental development are exacerbated dramatically primarily during puberty and can cause the adolescent severe neurotic disorders.

Mental breakdowns, suicides, psychosis and other conditions are not uncommon in the transition from youth to adulthood.

Psychoanalysis can deal with the treatment of neurotic conditions and emotional problems. Psychoanalytic pedagogy in turn, if educators have such competences to play a proactive role in the formation of neurotic symptoms in children and adolescents.

Attitude to psychoanalytic pedagogy has Donald Winnicott. His work occupies a special place in child psychoanalysis with its originality and rich practical experience and desire to make the theoretical concepts accessible to a wider audience. Winnicott analyze infants, children and adults in a state of regression and psychoticism. It explores the earliest emotional development and study the mechanisms of separation and differentiation of self. (Laplan, 2009: 81). English pediatrician determines the first six months of a baby’s life as the primary emotional development – the child is in a state of primary narcissism and object relations do not exist. The child is in a state of dependence, it is experienced as part of it and can not perceive it as a separate subject. At this stage the baby’s mother is the whole world. According to Winnicott’s “good enough mother “creates” helpful environment” which helps the baby in the construction of structured I, which is the core of creativity. If conditions are favorable (fear, shame) develop a false self that leads to a feeling of emptiness in the child, and later at the old man. Winnicott

believed that the baby needs apart from the supportive environment and frustration. (Ostruth, 2007: 45).

Good enough mother ‘ provides the contact with the reality of the child and helps the disappearance of the sense of omnipotence. So appear “transitional objects” that are real objects that soothe the baby and give it a sense of security. The transitional object is loved, hugging, paw, but also damage (bitten, hit, breaking). Usually transitional object is a favorite toy or blanket. The idea of the transitional object is to help the child overcome the fear of losing mother. Donald Winnicott draws attention to the children’s game, which is considered as an experience as creation. Through the game the child feels confident. The game promotes the development and communication with the child. (Wynikot, 2008:98).

John Bowlby is the creator of the theory of attachment. He postulated as undeniable fact that the first object to the child – the relationship with his mother, is characterized by the behavior of attachment (Bowlby, 1969: 81). This behavior of affection can be seen clearly from the end of the first year and consists of different types of reactions that occur separately initially. In normal development component instinctive reactions integrate directed to the mother and form the basis of the behavior of affection. The behavior of attachment is to maintain a degree of proximity or communication with the figure of attachment. Psychotherapeutic perspective attachment theory is of interest for studies in conjunction with the proven occurrence of personality disorders in relation to the dysfunctions in the attachment. (Winnik, 2001: 189).

The common point of all these theories is that mental development begins immediately after birth and that in the first months of life are built mental structures that form the deepest core of the personality. These structures are formed under the immediate impact of the “object” of the nearest surroundings. Not underestimate the role of genetic factors (on which we can not influence), for individual development, this report is an attempt to justify the role of the closest environment and object relations for the development of the individual in normal and pathological conditions. By creating a favorable environment for growth and development in the immediate surroundings, we can support development and prevent the onset of some disorders. One of the possible forms in this direction is to create an environment in which the child can be enticed to purposeful play to support its development. (Ibid, 18).

Bowlby and Winnicott are representatives of the school of object relations as mostly pay attention to children in early childhood. Because it put the spotlight his attitude subject – object, for them the self plays a more important role than ego. The characteristic is that both scientists rely on direct observations. Both believe that behavior patterns and objects that are created are innate. Bowlby focuses on the effects that has on mental development of the child’s separation from his mother. Winnicott was interested mostly on what mother-child relationship and how the mother can help the development of their child. (Ibid, 16)

While Winnicott focuses primarily on the mother-child relationship and created her living conditions, Bowlby believes that other surrounding people who are directly related

to the child's upbringing, played an important role in its development. At Winnicott mental functions of a small child is subject to strong affections and primitive fantasies because they are unrealistic. Bowlby no mention of this in their work. (Withers, 1999: 154).

Criticized by psychoanalysis Bowlby hypothesis that the propensity for attachment is biologically based system of instincts. The conception of Bowlby being subjected to criticism, is the hypothesis of similarity between grief in children and adults. But many highly valued is his theory of mother-child relationship, which he defined as one of five motivational systems of man. (Freud, 2014: 84)

For pedagogical power

Psychoanalytic pedagogy raises the question of pedagogical power. The problem of power in general, is regarded by Freud as the unconscious influence on human behavior. One often falls "crooked mirror" of the individual and enslave themselves alone. Adolescents are a risk group and are much more threatened by this paragraph from adults. This includes protective mechanisms that gradually become the learned pattern of behavior and applied every time you have grown up person gets into a difficult situation. Pedagogical authority should not be synonymous with obedience, and authority, and the authority itself has power, combined with the example of identification. Psychoanalytic pedagogy follows this pattern in communication and therapeutic communication between teachers, parents and students. (Bowlby, 1940: 165)

Pedagogical power can have "constructive use" within the inducing conformist behavior in the direction of a good cause and positive change. Psychoanalytic pedagogy states "automated conformism" as one of the most important mechanisms for "Escape from Freedom" (E. From). Educators point to a positive example, but modern psychoanalytic pedagogy question the phenomenon, since man loses its identity when it subject to conformity. Teacher's personality is authoritarian, but that authoritarianism is not total. Seen through the prism of psychoanalysis, masochistic tendencies are well defined. The same can not be said for sadistic tendencies that do not occur openly and brutally, but are streamlined in love, understanding, compassion, concern for others. (Ratner, 2010: 36)

Educator familiar with the methods of psychoanalytic psychotherapy, predisposes discharge of energy from the students. "The economic term" – discharging of energy used by Freud in the context of its performance physis models of the mental apparatus from the external or internal excite. Unloading, either fully or in part, led to the mobilization and motivation in the learning process. So the probability of Spaltung (cleavage of the Self) is less possible in children taught by teachers with psychoanalytic literacy than those without one. (Brenner, 1973: 73).

Conclusion

Nowadays psychoanalysis and pedagogy do not have enough in common for several reasons: 1. Despite the popularity of psychoanalysis, it shall not be accepted unequivocally by all. Sometimes it is "accused" in immorality, some-

times not understood because it directs its interest to the least accessible part of the personality – the unconscious. 2. Pedagogy likes that – to build the child to “dress in an acceptable social wrapper”, she has developed a system of rules that give clarity and orderliness while Psychoanalysis emphasizes the contradictions and complexities of human nature, which confuses rigidity of pedagogy. So for educators it is easier to prohibit, condemn, punish than to understand the complex world of the child and adolescent. Such conventional pedagogy aims to form in children qualities like obedience. 3. Psychoanalytic Education and psychoanalysis threatens educators and educational systems because questioning conventional models of education. So teachers would leave the comfort zone would be shattered their power and authority.

We take the view that education and socio-cultural complex and integrative phenomenon. No educational approach or concept, strategy based only on a paradigm that universal, and is relevant to all questions related to the process of education and training. Therefore, we think, in modern models for education and training appropriate to use multiple perspectives or paradigms. Although this position could be seen as an eclectic someone, it is appropriate, given the complexity of education, its philosophy and existentialism of modern societies.

Psychoanalysis and psycho-analytical pedagogy can and should be an integral and important part of modern models of education and training. At the same time she can not answer all the problems facing education, can not be relevant in all cases, which means that place in educational systems have positive psychology, and more, i.e. advocate inclusiveness in education and training.

Different approaches and models of education should form a dynamic structures and depending on the specific cases or conditions to use some or other educational approaches.

Psychoanalytic pedagogy could not unleash its true potential in time, but certainly it is not history, because it has a lot to give to the modern pedagogy . Psychoanalytic pedagogy has not lost its relevance , it must be integrated into the system of education and rational use of its strengths.

NOTES

1. http://www.dinamika-sofia.com/focus_object.html
2. <http://www.melanie-klein-trust.org.uk/paranoid-schizoid-position>
3. <http://www.melanie-klein-trust.org.uk/depressive-position>

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