



PSYCHO-SEXUAL DEVELOPMENT THEORY
- SIGMUND FREUD

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GENERAL INFORMATIONS

- This theory originated from Freud in early 1990s as a way to understand and explain mental illness and emotional disturbance.
- According to him, children go through a series of psychosexual stages that lead to the development of the adult personality.
- His theory described how personality developed over the course of childhood.

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- Freud believed that personality developed through a series of childhood stages in which the pleasure-seeking energies of the ID become focused on certain erogenous areas.
- An erogenous zone is characterised as an area of the body that is particularly sensitive to stimulation.
- During the five psychosexual stages, which are the oral, anal, phallic, latent and genital stages, the erogenous zone associated with each stage serves as a source of pleasure.

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- Psychoanalytic theory suggested that personality is mostly established by the age of five.
- Each stage is marked by conflicts that can help to build growth or stifle development, depending upon how they are resolved.
- If these psychosexual stages are completed successfully, a healthy personality is the result.

The Structure of the Mind: Id, Ego, and Superego

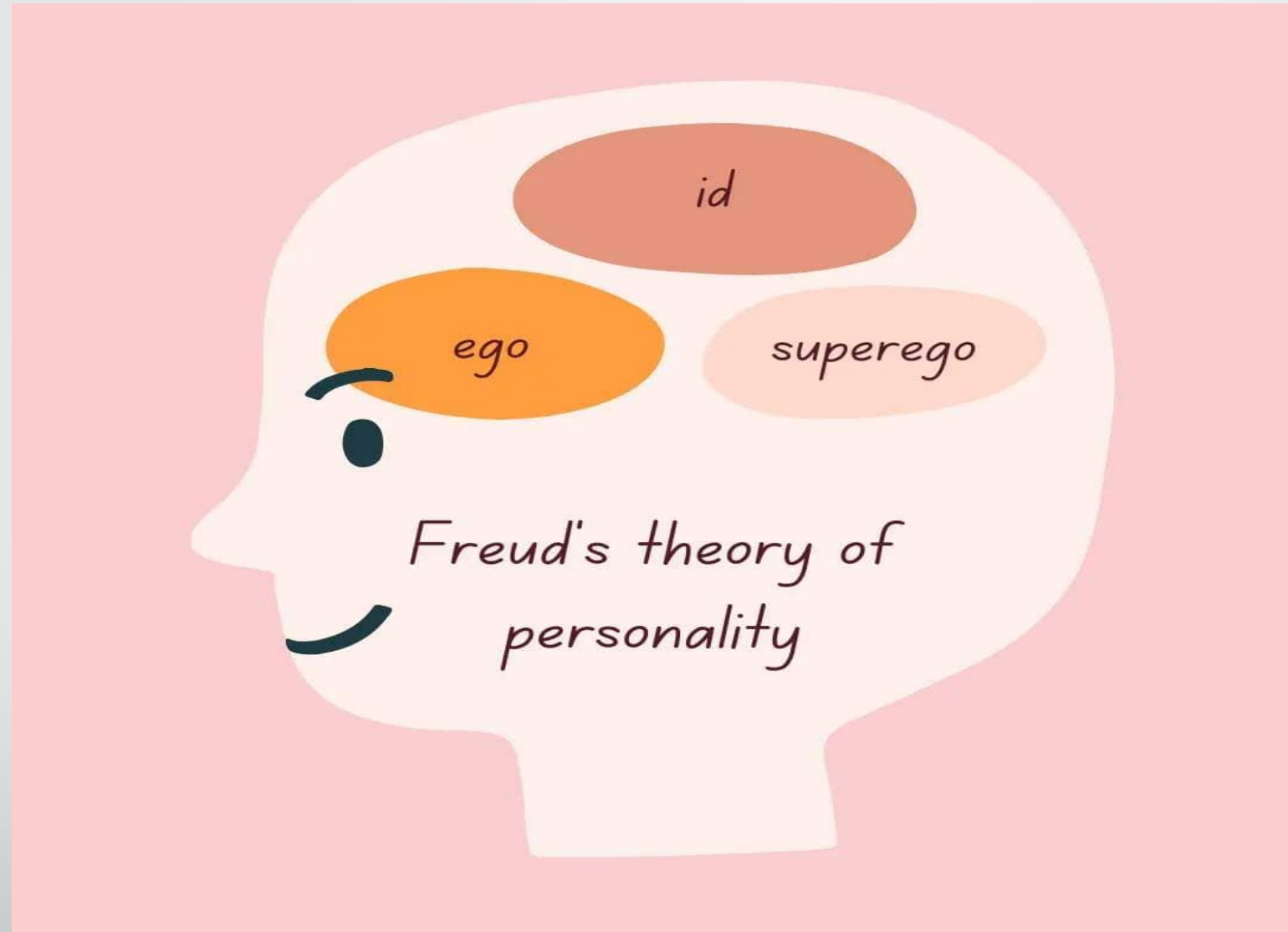
- According to Sigmund Freud, the human psyche consists of three components: the **id**, **ego**, and **superego**.
- The id represents our primitive, instinctual drives, including our desire for food, sex, and pleasure.
- The ego represents our rational, conscious self that mediates between the id and the external world.
- And the superego represents our moral and ethical sense, as well as our sense of right and wrong.

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- Together, these three components create complex human behavior as they interact and influence each other. The id is impulsive and seeks immediate gratification while the superego is concerned with social norms and moral values.
- This creates a constant internal conflict between our instinctual desires and our moral ideals. The ego tries to find a balance between the two, but this is not always easy.

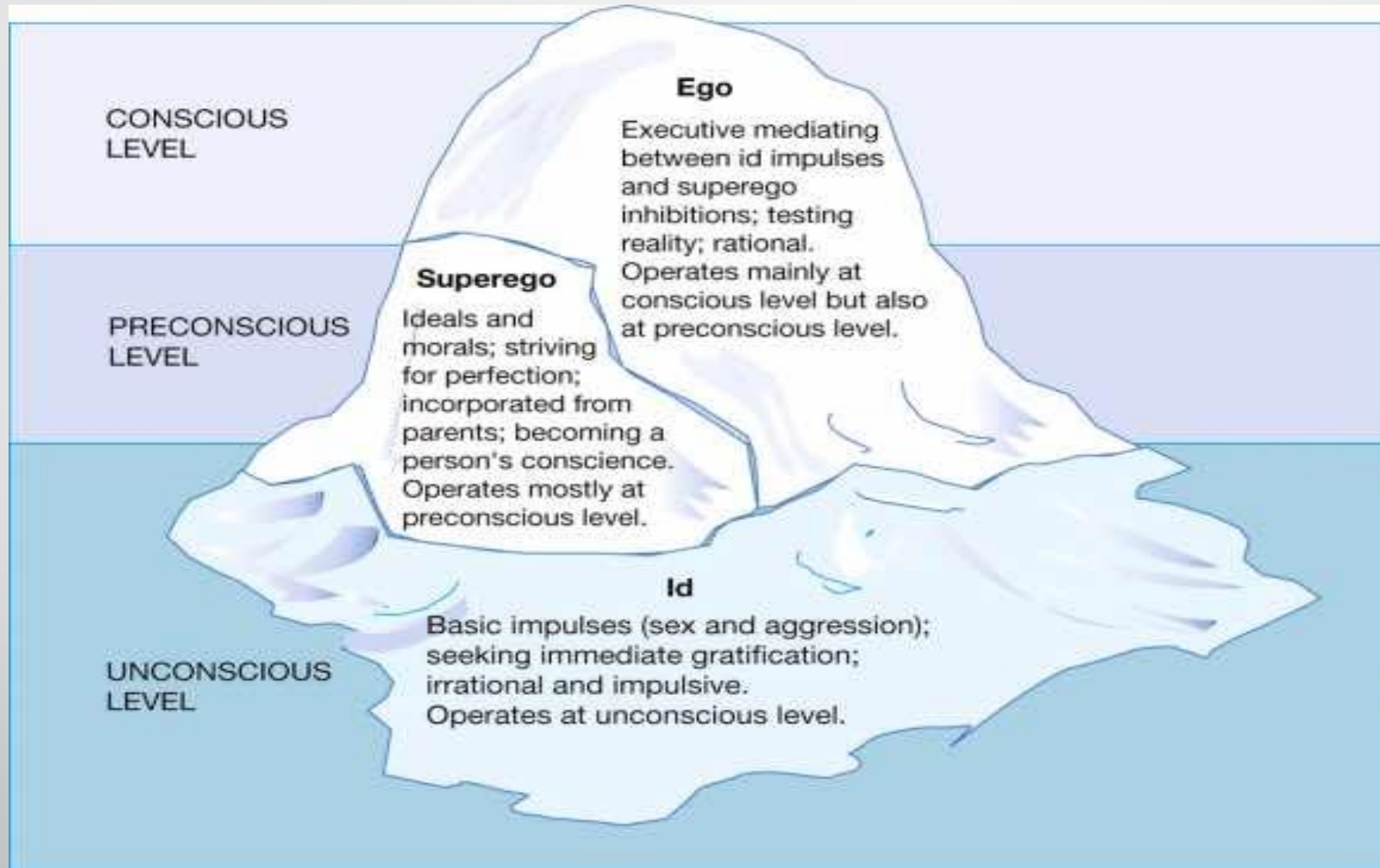
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- Furthermore, each individual's id, ego, and superego are uniquely shaped by their childhood experiences and environment. This can lead to complex variations in personality and behavior. Understanding the workings of the id, ego, and superego is a powerful tool for gaining insight into the human mind and behavior.



Sigmund Freud's Personality Theory

Defense Mechanism



Sigmund Freud's Psychoanalytic Theory

CONCEPTS

- ***Libido:*** Life maintaining energy which aims to seek pleasure through sex gratification. It can be equated to a river flow.
- ***Infantile Sexuality:*** A child passes through following different stages and having sexual desires too like adults.

1. THE ORAL STAGE (Birth to 1 year): Erogenous zone: Mouth

- During the Oral stage, the infant's primary source of interaction occurs through the mouth, so the rooting and sucking reflex is especially important.
- The mouth is vital for eating, the infant derives pleasure from oral stimulation through gratifying activities such as tasting and sucking.

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- The primary conflict at this stage is the weaning process—the child must become less dependent upon caretakers.
- If fixation occurs, Freud believed that the individual would have issues with dependency or aggression.
- Oral fixation can result in problems with drinking, eating, smoking or nail-biting.
- Because the infant is entirely dependent upon caretakers the child also develops a sense of trust and comfort through this oral stimulation.

2. THE ANAL STAGE (1 to 3 Years): Erogenous zone: Bowel and Bladder control

- During this stage, Freud believed that the primary focus of the libido was on controlling bladder and bowel movements.
- The major conflict at this stage is toilet training-the child has to learn to control their bodily needs.
- Developing this control leads to a sense of accomplishment and independence.

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- According to Freud, inappropriate parental responses can result in negative outcomes.
- According to Freud, success at this stage is dependent upon the way in which parents approach toilet training.
- Parents who utilize praise and rewards for using the toilet at the appropriate time encourage positive outcomes and help children feel capable and productive.

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- If parents take an approach that is too lenient, Freud suggested that an anal-expulsive personality could develop in which the individual has a messy, wasteful or destructive personality.
- If parents are too strict or begin toilet training too early, Freud believed that an anal-retentive personality develops in which the individual is stringent, orderly and obsessive.

3. THE PHALLIC STAGE (3 to 6 Years): Erogenous zone: Genitals

- Freud suggested that during the Phallic stage, the primary focus of the libido is on the genitals.
- At this stage, children also begin to discover the differences between males and females.
- Freud also believed that boys begin to view their fathers as a rival for the mother's affections.

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- **The Oedipus complex** describes these feelings of wanting to possess the mother and the desire to replace the father. However, the child also fears that he will be punished by the father for these feelings, a fear Freud termed *castration anxiety*.
- **The Electra complex** has been used to describe a similar set of feelings experienced by young girls. Freud, however, believed that girls instead experience *penis envy*.

4. THE LATENT STAGE (6 to Puberty): Erogenous zone: Sexual feelings are inactive

- During this stage, the superego continues to develop while the id's energies are suppressed.
- Children develop social skills, values and relationships with peers and adults of the family.
- The development of the ego and superego contribute to this period of calm.

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- This period is a time of exploration in which the sexual energy repressed or dominant.
- This stage is important in the development of social and communication skills and self-confidence.
- Fixation at this stage can result in immaturity and an inability to form fulfilling relationship as an adult.

5. THE GENITAL STAGE (Puberty to Death): Erogenous zone: Maturing sexual interests

- The onset of puberty causes the libido to become active once again. During the final stage of psychosexual development, the individual develops a strong sexual interest in the opposite sex.
- Freud believed that the ego and superego were fully formed and functioning at this point.

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- Teens in the genital stage of development are able to balance their most basic urges against the need to conform to the demands of reality and social norms.

Criticism

- The theory is focused almost entirely on male development with little mention of female psychosexual development.
- His theories are difficult to test scientifically. Concepts such as the libido are impossible to measure, and therefore cannot be tested. The research that has been conducted trends to discredit Freud's theory.

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- Future predictions are too vague. How can we know that a current behaviour was caused specifically by a childhood experience? The length of time between the cause and the effect is too to assume that there is a relationship between the two variables.
- Freud's theory is based upon case studies and not empirical research. Also, Freud based his theory on the recollections of his adult patients, not on actual observation and study of children.

Educational Implications of the Theory

- Freud's psychosexual theory explained that early experiences in the child's development of personality have a great impact on his or her behavior.
- A child's resistance to learning due to unfavorable environmental atmosphere, insensitive parents or teachers, and the child's emotional issues from a parent's relationship or people around him or her.

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- Freud's theory emphasizes that play is essential in a growing child. Schools should utilize play in their curriculum because it is vital in handling academic and emotional problems among children.
- A child's learning space should be conducive for learning either at home or in school. It should provide opportunities for continuous and creative activities and all rerouting of learning experiences.

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- There are students modifying reality to let go of anxiety or reduce conflict. In this regard, Freud's theory will help teachers to understand the importance of deep-seated feelings and drives that motivate student behavior.



THANK YOU