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BRUNO BETTELHEIM’S SONIA SHANKMAN ORTHOGENIC SCHOOL AS AN EXAMPLE OF EXTRAPOLATION OF THE PSYCHOANALYTIC THEORY OF CHILDHOOD AUTISM INTO PEDAGOGICAL PRACTICE

Abstract. The article explains Bruno Bettelheim’s psychogenic theory of childhood autism and its extrapolation into the pedagogical practice of the Sonia Shankman Orthogenic School. It is shown that B. Bettelheim proposed the concept of a «cold mother», which is based on the idea that the cause of the early childhood autism is the child’s maladaptive reaction to the mother’s emotionless, insensitive attitude. There are three critical periods in early development that a child must successfully pass in order to prevent autism from developing. It is shown that during these periods, the child may experience a distortion of the orientation and basic needs of the «Ego»/«Self». Classification of autistic children is provided: 1) children who stop in their mental development, or this development is inhibited; 2) children who not only immerse in themselves, but also create their own world; 3) children whose isolation from the world is even deeper and is not accompanied by ritual actions. Three variants of the child’s rejection of his own «Ego»/«Self», are presented. The methodological foundations of forming psychogenic theory of childhood autism, which was formed under the influence of the experience of B. Bettelheim’s stay in the Buchenwald and Dachau concentration camps, were revealed. It is proved that while observing the prisoners, B. Bettelheim noticed in them irreversible distortions of the psyche, which in their signs were similar to the signs observed in children with autism. Prisoners, being in extreme conditions, could not change the situation or influence it.

Special attention is paid to the activities of the Sonia Shankman Orthogenic School for children with autism spectrum and other mental disorders, headed by B. Bettelheim. It was revealed: 1) methodological foundations of medical and pedagogical methods of work; 2) basic principles
of the education and upbringing system; 3) organizational foundations of functioning; 4) peculiarities of the educational process in the Sonia Shankman Orthogenic School.

**Keywords:** psychoanalytic pedagogy, early child development, psychogenic theory of autism, extreme situation, «cold mother» theory.

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**ОРТОГЕНЕТИЧНА ШКОЛА ІМЕНІ СОНІ ШЕНКМАН БРУНО БЕТТЕЛЬГЕЙМ ЯК ПРИКЛАД ЕКСТРАПОЛЯЦІЇ ПСИХОАНАЛІТИЧНОЇ ТЕОРІЇ ДИТЯЧОГО АУТИЗМУ В ПЕДАГОГІЧНУ ПРАКТИКУ**

**Анотація.** У статті експлікована психогенна теорія дитячого аутизму Бруно Беттельгейма та її екстраполяція в педагогічну практику онтогенічної школи імені Соні Шенкман. Показано, що Б. Беттельгеймом була запропонована концепція «холодної матері», в основі якої знаходиться ідея про те, що причиною раннього дитячого аутизму є дезадаптивна реакція дитини на беземоційне, нечутливе ставлення з боку матері. Виділено три критичні періоди в ранньому розвитку, які дитина має успішно пройти для того, щоб у неї не сформувався аутизм. Показано, що проходячи ці періоди в дитини може відбутися спотворення чи викривлення спрямованості й базових потреб «Ego»/«Self». Подана класифікація аутистичних дітей: 1) діти, які зупиняються у психічному розвитку, або цей розвиток загальмовується; 2) діти, які не тільки занурюються в себе, а й створюють свій власний світ; 3) діти, чия ізоляція від світу відрізняється ще більшою глибиною і не супроводжується ритуальними діями. Наведено три варіанти відмови дитини від власного «Ego»/«Self». Розкрито методологічні основи формування психогенної теорії дитячого аутизму, яка формується під впливом досвіду перебування Б. Беттельгейма в концентраційних таборах Бухенвальда і Дахау. Доведено, що спостерігаючи за ув’язненими, Б. Беттельгейм помітив у них незворотні спотворення психіки, які за своїми ознаками були схожі на ознаки, які спостерігаються в дітей з аутизмом. Ув’язнені, перебуваючи в екстремальних умовах, не мали змінити ситуацію чи вплинути на неї.
Особлива увага приділяється діяльності ортогенічної школи імені Соні Шенкман для дітей із розладами аутистичного спектру та іншими психічними розладами, яку очолював Б. Беттельгейм. Розкрито: 1) методологічні основи медично-педагогічних методів роботи; 2) основні засади системи навчання й виховання; 3) організаційні засади функціонування; 4) особливості навчального та виховного процесу в ортогенічній школі імені Соні Шенкман.

Ключові слова: психоаналітична педагогіка, ранній розвиток дитини, психогенна теорія аутизму, екстремальна ситуація, теорія «холодної матері».

Statement of the problem. The relevance of the problem of our research is determined by two positions: the importance of critical analysis of the problem of the constructive interaction of psychoanalytic theory and pedagogical practice; the need to integrate psychoanalytic ideas into the overall picture of psychological and pedagogical ideas about human nature. Despite the wide popularity of psychoanalytic theory, clinical, general psychological, socio-psychological aspects of psychoanalytic concepts are explained to a greater extent in scientific discourse, and pedagogical aspects, unfortunately, remain outside the scientists’ attention. Moreover, the problem of extrapolation of a huge corpus of original and innovative psychoanalytic ideas into pedagogical practice is still not sufficiently studied. B. Bettelheim proposed a psychogenic theory of childhood autism, which is based on psychoanalytic ideas about the nature and features of a child’s functioning. In this context, the forms and methods of working with autistic children, which were introduced by B. Bettelheim at the Sonia Shankman Orthogenic School, are of particular interest.


The purpose of the article is to reveal the basis of the psychogenic theory of childhood autism, to highlight the experience of extrapolation of
the psychoanalytic theory into pedagogical practice using the example of the Sonia Shankman Orthogenic School.

**Summary of the main material.** A great contribution to the study of autistic disorders was made by B. Bettelheim. In 1932, he began working with a mute girl with autism. It is significant that this happened ten years before the first publication of L. Kanner, which was related to the problem of autism. Later, the works of L. Kanner helped the work of B. Bettelheim, but he did not share L. Kanner’s point of view about the innate genetic inability to establish emotionally colored relationships and the child’s innate inability to interact with other people in a traditional way and behave in the context of specific situations [16].

B. Bettelheim partially agreed with the fact that childhood autism acts as a defense against unbearable anxiety. Only the source of such anxiety is not an organic disorder of the brain, but the fact that the child experiences the surrounding (object) world as destructive. B. Bettelheim and L. Kanner in this context are brought together by the fact that L. Kanner indicated the presence of erased autistic traits in the patients’ parents (alienation, difficulties in communication), but in L. Kanner these traits are evidence of the genetic, hereditary nature of autism. B. Bettelheim felt that clinical experience does not support the fact that autism is detected at birth or immediately after it [8].

B. Bettelheim put forward the concept of a «cold mother» – the idea that childhood autism is a child’s maladaptive reaction to a threatening and emotionally «cold» social environment. In his program work «The empty fortress: Infantile autism and the birth of the self», he discusses the works of representatives of the psychoanalytic theory of object relations D. Winnicott and R. Spitz about the early development and features of interaction in the «mother-child» dyad, defines childhood autism as a disorder of psychogenic origin. A child’s predisposition to autism begins to form in the first year of life. The basis of this tendency is the violation of the child’s relationship with the mother. The appearance of autism in children is influenced by how the child goes through three critical periods.

1. **Age of 6 months.** This age precedes the anxiety of eight-month-olds (R. Spitz’s term). The child smiles and reaches out to familiar people and shows fear of strangers. B. Bettelheim points out that the child learns to divide the surrounding world into threatening and non-threatening, and in order to carry out such a division, the child must know from personal experience what a good, caring attitude is (especially from the mother).

2. **Age from 6 to 9 months.** At this age, the child perceives the surrounding people as separate individuals, the first manifestations of self-
awareness appear. The child tries to establish contact, but if the person in whom the child shows interest does not respond and does not show interest in him, the child may give up further attempts to establish interaction with the other. Without finding another, the child cannot find himself.

3. Age from 1.5 to 2 years. Autism is usually diagnosed at this age. According to B. Bettelheim, at this stage, to the emotional break with the mother, which occurs in the second stage, is added both an emotional (affective) and a purely physical break with objective reality as a whole.

It is these three stages that are critical, at which certain aspirations and needs of the «Ego»/«Self» are blocked or distorted:
1. At the first stage, general activity decreases.
2. At the second stage – interest and desire to establish contact.
3. At the third stage, the child stops trying to cope with the world, both intellectually and physically. B. Bettelheim emphasizes that the cause of autism is not the mother’s specific attitude towards the child, but the child’s conscious reaction to this attitude.

B. Bettelheim says that the experience of both an adult and a child is based on the categories of space, time and causality. It is man’s ability to distinguish the category of causality based on contiguity in time and space, his conviction that through direct influence he can change events, which distinguishes him from animals. Based on this, people model their actions, relying on forecasting, which in turn is impossible without prior ordering. A child with autism has a broken connection in the link of time – space – causality and, accordingly, the purposefulness of actions is broken. Based on this, children with autism can be conventionally divided into three groups, according to the principle of disturbances in the perception of space, time and causality:

1. Children who stop in mental development, or this development is inhibited. The ability to predict events is lost, but the ability to predict what should not happen is not lost. By ordering the events of their own lives, they realize their gloomy predictions, but these predictions are fruitless because they are not followed by action. These children perform certain manipulations with objects that have a ritual nature.

2. Children who not only immerse themselves in themselves, but also create their own world. Such children lose the ability to predict. Such children constantly perform numerous rituals, but they do not give a result or even a forecast of what will happen if they do not perform these rituals.

3. Children whose isolation from the world is even deeper and is not accompanied by any rituals. Degradation of children is due to the reaction to the so-called «extreme situation» (absolutely inevitable, indefinitely
prolonged, completely unpredictable, life-threatening, before which the child feels absolute helplessness) [8].

The main reason for self-absorption of autistic and schizoid children is the accurate interpretation of negative emotions felt (even without demonstration) by the majority of people important to the child when approaching them. This, in turn, causes aggression in the child, and he begins to interpret the outside world through the prism of his aggression. At the same time, events develop in the following sequence:

1) overwhelming anxiety – panic, loss of contact with reality;
2) inactivity – avoiding the urge to act (creating indifference).

B. Bettelheim singles out 3 options for renouncing one’s own «Ego»/«Self», activity and the world in general:

1. Children who voluntarily refuse to be active and do not react to the external environment. These children are in complete mental isolation from all aspects of the inner and outer reality. Mentally exhausted and autistic children who do not speak belong to this category.

2. Children who continue to be active, but there is no interaction with the outside world. Their focus of attention is shifted from the external environment to internal processes. They are focused on the inner reality.

3. Children who are in constant confrontation with the outside world, which appears to them to be hostile and dangerous. They are active, guided by internal mental processes.

When assessing a child’s emotional state, supporters of this approach focus on the above-listed levels of departure from reality and the group of autistic children, as well as interpretations of the child’s gaming actions in the plane of psychoanalysis.

Later, it was the theory of the genetic conditioning of autism that received confirmation, while convincing data in favor of the psychogenic theory was never obtained [19]. This is indicated by the fact that there is no increase in autism among children who have experienced physical or mental abuse, or are deprived of care and attention. However, despite the fact that most researchers deny the psychogenic theory of the origin of autism, one cannot ignore the fact that members of families in which children with early childhood autism are raised have a number of pronounced psychological features. These data suggest that normalization of family functioning is an important factor in the successful socialization of an autistic child, and an unfavorable psychological atmosphere in the family slows down and distorts the child’s socialization. Despite the criticism, B. Bettelheim’s psychogenic theory of autism was very widespread in society, including among doctors, and still influences the attitude towards autism and its therapy [13].
The psychogenic theory of childhood autism is formed under the influence of B. Bettelheim’s experience in the Buchenwald and Dachau concentration camps, where he stayed from 1938 to 1939 [21]. It was B. Bettelheim who introduced the term «extreme situation» into the scientific discourse [22]. Observing the prisoners, B. Bettelheim noticed transformations of the psyche, which in their features were similar to the features observed in children with autism spectrum disorders. Prisoners, being in an extreme situation, could not influence the events, resist the situation or change it.

B. Bettelheim shared S. Freud’s opinion that at the base of the unconscious part of the psyche there are two instincts: constructive «Eros» – the instinct of life and destructive «Thanatos» – the instinct of death, these two instincts are in constant struggle and opposition. Only a versatile personality can manage them, balancing them. Concentration camps personified «Thanatos». B. Bettelheim points out that the camp was arranged in such a way as to cause a regression of a person’s inner life and make him function at the level of a child, but by no means an adult, as well as to destroy individuals and turn all prisoners into a single obedient mass.

In order to destroy personal autonomy, the supervisors resorted to such methods as:

1) traumatization (humiliation, insults, torture, etc.);
2) forcing people to suppress their individuality;
3) destruction of a person’s orientation to the future (goal setting) [15].

In such a situation, the prisoner refused to make independent decisions, this happened because a person who fell into extreme conditions:

1) begins to give up resistance to the external environment, because he begins to believe that it will not give any practical results [17];
2) all decisions were made for the prisoners by the guards, which psychologically released the prisoner from the responsibility of managing his own life, which leads to energy savings. In the case of a child, it is the parents who make all the most important decisions for them up to a certain age;
3) prisoners were deprived of the opportunity to express their aggressive tendencies, as a result of which masochistic and passive-dependent (childish) stereotypes of behavior were strengthened;
4) meaningless work devoid of any purpose also contributed to personality regression [2];
5) the pressure increased the desire of a person to become part of the mass in order to hide and survive, and to achieve this goal, people were forced to rely on each other, which also increased the importance of the
group; the group forced individual participants to restrain themselves and not show individuality, since they punished not individual prisoners, but the entire group:

6) convicts knew only what they were allowed to know, this is also a childish tendency, because children know only what their parents allow them to know. Rejection of responsibility for actions naturally leads to infantilization of the individual. People were afraid that in a concentration camp they would lose knowledge and the ability to think, so they resorted to recalling school knowledge, this also brought them closer to childish behavior, because trying to remember previously learned material and thinking about complex topics are very different mental operations;

7) the prisoners developed a stereotyped image of the guards, they imagined them as evil, unintelligent, immoral and at the same time considered them omnipotent and all-powerful beings, the fight against which is initially useless and impossible. At the same time, in order to reduce their anxiety and concern of conscience, the guards formed a stereotypical image of a typical prisoner, in this way, the interaction of the guards and prisoners turned into a clash of stereotypes, the basis of which is the projection (mechanism of psychological protection) [2].

It is possible to single out a number of basic emotional and volitional reactions and mental states of people who were in concentration camps:

1. Constant internal tension, which grew first into verbal, and later into physical aggression.

2. The feeling of own inferiority, which was caused by total dehumanization (lack of status, surname and first name, etc.).

3. The desire to retire and be alone, which was a consequence of constant control, lack of personal space and collective work, or the ambivalent feeling that arises later – the desire to merge with the crowd.

4. Longing for family, friends and the usual way of life.

5. Black humor, cynicism and a heightened sense of justice, as a result of the realization that there is no hope for salvation.

6. A feeling of disgust towards everything around, which is gradually replaced by indifference and apathy.

7. A sense of uncertainty, the prisoners were in a state of ignorance (total lack of information from the outside), they did not know how long they would spend in the camp, whether they would survive it or not [14].

8. Suicidal tendencies, thoughts about suicide.

The main leitmotif of B. Bettelheim’s thoughts on the resocialization of a person in a concentration camp is that in the conditions of an extreme situation, prisoners who had the will to live and were ready to fight for
survival always survived. B. Bettelheim believed that the conditions of the camp can be contrasted with the ability to preserve the sphere of free behavior, that is, it was necessary to maintain control over some aspects of life, to isolate what could be managed and controlled [6]. According to B. Bettelheim, a person has two deep spiritual needs – action and inactivity, as well as two deep physiological needs – mental activity and rest, realization of his own free will helps a person find autonomy and survive. It is important to note that, despite psychoanalytic views, B. Bettelheim’s thoughts on the repressive machine of the totalitarian system [3] and methods of survival in concentration camps are quite similar to the views of V. Frankl [1].

After emigrating to the USA, in 1944 B. Bettelheim began working as an assistant at the Department of Psychology at the University of Chicago (Illinois) and at the same time was appointed a director of the Sonia Shankman Orthogenic School. Having assumed the position of a senior teacher (1947) and the rank of professor (1952), B. Bettelheim concentrated his efforts on the introduction of a psychoanalytic approach to the process of raising children. The Sonia Shankman Orthogenic School at the University of Chicago is known in the West as the Bruno Bettelheim School. This is a boarding school for children with autism, mental and nervous disorders.

The main foundations of the system of education and upbringing in the Sonia Shankman School:

1. The methodological basis of medical and pedagogical influences in B. Bettelheim’s school was the classical psychoanalysis of S. Freud. Unlike most representatives of psychoanalytic pedagogy, he insisted that psychoanalysis should not be considered as a limited, sacred knowledge for a narrow circle of specialists, which gives accurate answers to all complex questions that arise in the pedagogical process [5].

2. He did not consider special knowledge (psychoanalytic theory) and skills (psychoanalytic practice) to be the basis of the activities of a psychoanalytically oriented teacher, but the inner position of the teacher, which is expressed in his attitude to children and life. The basis of this internal position is the answers to the questions of how the teacher treats himself and the child in a specific situation, why the teacher behaves this way and not otherwise in a specific case. According to B. Bettelheim, this is an analysis of exactly that position of the teacher, which no one had done before S. Freud [9].

3. B. Bettelheim’s contribution to the development of issues of pedagogical proficiency should be considered his technology of conducting conversations with students, where the main attention should be paid to the development of the ability to make maximum efforts to understand the
actions and motives of children’s behavior. In the theory and practice of conducting conversations with pupils who have deviations in the behavior and mental sphere of development, which normal children show in response to an unusual situation, B. Bettelheim assumed that in this case the usual arguments of dialogue and didactic methods of influence of traditional pedagogy are inactive. He demanded other competences from teachers, according to B. Bettelheim, a teacher should be ready and able to analyze, understand, first of all, the meaning of his own reflections on children’s behavior, find life-situational origins of reactions caused by pupils themselves. Every teacher must learn to answer the question why the behavior of an individual pupil affects him (the teacher) in a particularly provocative way, causing aggression, hatred, fear, compassion or other feelings.

4. Special attention was paid to the peculiarities of raising a child in a family, the peculiarities of early child-parent relations (especially the nature of interaction in the «mother-child» system) [7].

5. Pedagogical workers of Sonia Shankman Orthogenic School indicated that work on themselves in psychoanalytical terms completely changed their lives and work with students who have deviations in behavior and mental development. They evaluated their new internal reflections as the most valuable and important feature of the personality development. Staff conferences held five times a week were of particular importance for understanding one’s own reflections. Talking with employees about the problems and conflicts that arose in the work with individual children, B. Bettelheim logically, with the help of clearly posed questions, drew the attention of teachers to their own unresolved problems and conflicts, taught them to break down their emotions into components, to be clearly aware of their reactions on the behavior of others. Intensive classes with personal reflections, discussing them with B. Bettelheim and other teachers, contributed to the rapid professional growth and development of employees. The main thing for B. Bettelheim has always been the development of the teacher’s sense of duty, which is impossible without full, unprecedented attention, which every teacher is obliged to give to a student like a doctor to a patient [9].

Organizational foundations of the operation of Sonia Shankman School.

1. From 30 to 60 children aged from 6 to 14 studied at school. Children were divided into groups of 6-7 children, 3 educators and 1 teacher were assigned to each group, cooks, cleaners and other support staff worked at the school.
2. Each child was usually in school for several years and left school when they had acquired strong positive interpersonal skills and were able to attend regular school. B. Bettelheim continued to monitor the fate of his students even after finishing school and supported them until the age of 25.

3. The entire system of activity of school teachers was aimed at helping the child in normalizing the sphere of interpersonal relations, establishing his self-identity, «finding himself as an individual». A necessary prerequisite for personal changes was the formation of a positive meaning of life, the development of the emotional and intellectual sphere. He assigned the main role in this process to teachers [18].

4. B. Bettelheim considered a deep study of the child’s inner world and his cultural and social environment, primarily the family, to be one of the most important tasks of a teacher. The main source of such data was conversations with students’ parents and relatives. When the child entered B. Bettelheim’s school, teachers talked to his parents, and a separate teacher talked to each of the parents. These meetings (consultations) usually took place 4-5 times and lasted at least 2 hours. Direct observations of the children were carried out, in the conversations with adults and among themselves, the stories and actions of the children reflected the life they led before they got to B. Bettelheim’s school.

5. B. Bettelheim considered children’s play to be the most important source of knowledge about a child’s personal experience. Observing how a child communicates with his toys, what names or nicknames he gives them, school teachers received important information about the style of interaction that prevailed in his family, the peculiarities of personal meanings and attitudes. Often, pedagogical observation of a child’s play gave teachers the key to identifying a psychotraumatic situation that exacerbated the child’s emotional disturbances. The entire activity of the education institution was built on special attention to the physiological and psychological needs and capabilities of children [4].

6. The most important of these needs was considered by B. Bettelheim to ensure the safety of children’s activities. Many students of the school had a fear of physical injury, and therefore the school building had specially arranged stairs, so that the child was not afraid of falling when running around the school. Even the windowsills have been converted so that you can play near the window without fear. All the rooms and corridors of the school were well lit, a little light remained in them even at night. Importance was attached to the optimal temperature regime, pleasant smell, color, convenient location of the premises. The teacher attached great importance to the organization of the subject-spatial environment of the school.
At B. Bettelheim’s school, all the children’s needs were met with joy. Every schoolchild had the right to order his favorite dish several times a month, to get food at any time of the day, even to eat during classes. There was a special «sweet room» with a set of all kinds of sweets, the door of which was open to everyone.

**Peculiarities of the educational process at the Sonia Shankman School.**

1. The school did not have strict regulations regarding the behavior of students and their responsibilities. There were no grades and homework at school, it was allowed to skip classes and leave the territory.

2. The educational process was built taking into account the sensitive age of the child and his individual characteristics. Thus, reading at night should be simple so that the child, satisfied with the capabilities of his intellect, falls asleep peacefully [12].

3. In order to increase the effectiveness of schooling at B. Bettelheim’s school, students were created a situation of success. One of the techniques used by the teachers of B. Bettelheim’s school was to give the child the opportunity to act as a teacher.

4. Depending on the peculiarities of development of the emotional sphere or thinking, the child was offered a group or individual form of educational activities organization. In particular, children who were afraid of a competitive situation studied individually. Study groups were small – from 7 to 12 people. The teachers did everything possible to «introduce» the child to the classroom.

5. The multi-age team allowed teachers to create a wealth and variety of socially valuable relationships in the school and smooth out sometimes obvious discrepancy between the biological age of the child and his success in educational activities [20].

**Peculiarities of the educational process at the Sonia Shankman School.**

1. The teachers of B. Bettelheim’s school surrounded children with care and spiritual warmth. Children read books they were interested in, wore hairstyles and clothes they liked. Each child had his own «wall» – a place above the bed, which he decorated to his own taste and discretion. The teacher could not even rearrange the toys in the child’s corner without his awareness, could not sit on the bed without first asking permission. Thus, the child was given freedom of choice, and at the same time he took responsibility for the decision.

2. At B. Bettelheim’s school, special attention was paid to the integration of the child’s physical and mental development. In the morning,
after waking up, the pets often did not get out of bed, conducting an «audit» of their body. Educators were patient with such a «procedure», trying to convince the child that he was in quite a good physical shape. At school, a lot of time was devoted to physical education.

3. The pedagogical approach to children was based on an optimistic hypothesis, based on the understanding that emotional disorders are not inherent in a child by nature. In order to help return to the system of recognized moral and human values, the child was given a role model in the form of a teacher. Among the teachers of the school, the student could find an older friend with whom he felt an emotional connection and began to identify with him. This method ensured close, constructive interpersonal communication between the teacher and the child and directly influenced the formation of the child’s personality.

4. B. Bettelheim emphasized that if love for children is always required of a teacher, then a person who decides to devote himself to children with special needs, needs not just love, but selfless love [11].

5. A special method used in the process of raising a child was the method of fairy-tale therapy [10].

6. B. Bettelheim himself was an example of a respectful, gentle, awe-inspiring attitude towards children. He considered empathy to be the leading quality of a teacher, seeing it as the ability to understand the emotional world of another person and respond to the emotional experiences of another. According to B. Bettelheim, only a teacher who can understand the hidden reasons for a child’s behavior can understand the world of children’s experiences.

Conclusions.

1. Based on his observations in prisons and concentration camps, B. Bettelheim formulated a psychogenic theory of childhood autism, the main leitmotif of which is the belief that childhood autism is a maladaptive reaction of a child to a threatening and cold social environment (primarily from mother’s side).

2. B. Bettelheim was the director of the Sonia Shankman Orthogenic School, which specialized in the education and upbringing of children with autism spectrum disorders and other mental disorders. The basis of the methodological approach to education and upbringing was the classical psychoanalytic theory of S. Freud.

3. B. Bettelheim demanded from the teachers of the Sonia Shankman Orthogenic School a deep study of the pedagogy and psychology in general and psychoanalysis in particular. He emphasized the need to apply a psychoanalytic approach to oneself and pupils, which became the main thing
in the work of teachers in the orthogenic school. B. Bettelheim emphasized that the main thing in his pedagogical technology is the formation of a strong will in the teacher, which contributes to the improvement of education and upbringing, the humanization of the child.

4. The system of education and upbringing at the school was aimed at helping the child: a) normalize the sphere of interpersonal relations, b) form a positive meaning of life in the child, c) promote the development of the emotional and intellectual sphere.

5. The peculiarities of education and upbringing in the Sonia Shankman Orthogenic School should include: a) optimal temperature regime, convenient location of premises; b) lack of strict rules regarding the behavior of students and their responsibilities; c) lack of grades and homework, free attendance at classes, the ability to freely leave school; d) in the educational process, special attention was paid to the individual and typological features of each child; e) created a situation of success for pupils to increase the effectiveness of their education; g) a favorable psychological atmosphere was created in the school, children were treated with love and respect; h) special attention was paid to the integration of the child’s physical and mental development.

References:


Література:


