

Winnicott from then to Now and the False Self

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Abstract

Starting with a very small analysis of the influences of Freud (Sigmund Freud 6 may 1856 in Freiberg to 23 September 1939 in London) in the studies of psychoanalysis that were the starting point for the others (metapsychology: point of view Topic Page "Dynamic" Dynamic in conflict "Freud's studies on the switches studies of understanding its functioning and the particular external and internal actions that form the individual's psyche this initial understanding that guides all or almost every other way of conceiving of mechanism understanding these forms of internal forces of the human being Lacan said "I am Freudian you if you want to be Lacanians" curiously, we have a tendency to link studies and other things to our daily lives to aspects of our routine in the Case of Donald Woods Winnicott (Plymouth, April 7, 1896-January 28, 1971) Winnicott was a pediatrician so it is not strange that his retrieved focus is on the initial process of human development. In these developmental processes, there are many disagreement points between within the thought of psychoanalytic schools. If we think of a fact of the psychoanalyst's position, for the most part, let us say in the course of the analysis, we can say that in other schools the analyst has more of the father's position while in the Winnicottian psychoanalytic clinic the analyst for most of the course of the sessions has a mother's position.

Index terms—

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1 I.

Introduction ntisocial tendency is linked to the child's development period when it establishes relationships with the mother, who is defined as a good-enough mother and not-good-enough mother. When the child does not receive all the care that the mother should give, the child extrapolates this lack of care necessary for the

45 appropriate development. Such lack, such absence, makes the child develop these antisocial characteristics, such
46 as stealing, such as having a more introverted behavior. The anti-social process is more easily reversible, having
47 in mind that this process, when installed in the child has some consequences such as: gradual loss of creativity,
48 increase in irritability, bearing in mind that irritability in the child may also be associated with depression,
49 commitment to School development and commitment to social development.

50 In the case of delinquent behavior, we already have a negative evolution of the framework that started anti-
51 social and evolved to mechanisms that the child developed in time. Dealing with these mechanisms of behavior
52 acquired in this delinquency period is harder, as it requires a return to the cause that generated and triggered
53 this process, noting that, according to Winnicott, it results from this lack of care offered by the mother, who was
54 not good enough.

55 I also emphasize that, in the Winnicottian interpretation, delinquency is an evolution in a worse diagnosis of
56 antisocial behavior within a more favorable plan for the patient. It is always appropriate to start treatment in
57 the early stages of antisocial behavior thinking, in this respect, that both have the same causal root, which is the
58 lack of something when the mother was not good enough. In the case of delinquency, it is considered a worsening
59 of the condition, with fixation of symptoms and structures that tend to keep the individual in a pathological
60 emotional state, being classified as having worse diagnosis and greater psychotherapeutic difficulty.

61 A brief philosophical question of Martin Heidegger. "the ability of the being to question itself". This
62 existentialist philosophy would have influenced the thinking of some psychoanalysts, as it probably influenced
63 Winnicott. "Heidegger's Thought on the Being and Winnicottian Psychoanalysis of the Maturing Happening".
64 According to Martin Heidegger, the being is capable of self-questioning, it is capable of understanding and looking
65 in the mirror, facing itself and analyzing itself. Heidegger calls it "there-being", a shortsighted being in the world.
66 It is important to understand this Being in the Winnicottian view, because in the case of a Being in development,
67 not yet having the neurological capacity to distinguish Being from the mother or anyone else, this "there-being"
68 tends to suffer from these lacks of the not-good-enough mother and to pay a price during its lifetime for these
69 affective and emotional exclusions.

70 2 II.

71 3 Bibliographic Review

72 We will start these studies with the thought of the child's integration with itself and with the environment of
73 which he is a part, which receives and also gives back stimuli. Such stimuli build and enable internal parts and
74 parts of the external environment to make this being integrate and constitute itself as an individual in an internal
75 context and an internal context.

76 4 A

77 These influences frame this being, in this case, the constitution of the EGO. I will enter, to guide my studies, into
78 the root of all psychoanalysis. Yes, let's talk about Sigmund Freud who, at the very least, is the passion of, I will
79 not say all, but almost all psychoanalysts. The Freudian root defines EGO as "the character of the self", which
80 is a "precipitated of abandoned object cathexes and (...) contains the history of these object choices" ??FREUD,
81 1923, p. 43 -44).

82 "The self is formed from identifications that take the place of cathexes abandoned by the Id ??FREUD, 1923,
83 p. 64)".

84 About the integration processes, "An adequate environment, free from violence, drugs or extreme poverty,
85 allows children and adolescents to develop their social, physical and psychological potentials more harmoniously,
86 it being up to parents or guardians to provide such conditions". ??WINNICOTT, 1988.) Note that it is clear
87 that, in this period of EGO formation, the child does not have a superEGO either. In this case, people around
88 him who have this superego role, such as father, mother, brother, etc.

89 It is Interesting that, for Winnicott, the formation of the self is strictly linked to the good-enough-mother and
90 in details such as: if the mother does not pass the female part, the child will have difficulties in constituting and
91 understanding itself as a being, that is, an integral part the constitution of the EGO; if the mother does not
92 give him male training, the child will have difficulty dealing with the internal environment. In other words, in
93 other theories, the EGO is the part of the psychic apparatus that interacts with the external environment and
94 that receives impulses from this external environment that affect and interact with the psychic apparatus. We
95 could say, in the case of the Winnicottian theory, that the mother exercises in her child and for her child, in the
96 first moment, the superego and also the EGO. It is as if the developing being borrows this Topic, or parts of this
97 Topic, from the mother, which in this case is the psychic apparatus. As a free thought, I'm imagining the power
98 that the internet and video games have today on children who are very exposed to games and the internet, with
99 multiple contents. What would be the influences of these factors, so that they can take the place, or better, make
100 up for the absence of a goodenough mother, in the formation of the EGO?

101 If you allow me to be bold, the EGO is always in the external environment, the ego is always in the other
102 subject, the EGO is made up of small parts that are in the external environment. It is up to the good-enough
103 mother to integrate them, or to suggest integration, so that the developing being creates, from these receipts, its
104 own self.

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108 own self.

109 **5 III.**

110 **6 Conclusion**

111 Given the facts of studies of the good-enough mother and the not-good-enough mother, it can be concluded that
112 the latter brings great harm, many of which are extremely damaging to the individual. It is concluded that this
113 formation of another Self as a protective mechanism of the SELF, in the vast majority of cases, suffocates the
114 true SELF, assuming this false Self with a false hope, in order to ensure survival of the true SELF. After a while
115 this is always a worse prognosis, as the false Self may suffocate the true SELF, where it is no longer possible to
116 find it in the person.

117 **7 Daseins analyze ontological model**

118 Ontology (from the Greek ontos and -logy, "logical speech"; in the ensemble, "science of being"), is the part of the
119 metaphysics that deals with nature, reality and existence. False and true self, authentic life and non-authentic
120 life.

