
МЕТОДОЛОГІЯ І ТЕОРІЯ ПЕДАГОГІКИ

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Vertel A.

Candidate of Philosophical Sciences, Associate Professor,
Doctoral Student of Pedagogy Department
Sumy State Pedagogical University named after A.S. Makarenko
antonvertel@ukr.net
orcid.org/0000-0003-2247-7443

**CHARACTERISTICS OF THE RELATIONSHIP IN THE «MOTHER-CHILD»
DYAD AND THE «MOTHER IMAGE» DYNAMICS IN THE PSYCHOANALYTIC
PEDAGOGY OF DONALD WINNICOTT**

The article explains the concept of the British psychoanalyst, pediatrician and teacher Donald Winnicott regarding the special functions of the mother in early relations with the baby. Together with Anna Freud and Melanie Klein, he is considered to be the most influential representative of the European psychoanalytic pedagogy. A conceptual model of the earliest emotional development of a child is presented. It is shown that in the early stages after birth, the baby cannot be considered as an independent subject, but only in the «mother-child» dyad. In this regard, D. Winnicott introduces the concepts of «ideal» mother, «bad» mother, and «good enough» mother, which are very important for pedagogy. In the first months after the birth of a child, a «good enough» mother is in a state of «primary maternal anxiety» – this is a state of excessive, hyperbolized sensitivity, which creates conditions for the comprehensive disclosure of the child's developmental tendencies and stimulates the first emotional impulses.

It has been proved that a «good enough» mother should not only protect, satisfy basic (vital) needs, show care and love, but also allow the child to feel the effects of frustrations (special emotional states when the child, facing any obstacles, cannot achieve their goals and satisfy desires or needs), which are a prerequisite for normal child development. Only by facing frustrations does the child learn the reality of the outside world.

It is shown that the mother not only creates the physical body of the child, bearing it in the womb, but also fundamentally influences the development of the «Ego»/«Self» of her newborn child. The process of personalization takes place thanks to maternal care, special support – «holding». Unlike the «good enough» mother, the «ideal» and «bad» mother form a false «Ego»/«Self» structure in the child. A «bad» mother does not establish a holding, thus forcing the child to prematurely adapt to a reality for which the child is not yet ready – he needs support. The «ideal» mother also contributes to the creation of a false «Ego»/«Self», she establishes a holding, but then does not let the child go, this forms infantilism in the child.

Using D. Winnicott's psychoanalytical concept, we offer psychological and pedagogical recommendations that will help to establish a relationship with the child. The recommendations will be useful not only for young parents and teachers, but also to pediatricians.

Key words: psychoanalytic pedagogy, upbringing, primary maternal concern, holding, transitional experience, true «Ego»/«Self», false «Ego»/«Self», good enough mother, ideal mother, bad mother.

Problem statement. British pediatrician, psychoanalyst and teacher Donald Winnicott radically changed the idea of parents about raising children. Even today, his

principles relieve modern parents of the main anxiety – to turn out not to be good enough. In numerous scientific publications and public speeches, he constantly said: the best thing that teachers and doctors can do is to leave the young mother alone. This radical idea stood out against the background of the traditionally strict orders of European pediatricians and educators who advised parents on the proper care and upbringing of children.

From 1943 to 1962, BBC radio broadcasted D. Winnicott's lectures, devoted to a wide range of issues related to raising children, which were later turned into books. Over the years, the professional and parental community softened the demands of child care, and the term «good enough mother», which was introduced by D. Winnicott, became so popular that it entered the everyday speech of the British (and later not only them).

D. Winnicott was the first psychoanalyst who did not criticize or condemn parents. In his opinion, books and expert advice confuse young parents, undermine their faith in their ability to cope with parenthood on their own. Decades later, D. Winnicott's ideas remain relevant, challenging the bloated parenting industry.

Analysis of recent research and publications. The most general basis for the study of the theoretical foundations of a child's early emotional development in the context of psychoanalytic pedagogy are the works of A. Freud [6] and M. Klein [9]. The clinical and psychological aspects of D. Winnicott's psychoanalysis are explained in the scientific work of D.P. Britzman & A.J. Pitt [3], R. Ehrlich [5], D. Goldman [7], L. Hartmann [8], the problems of the general methodological and psychosocial plane are highlighted in scientific publications by A. Bainbridge [1], T. Bibby [2], L. Crociani-Windland [4], J. Nuttall & J.G. McEvoy [10], A.N. Sojot [11].

Highlighting previously unresolved parts of the overall problem. The problem of research lies in the fact that, despite the wide popularity of D. Winnicott, the general methodological, clinical, psychological and psychotherapeutic aspects of his psychoanalytic concept are explained to a greater extent in the scientific discourse, and the pedagogical aspects, unfortunately, remain neglected. Most of the original and innovative pedagogical ideas of D. Winnicott's scientific heritage are still not sufficiently studied.

The purpose of the article is to explicate D. Winnicott's concept of early emotional development of a child, to reveal the features of the relationship in the «mother-child» structure, to characterize the features of the dynamics of the «mother image» in D. Winnicott's psychoanalytic pedagogy.

Presentation of the main material of research. D. Winnicott described special functions of a mother in early relations with an infant. He believed that, in general, it is incorrect to consider a child in isolation from his environment. For D. Winnicott, there is no such thing as a child – only a mother-child dyad. At first, the child is in a state of non-integration, inseparability from his environment. This experience, according to D. Winnicott, is extremely important for personality development, and it is provided by the quality of maternal care.

The mother's task is to intuitively create a special environment for the baby, to form a world in which his wishes are fulfilled precisely and on time so that the child does not even feel interference from the «outside», but feels a certain «moment of illusion». In this, she is helped by the state of «primary maternal preoccupation», which normally occurs already in the last months of pregnancy, a special «attitude» towards the baby, sensitivity to his needs and demands. The child's experience in such an environment (holding) is described as subjective omnipotence. However, this condition gradually passes, and the mother begins to be haunted by failures. She reacts to the increasingly complex wishes of the child, which in turn leads to the fact that reality invades the child's experience, forcing him to grasp the gulf between desire and satisfaction, to realize his own dependence on the wishes of the mother, the need to take into account objective circumstances [16].

In later adult life, a mentally healthy person is oriented towards reality, but the core of his personality is the sphere of subjective omnipotence, spontaneity, and independent creative forces. Between infantile omnipotence and objective reality is a transitional experience, which is most concretely embodied in transitional objects – those that are paradoxically perceived by the child. It can be, for example, a favorite toy, its significance for the child is very great [17].

The concepts of a «good enough mother», transitional object, primary maternal concern, false «Ego»/«Self» are the main components of D. Winnicott's theory. He said that a «good enough» mother is a mother who responds to the child's needs in general, can withstand the child's frustrations, and can distinguish the child's needs from wishes. Needs are something in the inner world of the baby that exists constantly and does not depend on momentary impulses and that really needs a response, while desires are some spontaneous impulses.

D. Winnicott in his work «Distortion of the Ego in terms of the true and false self» describes how the child, in case of failure from these same maternal responses, forms the structure of the false «Ego»/«Self», which performs protective functions and protects the true «Ego»/«Self» from destruction or if the child feels the real «Ego»/«Self» is very fragile. D. Winnicott distinguishes 5 degrees of pathology of false «Ego»/«Self» – from the most pathological to a healthier state. The most pathological is the too distorting false «Ego»/«Self», which deprives the child of spontaneity. D. Winnicott believed that spontaneity and creativity are the prerogative of the true «Ego»/«Self», and if the false «Ego»/«Self» somehow suppresses and distorts the true «Ego»/«Self», then problems arise. For the normal development of the child, D. Winnicott points out, the mother first creates the illusion of his omnipotence and supports it in every possible way, with the help of her full adjustment, as much as she is capable, and then helps the baby to survive the loss of these illusions, that is, to cope with the reality that is inevitable for him will say that he does not control the object, that he is not omnipotent, as the child matures, the mother allows him to face frustrations that the child can handle [14].

A «good enough» mother welcomes the infant's omnipotence and to some extent supports this feeling. And she does it constantly. The real «Ego»/«Self» begins to live with the help of the power given to the weak «Ego»/«Self» of the baby by the ability of the mother to support any manifestations of this omnipotence. That is, the baby is not able to assess the degree of his fragility and he needs this illusion for development, for mental survival and acquiring the continuity of his existence.

The mother is «not good enough» if she cannot support the child's omnipotence and, moreover, constantly confirms it in response to new actions, emotional-volitional manifestations of the child, replacing them with gestures of prohibition, with the help of which the child is instilled with a sense of submission and compliance. The infant's submissiveness is an early stage of the false «Ego»/«Self» and a consequence of the mother's inability to sense the needs of her child.

The older the child becomes, the more the mother should pay attention to herself and less to the needs of the child. This attitude will allow the child to switch from subjective objects (which he creates in his imagination) to objective objects (which exist in reality).

An important role in the transition to a realistic perception of the world is played by how the mother reacts to the aggression of her baby. A real object is characterized by the fact that it can be relied on; in addition, it will not collapse if aggression is directed at it. A very little child does not yet know if the mother is real – he must find out. Thus, the child directs aggression at the mother, and if the mother cannot withstand it, the child concludes that she is a fantasy. Destroying the mother in fantasy, the child is convinced of her survival in reality, which confirms her independence as an external, real object. And from the position of a child, you can really rely on her, without fearing the destructive power of your own impulses. Afraid to destroy a favorite fantasy, the child is forced to restrain himself, that is, to fake his sense of self, forcing himself to feel other (false) feelings instead of aggression. This «use of the object», in turn, is important for the formation of the capacity for mature love in the future. This ability is at risk if the mother is «destroyed» by the child's aggressive outbursts – she becomes disoriented, loses her temper, falls into depression, etc. [13].

To understand the difference between a «good enough» mother and a «bad» and «ideal» one, it is necessary to consider these images through the prism of establishing or not establishing the holding and the true and false «Ego»/«Self».

A «bad» mother, first of all, does not establish a holding. Secondly, she thus forces the child to prematurely adapt to a reality for which the child is not yet ready – he needs support. The child cannot recognize himself in such conditions, which leads to the formation of false ideas about himself, to the false formation of «Ego»/«Self».

The «ideal» mother also contributes to the creation of the false «Ego»/«Self», but she «approaches» from the other side. She establishes a holding, but then does not let the child go (this is why it is so important to pay attention to oneself, one's own needs and interests and gradually reduce the degree of care over the child). This forms infantilism in the child – he «gets used» to the fact that everything will always be done for him, and the «habit» does not go anywhere over time.

The «ideal» mother satisfies the child's need even before he is aware of it. For example, feeds a child before he feels hungry. Therefore, psychoanalysts do not recommend feeding a child by the hour: where, after all, does a child learn that he is hungry and what is hunger in general? At the same time, an «ideal» mother is worse than a «bad» one, because in the first case the child merges with his mother, he does not know reality and is unable to cope with it. A «bad» mother nevertheless forces her child to learn about reality and learn to react to it [15].

Thus, a «good enough» mother, in contrast to a «bad» one, responds sensitively to the needs and spontaneous manifestations of the infant, forgetting even about her own interests. This creates a unique environment – a state of «holding» that nurtures the subjectivity of a nascent personality. But this behavior of the «good enough» mother gradually decreases, and she, unlike the «ideal» mother, provides moments of constructive frustration that do not traumatize the psyche, but immerse the child in reality. Otherwise, the development of serious mental disorders is possible [12]. In addition, a «good enough» mother is in solidarity with the child in a special attitude towards the transitional object, intuitively understanding its significance. She must also withstand the aggression of the baby, allowing herself to be «used» without becoming alienated and without resorting to retribution. According to D. Winnicott, an ordinary caring mother is capable of all this.

Parents and teachers face a rhetorical question, what makes good parents? Using the psychoanalytic concept of D. Winnicott, we offer psychological and pedagogical recommendations that will help to establish a relationship with the child.

1. Being good enough parents involves constant physical presence next to the child. The basis of normal communication in the «parent-child» system is support. The most important thing that parents can do is to create a zone of safe development, maintain a sense of security in the child, creating conditions for a full knowledge of the surrounding reality. This will allow the child to separate from his parents (or persons who replace them) without complications and successfully start his own adult life.

2. In communication with a small child, it is important to show empathy. For this, it is necessary to feel oneself in the place of a small child, to learn to recognize his emotional and voluntary reactions, to feel needs and desires.

3. It is important to be tolerant towards negative emotional manifestations of the child, without succumbing to their destructive influence. In case of hysterical behavior, it is necessary to be calm, maintain emotional closeness, and not distance oneself from the child. The mother can withstand aggressive tendencies on the part of the baby, without responding to them nervously.

4. A close relationship with parents of both sexes, both mother and father, is very important. In order for the child to be able to establish constructive relationships with other people in the future, the experience of healthy attachment is needed, which is established in the relationship with the mother, as the first, main significant object for the child.

5. It is extremely necessary to form confidence in the child that he is loved and appreciated. It is necessary to respect the child, not to condemn, but to help him learn about the world independently. Thanks to this, self-esteem is formed.

6. Parents are the closest and most accessible example for their own children. Therefore, in the process of upbringing, it is necessary to show strictness, but not excessive strictness, it is necessary to teach the child to control and regulate his own emotional states and to correctly react to the emotions of other people.

7. Parents' actions must be consistent. Words should not differ from deeds. The main rule of normal interaction is honesty. It is necessary to always keep promises, otherwise the child may develop such qualities as mistrust and lying.

8. Parents have the right to make a mistake. In a relationship with a small child, there is a place for short-term meltdowns, minor misunderstandings and quarrels. If the parents later return to the child, the relationship is restored again. After a stressful situation, the child receives an important experience: he feels that he is safe again. For the child, it is not important that the mother/father made a mistake, but how they solved the problem situation.

9. «Good enough» parents know how to enjoy life and rejoice in it. Spending their free time with their children, or watching their children play, parents should teach their children to enjoy life.

10. It is necessary to teach the child an empathic attitude towards others. Only then he will have the opportunity to become a harmoniously developed and kind person.

Based on the results of the research, we formulated the following general **conclusions**:

1. *A child does not need a «perfect» mother.* The scientist called on pediatricians, teachers and parents to understand each other, trying to convince them that in order to properly raise children, you don't need multifaceted specialists and countless instructions – every mother is «good enough» for her child without outside help. His concept of a «good enough» mother can be called revolutionary. She is not perfect: she inevitably makes mistakes in caring for the child, but then corrects them, draws conclusions and tries different approaches. The imperfect care of «good enough» parents brings «disappointment» to the child, which facilitates adaptation to the real world and helps to grow into a healthy and independent adult.

2. *Children don't need a perfect mother, but one they can love, hate, and rely on.* All that is required from her is to take care of the child, listen, believe and give the right to make a mistake. Thus, she creates conditions for the child in which he gradually acquires autonomy.

3. *Mothers have quite natural (intuitive) knowledge about the child.* For 45 years, D. Winnicott worked as a pediatrician and observed how the relationship between a mother and a baby was formed. He noted that women inevitably faced complex emotional processes: a feeling of complete confluence (fusion) with the newborn, bordering on the disappearance of one's own personality, fear of being a «bad» mother, misunderstanding of the child's behavior, irritation and depression. D. Winnicott associated this with a special sensitive state that occurs in the mother during pregnancy and continues for several months after childbirth. This condition allows the woman to «tune in» to the child and choose the appropriate method of care for her. D. Winnicott invented the broad term «holding» to define this process. It means everything a mother does for a child.

Holding, according to D. Winnicott, is formed during communication between a mother and a child thanks to a woman's natural intuition, which cannot be replaced by any books. On an intuitive level, the mother feels what she needs to do with the child, and most importantly, how and when. Such insignificant, simple, but constantly repeated actions of the mother give the child the feeling that he is really alive. Contact with the mother develops the ability to feel and show feelings.

4. *Speaking about the mother, D. Winnicott notes that a similar emotional state is experienced by the child's father, adoptive parents and other subjects who replace the mother.* In the first weeks of life, an immature and completely dependent child vitally needs a mother who is near her almost all the time and whose thoughts are completely occupied with her. Thanks to close people, the child develops a sense of identity and an actual «Ego»/«Self». All structural components of feelings and actions that form a child are integrated and the child becomes a whole, albeit dependent subject. Through the holding, the child gets the experience of reliability, a sense of security and the feeling that he is loved.

5. *Pediatricians must respect parents' knowledge.* Medical workers most often see the mother in an extremely dependent position – when she needs help. Because of this, doctors easily ignore the most important thing: they have an expert who takes care of the child all the time. The pediatrician is called only when the child is sick. It is very difficult for both parents if the doctor who is called does not notice what the parents are doing, adjusting to the needs of the child day after day – and not just when the child is sick. The mother can be a capable and mature woman who is able to make decisions on important issues

independently. But during childbirth, due to the very situation, she finds herself in a dependent state – and for a while entrusts herself to the doctors' care.

6. *D. Winnicott convinced doctors not to take advantage of their position and to respect the mother's independence as much as possible.* D. Winnicott urged doctors, nurses and teachers not to try too hard with instructions to parents. In his opinion, the professional should admire the unconscious, intuitive knowledge of a mother who is able to take care of her own child without specifically learning it. The value of intuition is that unconscious knowledge is not distorted by learning (experience).

7. *The main leitmotif of D. Winnicott's psychoanalytic concept* is a mother who is confident in herself and her own strengths and resources and who does not feel guilty.

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Вертель А. В.

кандидат філософських наук, доцент,
 докторант кафедри педагогіки
 Сумського державного педагогічного університету імені А.С. Макаренка
 antonvertel@ukr.net
 orcid.org/0000-0003-2247-7443

ОСОБЛИВОСТІ ВЗАЄМВІДНОСИН У ДІАДІ «МАТИ-ДИТИНА» І ДИНАМІКА «ОБРАЗУ МАТЕРІ» В ПСИХО-АНАЛІТИЧНІЙ ПЕДАГОГІЦІ ДОНАЛЬДА ВІННІКОТТА

У статті експліковано концепцію британського психоаналітика, педіатра та педагога Дональда Віннікотта щодо особливих функцій матері в ранніх відносинах із немовлям. Разом із Анною Фройд та Мелані Кляйн він вважається найвпливовішим представником європейської психоаналітичної педагогіки. Представлено концептуальну модель найбільш раннього емоційного розвитку дитини. Показано, що на ранніх етапах після народження немовля неможливо розглядати як самостійний суб'єкт, а тільки в діаді «мати-дитина». У зв'язку з цим Д. Віннікотт вводить дуже важливі для педагогіки поняття «ідеальна» матери, «погана» матери, «достатньо хороша» матери. У перші місяці після народження дитини «достатньо хороша» матери перебуває у стані «первинної материнської стурбованості» – це стан надмірної, гіперболізованої чутливості, який створює умови для всебічного розкриття тенденцій розвитку дитини та стимулює перші емоційні спонукання.

Доведено, що «достатньо хороша» матери має не тільки захищати, задовольняти базові (вітальні) потреби, проявляти турботу і любов, а й дозволяти дитині відчувати дію фрустрації (особливих емоційних станів, коли дитина, стикаючись з будь-якими перешкодами, не може досягти своїх цілей та задовольнити бажання або потреби), які є передумовою нормального дитячого розвитку. Тільки зіштовхуючись із фрустраціями, дитина пізнає реальність зовнішнього світу.

Показано, що матери не лише фізично створює тіло дитини, виношуючи її в утробі, а й фундаментально впливає на розвиток «Его»/«Я» своєї новонародженої дитини. Процес персоналізації відбувається завдяки материнській турботі, особливій підтримці – «холдингу». На відміну від «достатньо хорошої» матери, «ідеальна» та «погана» матери формують у дитини хибну (фальшиву) структуру «Его»/«Я». «Погана» матери не встановлює холдинг, таким чином, змушує дитину передчасно адаптуватися до реальності, до якої дитина ще не готова – їй потрібна підтримка. «Ідеальна» матери теж сприяє створенню хибного «Его»/«Я», вона встановлює холдинг, але потім не відпускає дитину, це формує в дитини інфантилізм.

Використовуючи психоаналітичну концепцію Д. Віннікотта, нами запропоновані психолого-педагогічні рекомендації, які допоможуть налагодити стосунки з дитиною. Рекомендації будуть корисними не тільки молодим батькам і педагогам, а й лікарям-педіатрам.

Ключові слова: психоаналітична педагогіка, виховання, первинна материнська стурбованість, холдинг, перехідний досвід, істинне «Его»/«Я», хибне «Его»/«Я», достатньо хороша матери, ідеальна матери, погана матери.