

PAPER- HISTORY OF PSYCHOLOGY

B.A. - Part-2 (Hons)

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Topic: THE PSYCHODYNAMIC APPROACH

The approach that concentrated on the unconscious forces that drive our behaviour ; belief that the inner forces over which individuals have little control motivate behaviour, Founded by Sigmund Freud, the most influential figure in the history of psychology. The basis of motivation and behavior lies in inner forces; forces that are predetermined, and forces over which humans have little control, which the person is not aware of i.e., unconscious determinants of behaviour It maintained that instincts are the driving force behind individual's personality; there are life instincts as well as death instincts that play a role in human life.

Significance of Psychodynamic Approach

- The most influential theory of the 20th century, that affected psychology and related disciplines in a revolutionary manner.
- Gave an entirely new perspective to the understanding of behavior and mental processes as well as mental illness.
- The first theory to raise the awareness that not all behavior is rational
- Gave an impressive, broad based, therapeutic approach
- Provided a basis to understand everyday life phenomena e.g. interpersonal relationships, aggression, prejudice.
- Many other, later, approaches built their paradigms on this approach - some by refining it, some by deviating from it.
- One of the main ideas is that there is an inner tension for the fulfilment of instincts, the tension leads to action for fulfilment, the fulfilment leads to reduced tension.

Topographical Structure of Mind:

Conscious: conscious is defined as consisting of those mental elements that are in awareness at any given moment.

Preconscious or sub-conscious: What a person perceives remains in consciousness for a temporary period and subsequently, when our attention shifts to something else it quickly goes into preconscious

Unconscious: The largest part of the mind. Consist those elements that can't become conscious.

Structural Model of Personality:

Is a three-part structure of the mind; containing id, ego and super ego.

Id: At birth, the entire mind consists of only id. It consists of pure, unadulterated, instinctual energy and exists entirely on the unconscious level. It is the source of basic drives; operates under the 'pleasure principle' i.e., it wants immediate gratification of needs. The id has two means of satisfying bodily needs, *reflex action* and *wish fulfillment*.

Reflex action is responding automatically to a source of irritation .e.g. an infant may sneeze in response to an irritant in the nose or reflexively move a confined limb, thereby freeing it. In both cases, reflex action is effective in reducing tension. Coughing and blinking are other examples of reflex action.

Ego: Mediates the link of the self with the outside world, "Real World", as well as between the id and superego; operates under the demands of the environment. It operates under the reality principle and operates in the services of id. In other words, the ego comes into existence in order to bring the person into contact with experiences that will truly satisfy his/ her needs. When the person is hungry, the ego finds food; when the person is sexually aroused, the person finds an appropriate sex object; and when the person is thirsty, the ego finds liquid. The ego goes through reality testing to find appropriate objects.

Super Ego: There is a third component of personality that makes things much more complicated, i.e. super ego. It is governed by the moral constraints. It develops from the internalized patterns of reward and punishment that the young child experiences i.e. Depending on the values of the parents, certain things the child.

Development of Personality: A Stage Approach

Psychodynamic approach proposed a stage- theory of the development of personality:

Oral Stage

Birth - 1 ½ Years

Ego formation begins, weaning begins, delayed gratification is learnt; body image develops

Anal Stage

1 ½ - 3 Years

Continuation of ego development; toilet training; formation of super ego

Phallic Stage

3 - 5 Years

Bodily and genital awareness

Genital Stage

Puberty - end of life

Symbolic gratification of drives; secondary process thinking.

Defense Mechanism

- i. **Repression:** Blocking unpleasant/ unacceptable thoughts by pushing them into the unconscious e.g. forgetting events of the painful childhood.
- ii. **Regression:** Reverting back to a stage that was satisfying e.g. a boss showing temper tantrums like a child; or acting like a baby.
- iii. **Displacement:** Redirecting the expression of unwanted desires or impulses to a substitute rather than the actual target e.g. beating children when a wife cannot express anger toward husband.

iv. **Rationalization:** In order to justify one's behavior, one develops a socially acceptable explanation or reasoning e.g. going for a second marriage saying that the first wife was quarrelsome.

v. **Denial:** Refusing to acknowledge or accept anxiety provoking thoughts or impulses e.g. being a heavy smoker but saying 'I am an occasional smoker'.

vi. **Projection:** Attributing unwanted thoughts and impulses to others e.g. a person takes bribe and blames the organization for paying him not enough salary.

vii. **Sublimation:** Converting unwanted impulses into socially approved thoughts, feelings and actions e.g. disliking the in-laws but behaving in a very friendly manner, or becoming a stamp collector to overcome the impulse to steal.

The Neo Freudian

- The theorists who belonged to the Freudian school and supported it, but later digressed on some issues and differed from Freud

- They emphasized, more than Freud, the following:

i. Current social environment play an important role in one's life.

ii. Life experiences have a continuing influence and childhood alone should not be of prime importance.

iii. Positive interpersonal relations of love and social motivation have a significant role.

iv. Ego functioning is significant rather than id.

v. Development of self-concept is important.

vi. Self-esteem is important.

1. Alfred Adler (1870-1937)

His theory is known as "individual psychology" which in many ways is the opposite of Freud's theory. For

Freud, individuals are constantly in conflict with one another and with society; Adler saw them seeking relationships and harmony, he looked upon mind as an integrated whole working to help to attain the future goals.

- Initially he was Freud's closest friend.
- 1911: Diverted and launched his version of psychoanalytic approach.
- Differed from Freud in:
 - i. Freud's negativity (e.g. Thanatos instincts)
 - ii. Freud's idea that libido is the prime impulse

Adler's Approach

Main concepts: Esteem, inferiority complex, birth order, will to power and style of life

- i. We are a product of the social influences on our personality
- ii. Goals and incentives drive us more than drives and instincts
- iii. Our goal in life is to achieve success and superiority

Inferiority complex: the feeling of being less able than others. It affects one's relationship with others and his achievement in many ways.

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Motivating Forces of Human Life

- i. Feeling of inferiority
- ii. People are primarily motivated to overcome inherent feelings of inferiority

Birth Order: has effect on personality. The first- born is different from the last one, and so is the middle- born different from others.

Sibling Rivalry: Siblings feel a kind of rivalry toward each other.

Psychopathology: Compensation: i.e., Compensatory defence mechanism combined with conscious or unconscious feelings of inferiority is the main cause of psychopathological behavior.

Function of the Psychoanalyst: To discover and rationalize such feelings and break down the compensatory, neurotic will for power.

2. Carl Gustav Jung (1875-1961)

A Swiss psychiatrist, founder of the analytical school of psychology, Jung presented a complex theory of personality.

- 1913: left the inner circle of Freud's students and colleagues, although he had chosen Jung as his successor.
- Was mystical in his understanding and description of personality.
- Had a positive approach toward one's ability to control one's destiny.
- His view of human nature is among the most complex ever portrayed. The human psyche is embedded in past, present, and future; it consists of conscious and unconscious elements, rational and irrational impulses, masculine and feminine tendencies, and a tendency to bring all these contradictory tendencies into harmony with each other. Self-actualization is achieved when such harmony exists, but self-actualization must be sought; it does not occur automatically.
- Believed that the spiritual side must be satisfied, which usually happens in middle age when many of the components of psyche have been discovered.
- Religion to him is the major vehicle in the journey towards self-actualization.

Jung's disagreements with Freud

- The understanding and description of the genders.
- The nature of unconscious.

The main Jungian concepts

Major goal of life: Unification of all aspect of our personality:

- Conscious and Unconscious
- Introversion (Inner Directed), Extroverted (Outer Directed)

Libido

- Energy for personal growth and development

Types of Unconscious

- **Personal unconscious:** Similar to Freudian view
- **Collective unconscious:** ideas beyond personal experience, inherited from ancestors' all generations, and common to all of humanity.

Archetypes

- **Part of collected unconscious, universal forms and patterns of thought:**

These include themes

that can be seen in myths e.g. masculinity, femininity, good, evil opposites, motherhood.

3. Karen Horney (1885-1952)

German- American psychologist Trained as a psychoanalyst in Germany who later shifted to the US. She agreed with Freud on the levels of unconscious, anxiety, and repression.

- She emphasized childhood experiences, social interaction and personal growth.

Disagreement with Freud

- Differed from Freud on primary impulses; impulses are not the main motivating force.
- Disagreed on Freudian position regarding the biological basis of differences between genders.

Main Concepts in Horney's Theory:

Basic Anxiety

- **A Major Concept:** If the Environment Is Hostile And The Child Feels Lonely And Isolated,

Then This Anxiety Develops. It Can Be Overcome By **Proper Parental Nurturing**

Basic Hostility

- Children develop such hostility if parents are over strict, punishing, indifferent, or inconsistent.

- Children feel very aggressive and hostile but cannot express it. Repressed hostility leads to anxiety.

Social Interaction and Interpersonal Styles

She talked about the ways in which people interact with each other, and these were thought to have an

Impact upon the personality of an individual:

- **Moving away from others:** seeking self sufficiency and independence
- **Moving toward others:** being compliant and dependant
- **Moving against others:** trying to gain control, power, and independence

Criticisms:

1. Non verifiability of data
2. Overemphasis of sex
3. Unscientific concepts
4. More negativity