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The impact of fixation during the oral phase in childhood on the personality formation of adult individuals: a psychoanalytic analysis.

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Summary

This article investigates the impact of fixation in the oral phase during childhood and its influence on the personality formation of adult individuals, from a psychoanalytic perspective. The work was developed using a systematic literature review methodology. This work presents some concepts about personality, addressing the three instances of the human psyche: id, ego, and superego, as well as the phases of psychosexual human development, theories of Sigmund Freud, a precursor of Psychoanalysis.

Keywords: Fixation; Oral Phase; Psychoanalysis; Personality.

Abstract

This article studies the impact of oral fixation during childhood and its influence on the personality formation of adults. From a psychoanalytic perspective, the work was developed using a systematic literature review methodology. This work presents some concepts of personality, addressing the three levels of the human psyche: id, ego, and superego, as well as the stages of human psychosexual development, based on the theories of Sigmund Freud, a precursor of psychoanalysis.

Keywords: Fixation; Oral Phase; Psychoanalysis; Personality.

INTRODUCTION

This article investigates the impact of fixation in the oral phase during childhood and its influence on the formation of adult personality from a psychoanalytic perspective. The work was conducted using the systematic literature review methodology. The spelling and grammar review... The text was enhanced using the ChatGPT artificial intelligence tool (version 4.0) from [Company Name]. OpenAI, as a support for linguistic enhancement, while maintaining human authorship and reasoning. fully responsible for the content presented. Furthermore, it will present some concepts about... personality, addressing the three instances of the human psyche: id, ego, and superego, as well as the phases. of the psychosexual human development theories of Sigmund Freud, a precursor of Psychoanalysis.

The article will also address concepts such as drive and repression, including how the fixation in one of the phases of psychosexual development is involved in the formation of The personality of adult subjects. During human development, especially in childhood, Many behaviors are developed and learned. At this stage, the following begin to form: Constructs and traits of personality, and for that it is important to know what personality is. child development, based on the theory of psychoanalyst Sigmund Freud (1856-1939), Considered the father and leading figure of the approach studied in psychology known as psychoanalysis.



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The systematic literature review was conducted through the analysis of data obtained through of scientific articles published in journals, books, and academic websites. The research was conducted in academic journals, using the keywords: psychosexual human development, training personality in childhood, psychosexual development and personality formation of Individuals searching for articles developed after the year 2021.

For this article, definitions were presented based on 10 works to carry out the systematic analysis of the literature. The articles and books chosen were Fadiman and Frager (1986), Moraes and Barros (2023), Freud (1996), Freud (2013), Euzébio (2023), Silva (2022), Azevedo and Spadotto (2004), Garcia-Roza (2008), Zimerman (1999), Papalia and Feldman (2013).

Based on these articles and books, it is possible to identify that studies on the formation Knowledge of personality and the stages of psychosexual development are important to psychoanalysis. for the understanding of aspects essential to understanding the human being as a being Subjective and complex. Furthermore, they demonstrate the importance of childhood in the formation of The personality of each individual, and they present a general overview of what could be understood. by the terms: psychosexual development, childhood, and personality.

The data was organized into sections, so that each section presents concepts. concerning psychoanalytic theory, they are organized seeking a better understanding of... themes.

The aim is to identify how the personality of individuals is formed, which begins... In childhood, it is influenced by the environment in which they are immersed and changes accordingly. Stages of human development. According to the theory of human development, development Freud's psychosexual model was selected, seeking to show how the phases are decisive for the individuals. Once the elaboration or not of the complexes, stages and phases of development Whether or not experiences occur at the correct age and under appropriate conditions, it is reflected in the personality of adult subjects.

The theory of psychosexual development provides relevant definitions of what the phases are. or stages of psychosexual development, as well as the importance of experiencing each stage appropriately. one of these steps. Furthermore, the study of Psychoanalysis demonstrates and provides explanations for the understanding how personality development in people, and how fixation in one of the phases is a This aspect will become part of the subject's personality. Furthermore, the study will seek to analyze whether there is... The relationship between affection within the family, or its absence, and the formation of personality. individuals.

This article seeks to answer the question: How does fixation in the oral phase influence the formation of of the traits of compulsiveness and addictions in an individual's personality based on the phases of Psychosexual development based on the psychoanalysis of Sigmund Freud?



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The study was based on the following hypotheses: 1st, whether or not the child is stimulated during the oral phase influences...

The formation of an individual's personality, as memories of early contact with the mother and the
In the meantime, they may be related to habits that will remain present throughout development.
human.

2. Fixations in the oral phase of psychosexual development can lead to impairments.
and reflect on the subject's personality, resulting in changes in behavior and impulses, with the
The objective is to replace the element of pleasure associated with the phase in which the fixation occurred.

3. The demonstrations — or lack thereof — of affection received by the child within the family,
in each of the developmental phases, especially in the oral phase, they contribute to the formation
of the personality traits of individuals.

The overall objective of the work was to understand how personality formation occurs.
An individual in childhood is influenced by the phases of psychosexual development based on...
Sigmund Freud's psychoanalysis.

Its specific objectives were: to analyze the relationships between personality formation in
Childhood and the stages of psychosexual human development in the articles.

To discuss, based on psychoanalysis, what can be understood by personality and fixation on...
phases of psychosexual development. Finally, present studies that corroborate this.
understanding how the phases of psychosexual development are important for the formation of
personality of the subjects.

This paper aims to conduct a systematic literature review by analyzing data.
obtained through research conducted on the phases of human psychosexual development of
Freud and the formation of personality in childhood. This research is a systematic review.
From the literature, qualitative meta-synthesis research aims to integrate and synthesize qualitative studies.
about topics related to the theme, and concepts of psychoanalysis.

The aim of this work is precisely to demonstrate, with theoretical support, that the oral phase,
Like all others, it needs attention, and the effects of childhood persist throughout life.
Life. Talking about child development, relating it to adulthood, is important because...
For a long time, this issue has not been addressed, or has not received the necessary attention.

The Importance of Childhood

Childhood is of paramount importance in an individual's life; a large part of traumas occur there.
Discoveries, experiences, and the formation of personality aspects are reflections of, and are reflected in, everything.
the lives of these individuals. Theories of personality and human development are concerned with
specifically in studying how the characteristics of these human beings are formed. Furthermore,
They present data that prove the relevance of childhood for identity formation and



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the subjectivity of these individuals, which makes this study relevant for academic research.

research. As well as contributions to expanding research areas on the

human development brings benefits to the understanding of childhood in the formation of

personality.

The research developed here aims to contribute to the academic field.

based on science, on the debate about the importance of psychoanalysis, on the study of the Theory of

Personality and the Stages of Psychosexual Development. It also seeks to understand how the formation...

Personality traits are linked to childhood, and fixation in one phase can lead to...

It can be detrimental and may become one of an individual's personality traits.

When discussing the importance of childhood, it is relevant to consider what theorists...

Regarding their thoughts on Human Development, Papalia and Feldman (2013, p. 59) present the

The following definition is based on Freud and psychoanalysis: "Sigmund Freud (1856-1939), physician

Viennese, he was the creator of the psychoanalytic perspective, according to which development is shaped by

"Unconscious forces that motivate human behavior."

Therefore, Freud understands that human development begins in childhood and is

understood even in old age, it is directly influenced by unconscious forces, these being the

responsible for behaviors that are often not perceived or understood as

origins and consequences of experiences during one of the phases of child development. The focus

From a psychosexual theory perspective, the focus is on the relationship between objects of pleasure that are obtained through different means.

Depending on the stage, the methods are organized in a way that they are divided into five stages: oral, anal,

Phallic, latency, and finally, genital, where the child's interests would be focused on reproduction.

Regarding the phase addressed in the work, the oral phase, the first stage of child development.

It is characterized by the attainment of pleasure through the mouth. Highlighting its importance and the data obtained in

Based on theoretical frameworks, it is possible to highlight that there are various concepts assimilated by babies, and

that these contents remain contained in the unconscious.

The oral phase, in Papalia and Feldman (2013 p. 62) "Oral (birth to 12-18 months). A

The baby's main source of pleasure involves activities related to the mouth (sucking and feeding).

It encompasses the child's early childhood.

In the first few months of life, it is common for children to bring objects close to their mouths, as well as

They try to suck on objects; it is through their mouths that they learn about the world and also begin to differentiate between things.

textures. The mouth also allows the child to experience different flavors, and during the

When introducing solid foods, it's common for children to reject certain foods because they don't adapt to them or

They become familiar with the taste of these foods, and their rejection of them may or may not persist.

This phase encompasses the first few months of life, and according to some theorists, it can last until...

According to others, this phase lasts until the child is two years old, or up to 18 months old. This phase is of utmost importance for...



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the development of speech, the eruption of teeth, and the pronunciation of the first words, where the Children also discover satisfaction in speaking. Furthermore, when babbling their first words, the child... The stimulation and attention given to the child generates satisfaction and allows them to understand that there is Pleasure and rewards in making sounds.

Personality According to Freud

Personality formation occurs through multiple factors and characteristics, being understood as a constructive process. According to Zimerman (1999, p. 89), the "equation Freud's "etiological" theory indicates that a child's personality is structured based on factors. Hereditary factors, emotional experiences with parents, and traumatic experiences in adulthood. In Currently, this concept is understood as a constant interaction between biological aspects. (*nature*) and environmental (*nurture*).

In this conception, Zimerman presents that the factors that influence the formation of Personality involves social and biological factors, but beyond these, emotional experiences. experiences with parents, which determine attachment issues and how the relationship will unfold. individuals interact with friends, family, and society.

Understanding this, realizing that the child needs a safe, healthy environment, A balanced relationship helps in the development of functional individuals. Furthermore, good contact between mother and child is crucial. how the presence of paternal and maternal figures, social interaction, and stimulation are crucial in personality formation.

Furthermore, it is important to differentiate two fundamental concepts for understanding how Personality formation occurs through maturation and development, brought about by Zimerman (1999, p. 89) as

The word "maturation" refers to the growth processes that occur as a function of the organic, neurophysiological potential of the newborn and that are relatively independent of the external environment. The term "development," in turn, alludes to the interaction between maturation processes and environmental influences, which determine the individual variations of each person's psychic apparatus. The factors of innate genetic predisposition and environmental factors, intimately interconnected in an inseparable way, form, as Freud asserts, "an inseparable etiological unity."

Therefore, maturation occurs organically and involves acts such as learning to look. Looking intently at parents, recognizing sounds, grasping caregivers' fingers, sitting up, babbling, among other things. Others are part of the child's biological growth. Development, however, is related to the biological and environmental aspects that determine how these individuals will develop, a An example is that children who are stimulated and have good conditions, adequate support and Increased contact with parents can help children learn to walk, talk, hold objects, run, play, and interact. with others faster than those who are not stimulated. That is why an environment that



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Encourage the child by promoting interaction between parents and children, in a way that allows for...
proper development for the child.

Sigmund Freud, the father of psychoanalysis, offers another definition, the notion that the human psyche...
It is divided into three psychic instances: id (unconscious part), ego (conscious part), and superego.
(moral aspect). Each has defined functions from birth, and they influence the formation of
The personality of individuals. These aspects acquire fundamental roles throughout the phases or
The stages of human development advocated by this author are: oral phase, anal phase, and phase
The phallic, latency, and genital phases are mentioned, but this study focuses only on the oral phase.

In the Fadiman and Frager Personality Theory (1986), personality is defined as...
Based on Freud's psychoanalytic theory, the author classifies personality structures into three categories and argues for the existence of...
of these three main instances in the formation of personality, namely: the **id**, which can be
Understood as the pleasure principle, it is the psychic instance associated with the content of
The unconscious. The **ego**, which can be understood as the principle of reality, the instance that maintains
contact with the external and internal world, and seeks to mediate conflict situations in order to satisfy
The pleasure principle, within realities. The **superego**, on the other hand, is the last instance to develop; it
It develops from the ego and functions as a judge or censor of the ego's thoughts and activities.

Psychoanalysis is a science that studies, among other things, traumas, conflicts,
Behavioral patterns that emerge in childhood and how these events influence development.
of people's personalities. According to the Guidance Booklet on Development
Based on Psychoanalytic Theory, Moraes and Barros (2023, p. 6) argue that the study of
These aspects are important:

Through psychoanalysis, we can understand the internal conflicts, traumas, and
behavioral patterns that arise in childhood and have the potential to affect mental health
in adulthood. By exploring and working through these aspects, psychoanalysis can help
promote healthy development and the resolution of psychological problems. Furthermore,
psychoanalysis also plays a role in promoting a more balanced and healthy adult life.

A healthy adult life is possible when internal conflicts are resolved and patterns of...
Behaviors are understood, and traumas are treated. Through psychoanalysis, these aspects...
Unconscious issues are addressed, and by exploring presented behaviors that cause suffering in
In adulthood, it is possible to identify that the origin lies in a phase of childhood.

According to Silva (2022, p. 1493), the neurologist and creator of psychoanalysis, Sigmund Freud
(1856-1939) revolutionized the world with his theories, systematizing knowledge about the psyche.
Humanity, the existence of the unconscious, interpretation of dreams, words, feelings and actions.
It also says that:



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According to Freud, human beings are born without consciousness, manifesting primarily only in a state of pure unconsciousness. Consciousness is later constructed through experience, leading to both excesses and deficiencies. Freud divided the mind into three parts: Id, Ego, and Superego. Consciousness (ego) is later constructed by cultural influences, acting as a mediating filter between the unconscious (id), which constantly desires pleasure, and the superego, which focuses on moral perfection, leading to excesses and deficiencies.

The Id, the pleasure principle, is associated with the unconscious and is the most primitive instance of consciousness.

It first appears in the formation of subjects; in comparison, the Id could represent a child.

someone who desires something without considering whether they can or have the means to achieve their desires.

The Ego is the principle of reality, and it is what mediates the Id's desire with the possibility of its fulfillment.

of this desire, measuring the possibilities for it to be fulfilled. The Superego, on the other hand, is associated with

moral principles, and it is the third and final principle to be formed, as it takes into consideration that

that which he was taught. The Ego is responsible for trying to balance the Id's desires with the rules of

The superego brings them to a possible solution where the desire is fulfilled, but the rules are respected.

Also, all of this is within the realm of reality.

Several authors address the three psychic instances defended by Freud, which

revolutionized thinking about the human psyche in the late 19th and early 20th centuries, giving

Emphasis was placed on the psychological aspects of the patients. As well as through psychoanalysis, it allowed that

Humanized care and mental health gained prominence in the medical and scientific communities.

According to Papalia and Feldman (2013, p. 59)

Freud (1953, 1964a, 1964b) believed that people are born with biological drives that must be redirected to make life in society possible. He divided personality into three hypothetical components: id, ego, and superego. Newborns are governed by the id, which operates under the pleasure principle – the drive that seeks immediate satisfaction of its needs and desires. When gratification is delayed, as happens when babies have to wait to be fed, they begin to see themselves as separate from the external world. The ego, which represents reason, develops gradually during the first year of life and operates under the reality principle. The ego's goal is to find realistic ways to gratify the id that are acceptable to the superego, which develops around the age of 5 or 6. The superego includes conscience and incorporates socially approved "duties" and "prohibitions" into the child's value system. The superego is highly demanding; If their standards are not met, the child may feel guilty and anxious. The ego mediates between the impulses of the id and the demands of the superego.

Each of the psychic instances originating from birth influences decision-making.

The decisions of adult subjects and act in the satisfaction and fulfillment of desires and drives. The great

The difficulty lies in satisfying the principles while attending to the impulses of the id and the demands of the superego.

An easily understood association would be the impulse, originating from the id, to react in

certain situations in an aggressive manner, for example, but carried out assertively,

mediated by the ego, for the maintenance of communication, without resulting in social punishment.

Remembered by the superego.



3. Psychosexual Development

By providing an overview of what some theorists argue, definitions regarding the phases of The development will be presented following the conceptions of different theorists, namely, fundamental to understanding human development.

One of the main works used and recognized in Brazil, in the area of Human Development is that of Papalia and Feldman (2013), in their book, entitled Human Development, concepts and conceptions from different theories of psychology and different These approaches present what can be understood as Human Development. For example, their... Regarding importance and relevance for studies, Papalia and Feldman (2013, p. 36) define development human as

The field of human development focuses on the scientific study of the systematic processes of change and stability that occur in people. Developmental scientists (or developmentalists) – individuals engaged in the professional study of human development – observe the aspects in which people transform from conception to maturity, as well as the characteristics that remain reasonably stable.

Psychosexual development, the focus of this work, is based on the phases involved in... child development of individuals, and takes into account objects of pleasure according to At each approximate age, in the first phase of development, the oral phase, the way of obtaining Pleasure is obtained through the oral route, and habits such as putting objects in the mouth are common.

The second phase of development, the anal phase, is where the child begins to control their... sphincters, and derives pleasure from the retention or elimination of bodily waste, as well as from attention that receives from parents when defecating. The third phase is the phallic phase, where the child begins to To perceive the differences between female and male bodies, the girl notices the absence of a phallus.

The fourth phase is the latency phase, where development is focused on more complex aspects. Intellectual and social factors, as well as the focus of attachment objects, can change. The fifth stage of Child development is the genital phase, coinciding with the onset of puberty, where biological changes occur. Social and emotional changes become evident, such as the appearance of hair and the development of organs. Reproductive factors, and the interest in relationships with reproductive or affective intent, it is at this stage that the The child begins to perceive and desire the other, and their libidinal energy is directed towards the sexual organs.

Regarding the phases of psychosexual development in Silva (2022, pp. 1498-1499), the oral phase This stage can be understood to last from approximately 0 to 2 years, during which the child discovers the world through... middle of the mouth, her pleasure is related to the mouth, hence the name oral phase and frequently Children in this age range often put objects in their mouths. Then we have the anal stage, understood as... From approximately 2 to 4 years of age, the child learns to control their bladder and bowels, and the Pleasure is associated with the anus; with control over the act of defecation, the child receives attention and begins to...



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to experience the first conflicts of social life.

Still based on Silva (2022, pp. 1499-1501), the third phase is the phallic phase, from ages 4 to 6. At this age, completing the period of early childhood, their erogenous zone becomes the genital organ and is This is the phase in which the child begins to discover their own body and perceive the differences between Female and male bodies, such as the presence or absence of the phallus, giving rise to the theory of the Oedipus Complex. Furthermore, we have the latency phase from ages 7 to 12, the beginning... puberty, and early childhood, approximately the age at which children develop the morality and concern themselves with more intellectual issues, not giving specific focus to parts of The human body. Lastly, but most importantly, we have the genital phase at age 12, with the beginning... From puberty onwards, it represents the beginning of adult sexual life; this phase marks the changes in The child's body, romantic or sexual interest, conflicts, hormones with the onset of puberty, and The beginning of adult sexual life.

In their book Theory of Personality, Fadiman and Frager (1986, p. 13), based on psychoanalysis According to Sigmund Freud, the Psychosexual Stages of Development are composed of:

Oral Stage. From birth, need and gratification are both predominantly concentrated around the lips, tongue, and, somewhat later, the teeth. The baby's basic drive is not social or interpersonal; it is simply to receive food to alleviate the tensions of hunger and thirst. While being fed, the child is also comforted, cuddled, soothed, and caressed. Initially, the child associates pleasure and tension reduction with the feeding process.

The oral phase is presented with more specificity and detail throughout the work. In addition In her work, Fadiman and Frager (1986, p. 13) present the anal phase, the second phase of development. psychosexual:

Anal Stage. As the child grows, new areas of tension and gratification are brought to consciousness. Between two and four years old, children generally learn to control their anal sphincters and bladder. The child pays special attention to urination and defecation. Toilet training awakens a natural interest in self-discovery. Gaining physical control is linked to the perception that this control is a new source of pleasure. Furthermore, children quickly learn that increasing levels of control bring them attention and praise from their parents. The reverse is also true: parental interest in toilet training allows the child to demand attention for successful control.

as well as for the "mistakes".

During the anal stage, the attention that parents or caregivers give to children is crucial. as well as encouraging toilet training. And, to assist in this process, they are sold Seats, known as potties, for young children approximately 2 years old, seats Children's play and educational resources to assist in toilet training. Furthermore, during this... During this phase, educational strategies are frequently used to facilitate sphincter control.

According to the authors Fadiman and Frager (1986, p. 14), the third phase is the

Phallic Stage. Very early on, as early as three years old, the child enters the phallic stage, which focuses on the genital areas of the body. Freud stated that this stage is best characterized by "phallic" meaning...



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This is because it is the period in which a child becomes aware of their penis or the lack thereof. It is the first phase in which children become conscious of sexual differences.

During the phallic stage, the child's attention is focused on discovering their body.

It is during this phase that a girl realizes, through contact with a boy, that her body is different. It is during this phase that children of the opposite sex, when interacting with or even taking children of the opposite sex, become aware of the differences. While bathing in the same environment, they notice that their genitals are different and ask their parents why. It is possible to observe that during this period children explore their bodies and tend to develop the Oedipus complex.

Furthermore, Fadiman and Frager (1986, p. 15) discuss a period between the phases Phallic and genital, called the latency period.

Whatever form the struggle actually takes to resolve, most children seem to modify their attachment to their parents at some point after the age of five and turn to relationships with their peers, school activities, sports, and other skills. This period, from the age of 5 or 6 until the beginning of puberty, is called the latency period, a time when the unresolved sexual desires of the phallic phase are not met by the ego and whose repression is successfully carried out by the superego.

The latency period is crucial because it encompasses social, relational, and emotional aspects. These concepts are explored, and feelings such as shame and the concept of morality are formed. Finally, Regarding Psychosexual Developmental Stages, Fadiman and Frager (1986, p. 15) they present

Genital Phase. The final phase of biological and psychological development occurs with the onset of puberty and the consequent return of libidinal energy to the sexual organs. At this time, boys and girls are both aware of their distinct sexual identities and begin to seek ways to satisfy their erotic and interpersonal needs.

The genital phase marks the beginning of the formation of individuals oriented towards reproduction; this This phase, with the arrival of puberty, marks the formation and development of the body towards maturation and the development of sexual activity. With the return of libidinal energy to the genitals, the Romantic interests in the opposite sex or even the same sex arise, and with that, sexual orientation is... explored.

Regarding development, we can also talk about two fundamental concepts, which are... Drive and stimulus, often confused, but which have their own particularities, by stimulus, we understand, Freud (1915, p. 3):

From a physiological standpoint, this gave us the concept of the stimulus and the reflex arc scheme, according to which a stimulus brought from outside and reaching living tissue (nervous substance) is discharged outwards through action. Such action is in accordance with its purpose if it removes the stimulated substance from the influence of the stimulus, if it takes it out of its range of action.

Stimuli are received through the senses: smell, touch, taste, hearing, and are... external factors brought to the subjects, for example: the presence of a bright light, causes a reaction.



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in individuals, such as closing their eyes. Stimuli are present in society and everywhere.

In biological environments, the nervous system captures these stimuli and processes which information...

It was received by the body and reacts, with the reflex arc occurring in some way depending on the stimulus.

Another explanation for instinct would be employed by Fadiman and Frager (1986, p. 8)

Instincts are pressures that direct an organism toward particular ends. When Freud uses the term, he is not referring to the complex patterns of behavior inherited from lower animals, but to their equivalents in people. Such instincts are "the supreme cause of all activity" (1940, book 7, p. 21 in the Brazilian edition). Freud generally referred to the physical aspects of instincts as needs; their mental aspects can commonly be called desires. Instincts are the driving forces that incite people to action.

And by drive we can understand, in Freud (1915, p. 4) "The drive, in turn, never acts like a momentary force of impact, but always like a constant force." The drive would be an internal force that would be present and not necessarily linked to a biological need, but rather to the desire for something.

Given the understanding that stimulus and drive are two mechanisms present in life of the subjects and that they have their particularities, and can be understood not as concepts Diverse, yet convergent. What can support this idea is found in Freud. (1915, p. 3) "Nothing prevents us from subsuming the concept of drive into that of stimulus: the drive would be a "Stimulus for the psyche," thus linking the two concepts and not diverging them.

The combination of stimulus and drive gives rise to the drive stimulus. During development from the thesis on the origin of drive stimuli and how they influence development, in Freud (1915, p. 3) understands that "First of all: the instinctual drive does not come from the world." "not external, but from within the organism itself," thus, this stimulus would be linked to personal issues of each individual; for some, the drive stimulus may be linked to issues emotional, and/or subjective sentimental.

Following this understanding, what is presented in its theoretical framework, by stimulus In terms of drives, Freud (1915, p. 4) states that

A better term for the drive stimulus would be "need," and for that which satisfies this need, "satisfaction," which can only be achieved through an appropriate modification of the internal source of stimuli.

What can occur when the drive stimulus is achieved is precisely satisfaction and... The fulfillment of a need is achieved through a change in the source of the stimulus. In Initially, there was a desire for something seen as a necessity, and it was possible to achieve it. The suspension of this need in response to this instinctual stimulus. Therefore, the response to... The suspension of this need is the satisfaction of being able to fulfill the drive. Attending to these needs... Instinctive stimuli are linked to observed tasks, for example: the desire to eat some food.



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specific, which, when accomplished, generates satisfaction.

In Freud (1915, p. 7) "The aim of a drive is always satisfaction, which can only be achieved by suspending the state of stimulation at the source of the drive.", what is sought is the Reaching the goal by fulfilling the desire of the drive, when this goal is achieved, satisfaction is the result.

In order for this goal to be achieved, the object comes into existence (Freud, 1915, p. 7).

The object of a drive is that with which, or through which, the drive can achieve its aim. And what is most variable in the drive, not being originally linked to it, is only attributed to it because of its capacity to make satisfaction possible.

This object can even be a part of one's own body, and that same object is responsible for obtaining pleasure through the satisfaction of the drive. The object can be within oneself, Focused on the individual, satisfaction comes from identifying with and achieving the goal.

Fadiman and Frager (1986, p. 8) provide a summary of these concepts.

Every instinct has four components: a source, a purpose, a pressure, and an object. The source, when the need arises, can be a part of the body or the whole body. The aim is to reduce the need until no further action is necessary, to give the organism the satisfaction it desires at that moment. The pressure is the amount of energy or force used to satisfy or gratify the instinct; it is determined by the intensity or urgency of the underlying need. The object of an instinct is anything, action, or expression that allows for the satisfaction of the original aim.

From this, it is possible to perceive that instinct originates from a source, has a purpose, and undergoes a process. Pressure and pursuit of an object until its realization occurs, or not; in the latter case, instinct. For some reason, they were unable to find pleasure and achieve their goal of fulfillment.

3.1 - Oral Phase

Regarding the oral phase, the focus of the article, concepts are discussed based on psychoanalytic theories. and the origin of the term, presented according to Zimerman (1999, p. 92) as

The first stage of libido organization has been termed the oral phase, with the mouth (from the Latin "os-oris," hence "oral") constituting the erogenous zone that primarily experiences oral libido and its gratifications, as in the act of breastfeeding. The purpose of oral libido, in addition to instinctual gratification, also aims at "incorporation," which, in turn, serves "identification."

The primary source of libido is the mouth, and through it, in addition to gratification, the baby receives food. and communicates that it needs some kind of attention, through crying and breastfeeding. Breastfeeding allows the child to have contact with the mother, feed, and create a maternal bond. It is during this phase that incorporation begins, and it is where the baby starts to derive pleasure from the act of sucking. It is important It is important to emphasize that during this phase, affection and contact with the mother are of utmost importance, especially during breastfeeding, and this is reflected in the formation of personality and in the creation of the bond between the baby and its mother.

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The Stages of Psychosexual Development according to Freud's theory are presented in

The book "Psychoanalytic Foundations," by David E. Zimmerman, discusses how the oral phase of psychoanalysis is conceived. development. According to Zimmerman (1999, p. 92)

For Freud, the theory of libido was originally an anatomical concept. The organs that produce libido were called "erogenous zones," such as the lips, mouth, skin, muscle movement, anal mucosa, penis, and clitoris, with a particular erogenous zone predominating at each specific age.

The oral phase, which is understood as the first phase of psychosexual development, beginning at birth, and as the focus of the study, it is shown in Zimmerman (1999, p. 93) as

The oral phase of development, in general, refers to the first year of life. Abraham (1924) made an important contribution to the understanding of this evolutionary phase by distinguishing two sub-stages within the oral phase: the passive-receptive oral phase (lasting until the baby is able to spontaneously grasp objects) and the active-incorporative oral phase. The importance of the latter lies in the fact that Abraham intuited the concept that this active incorporation may be charged with aggressive and hostile drives, usually directed towards the mother.

Following this understanding, the sub-stages within the oral phase contribute to comprehension. of aspects related to child development, such as: during the first substage, the baby It consumes and puts in its mouth whatever is given to it, mainly as food, pacifier, bottle, A spoon and any other object that can be given to the baby by a third party. In the second substage, The objects introduced will not only be those belonging to third parties, in this case the mother or caregivers, but also... Also, those that the child can grab and bring to their mouth. Therefore, it is important that during During the active-incorporative oral phase, caregivers should remove objects from the child's reach that could bring... There is some risk that he might accidentally ingest them.

In this study, the focus will be only on the first phase, the oral phase, which has as its zone... The mouth is an erogenous zone, but it is not limited to it alone, demonstrating how fixation occurs at this stage. It reflects the functioning and personality of the subjects. In one passage, the author presents the idea that the mouth is not the only important organ in this evolutionary phase, but it is through it that one is It incorporates and expels objects; it is she who mediates between the internal world and the external world.

Given that this passage is important, it's worth highlighting that other areas are also important in this phase. oral, as explained in Zimmerman (1999 p. 92)

Thus, other body zones that fulfill the same function should also be considered in this oral phase, such as: the complex aerodigestive system, especially the entire gastrointestinal tract; the organs of phonation and language; kinesthetic sensations (referring to body "balance"), enteroceptive sensations (those that come from internal organs) and proprioceptive sensations (derived from the deeper layers of the skin); the skin which, in addition to the aforementioned deep sensations, also provides the functions of touch and an essential "skin-to-skin" approach with the mother; all sensory organs, such as smell, taste, touch, hearing and sight.

The author also emphasizes that the gaze is of paramount importance in the formation of personality.



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subjects, therefore it is essential and recommended that when breastfeeding, mothers maintain eye contact, Talk to your children and bond with them. Babies don't have the discernment for the first few years. months of life regarding what can or cannot be ingested orally, nor the difference between stimuli, But since it is through this that he perceives the environment, it is common that during early childhood, Babies often put objects in their mouths that shouldn't be swallowed. Furthermore, it's important to understand... Care should be taken with objects that cannot be ingested, keeping them away from... children during this phase.

In the work *Three Essays on the Theory of Sexuality: Complete Works*, he discusses the phases. pre-genital stages of human development, and the sexual organization of erogenous zones before the phase genital. In Freud (2016, p. 108), he states that

The first of these pre-genital sexual organizations is the *oral*, or, if we prefer, *cannibalistic one*. In this stage, sexual activity is not yet separated from the ingestion of food; opposing currents are not yet differentiated within it. The object of both activities is the same; the sexual aim consists in the *incorporation* of the object, in the model of that which will later have, as *identification*, a relevant psychic role. A residue of this organizational phase that pathology leads us to suppose may be the act of sucking one's thumb, in which sexual activity, detached from the activity of feeding, has exchanged the external object for one's own body.

The author presents the concept that the transfer of one object to another is possible. such as the act of sucking one's thumb, which can be associated with the fact that the oral phase was experienced with In some cases, it can be due to excess, or lack. That's why balance in life is so important. during this phase, so that the child does not become fixated on it, and this fixation can occur due to both excess and due to the lack.

Each of the stages or phases needs to be experienced appropriately; there is no exact date, but rather an approximation of the period in which these changes were perceived. It is important to... studying psychosexual human development to identify possible alterations, neuro differences, developmental delays, and fixations that may be associated with the emergence of vices.

This phase is crucial for child development, as it is the first phase and where the process of personality formation begins. It is during this phase that the id, ego, and superego begin to organize themselves, and The three psychic instances integrate, even if still in a somewhat unstructured way.

Another conception of what could be understood about the oral phase is present in Moraes. and Barros, in his *Primer entitled: Guidance Guide on Child Development Based on Psychoanalytic Theory* (2023, p. 7)

1. Oral Stage (birth to 18 months): In this phase, children discover the world through their mouths, finding pleasure in sucking and feeding. They use their mouths to explore objects and experiences. How they are fed and the oral experiences they have can influence their emotional development, especially their confidence and sense of security. During the first 18 months of life, children communicate...

Primarily through gestures, facial expressions, and vocalizations. Although they are not yet able to speak comprehensibly, they can make sounds and babble. When they are hungry, sleepy, uncomfortable, or have a dirty diaper, they express their needs through crying.

According to the guide, it is important to observe the gestures made by the child, since We can understand that during the first 18 months of life, speech was not developed initially. and presents a reduced repertoire when the baby begins to speak. Therefore, understanding the way in This phase is developed and its impact on emotional development is relevant, since issues Related to excessive attachment, or the absence thereof, these traits form enduring personality traits. in adulthood.

5. SUCCESSES AND FIXATIONS IN EXPERIENCING THE STAGES OF DEVELOPMENT

Research within psychoanalysis involving fixations in the stages of development. Humans have been researching and investigating this for many decades. Therefore, they take into consideration social, biological, historical, familial, and psychological aspects throughout the formation process of individuals.

Human development linked to personality formation is extensively explored in psychoanalysis, especially when seeking to understand the functioning of subjects and their reflexes from childhood in this process. Patients seeking psychological care, even adults, bring many accounts about childhood and developmental stages. And, understanding how the life story of Understanding the patient, along with that individual's personality structure, is fundamental for the psychologist. so that the most appropriate management can be carried out.

Based on Euzébio (2023), the stages of psychosexual development can occur successfully, and when that happens, a healthy personality is formed. The author also talks about The importance of resolving issues at the appropriate stage, because if this does not happen in the right way... If correct, fixations can occur. Fixations can be understood as the persistence or focus permanent in a stage of psychosexual development, which generates behaviors dysfunctions associated with activities in which that individual's object of pleasure has become fixated.

Furthermore, the author Zimmerman (1999 p.92) points out that

It has long been known that the developmental stages in the formation of a child's personality are not static or of an absolutely linear progression; rather, they transform, overlap, and interact permanently with each other. Importantly, especially for clinical practice, the different developmental moments leave imprints on the psyche of what Freud called fixation points, towards which any subject may eventually regress.

These fixation points can lead to regression to one of the phases, even the experience of Some traumatic event can trigger regression. Humans perform movements of



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According to psychoanalysis, one of the defense mechanisms is regression, when individuals do not

They are unable to cope with the traumatic situation, they regress to one of the phases in which they became fixated and

They seek satisfaction in order to avoid accessing content that was traumatic.

Individuals who have become fixated on the oral phase may exhibit behaviors such as eating.

excessively when faced with stressful situations, talking too much, being aggressive, developing...

Smoking, thumb sucking, chewing gum, among other ways of obtaining pleasure through the mouth.

Unconsciously, the subject regresses to the oral phase, which became fixed due to excess or lack, and searches through other means.

using the mouth to relieve tension.

Regarding fixation in the Oral Phase, the focus of this work, Fadiman and Frager (1986, p. 13) state that:

The mouth is the first area of the body that a baby can control; most of the available libidinal energy is directed or focused on this area. As the child grows, other areas of the body develop and become important regions of gratification. However, some energy is permanently fixed or categorized in the means of oral gratification. In adults, there are many well-developed oral habits and a continuous interest in maintaining oral pleasures. Eating, sucking, chewing, smoking, biting, and licking or smacking kisses are physical expressions of these interests. People who constantly bite, smokers, and those who tend to overeat may be partially fixated in the oral phase, people whose psychological maturation may not have been completed.

Moraes and Barros (2023, p. 7), in their primer, also address that during the oral phase, babies

They use mechanisms to communicate, and these are also of paramount importance to the

development of the oral phase

As they grow, they begin to use simple gestures, such as pointing or extending their arms, to show what they want or to draw attention to something. Facial expressions also play an important role in communication. A smile can demonstrate satisfaction, while crying can indicate sadness, anger, or discomfort. At this stage, babies begin to understand the emotions of others through facial expressions and try to imitate adults to connect emotionally. Language begins to develop during this period, with the child imitating and trying to reproduce the sounds they hear around them. As the child moves from the first to the second year of life, words begin to emerge, initially with little clarity, and oral communication skills develop more significantly.

It is important to highlight that encouragement from family caregivers is essential during

This period, which encompasses the first 18 months of a child's life, and through this stimulation, the

Oral communication develops. When a child does not receive adequate stimulation, it can occur...

Speech delay, as well as difficulty interacting later on.

Furthermore, still in Fadiman and Frager (1986, p. 13), regarding the importance of experiencing the

Oral phase at the appropriate age:

The late oral phase, after the appearance of teeth, includes the gratification of aggressive instincts. Biting the breast, which causes pain to the mother and leads to breast withdrawal, is an example of this type of behavior. Adult sarcasm, snatching food from someone, and gossip have been described as related to this stage of development.



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The negative consequences of late-life experiences are associated with aggression, which can persist until later in life. adulthood, therefore attention to this phase is essential. The authors also point out sarcasm and... Gossip, behaviors that create problems in social interaction and harm relationships. And, how Regarding impact, Fadiman and Frager (1986, p. 13) exemplify that:

Maintaining some interest in oral pleasures is normal. This interest can only be considered pathological if it becomes the dominant mode of gratification, that is, if a person is excessively dependent on oral habits to relieve anxiety.

This may be related to compulsions such as compulsive eating, cigarette addiction, To talk a lot, among other things. Understanding the difference between normal and pathological may not be so simple. but weight gain, smoking, talking to the point of interfering with functioning or A fast and accelerated pace can be a symptom of a pathological condition.

The authors Moraes and Barros (2023, p. 19) also understand the relevance of stimulation.

Oral Phase: Lack of communication and adequate stimulation during the oral phase of child development can lead to fixations in this phase, feeding problems, communication difficulties, emotional imbalances, and compensatory behaviors.

Since fixation can occur due to both excess and deficiency, individuals who were not Stimulation during the oral phase can lead to impairments that persist into old age, hindering... Interaction. Communication is fundamental to life in society; if a child does not receive it... It stimulates but does not develop speech, does not expand vocabulary, and social interaction suffers. significant and prevents individuals from having a good quality of life, promoted by the difficulty to interact.

Speaking further about emotional imbalances and compensatory behaviors, Individuals may end up becoming too passive in relationships and suffer emotionally because they don't... to be able to assert oneself and communicate one's desires and dissatisfactions. Emotional health is fundamental for Living together in society, and for healthy development, emotional imbalance It can and does cause physical and mental illnesses in the individual.

According to Azevedo and Spadotto (2004, p. 131), in their work on obesity

Kaplan and Kaplan (1957) state that psychoanalysts understand obesity as a fixation on the oral phase and a regression to it. According to them, obese individuals, faced with frustrations in their lives and their functioning as adults, regress to the oral phase in search of infantile gratification. Thus, obesity is seen by them as a direct reflection of infantile orality.

Obesity is a problem faced by a significant portion of Brazilian society. and worldwide, as the study reveals, the regression to the oral phase in search of gratification and how The mechanism of satisfaction generates significant harm in the lives of obese individuals.



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They present several limitations, such as difficulty tying their shoes, climbing stairs, and fatigue.

physical activity with ease, and the development of other comorbidities as a result of excess

weight.

According to Azevedo and Spadotto, (2004, p. 130)

Schick (1947) considers obesity as a significant symptom of the total personality, viewing the body as an expression of the individual's instinctive attitudes. This author considers hyperphagia as a harmful habit and equates excessive food intake with alcohol or drug addiction. He speaks of the underlying psychopathology of addiction in the unconscious desire to experience again the satisfaction that the baby obtains from eating.

Studies on obesity reflect how psychological factors are associated with the lives of these individuals. It is important to highlight that regression to this phase is used by the subjects of

In an unconscious way, and one that doesn't deserve judgment, at times, it was the way the unconscious of these people... subjects found that he could either cope with, or not cope with, stressful or traumatic situations.

experienced by them.

The authors of the book Human Development, Papalia and Feldman (2013, p. 59), argue that

Freud considered the first three phases – those relating to the first five years of life.
– crucial for personality development. According to him, if children receive
Too little or too much gratification in any of these phases will run the risk of developing
Fixation – a disruption in development that can appear in the adult personality.
Babies whose needs are not met during the oral phase, when feeding is the
As a primary source of sensual pleasure, they may, in adulthood, develop the habit of biting their nails.
smoking or developing aggressively critical personalities.

Highlighting that early childhood, which includes the oral phase, needs to be experienced in a way that... proper way to ensure that habits like those mentioned by the authors do not become characteristic traits of the subjects' personality, lasting not only through childhood, but manifesting itself throughout life.

The text mentions that in adulthood, nail biting and smoking, which is an addiction that causes various health problems, are common habits. and having aggressive personalities is related to early life, a phase in which, for many, the
The child doesn't yet feel the impacts.

This is confirmed by other authors, such as Euzébio (2023, p. 1)

Fixation is a persistent focus on a particular psychosexual stage. Until this conflict is resolved, the individual remains "stuck" in this phase. For example, a person who is fixated on the oral stage may be more dependent on others and may seek oral stimulation through smoking, drinking, or eating.

A Guidebook on Child Development Based on Theory

Psychoanalytic, Moraes and Barros (2023, p. 9) "1. Affective relationships: The positive emotional bond between

The relationship between parents and children is crucial for healthy child development. Affection is essential for a...



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Healthy development and the family play a fundamental role in human development.

Early childhood requires an environment with affectionate relationships and family stability with well-structured routines.

They contribute to balanced psychosexual development.

In the same guide, Moraes and Barros (2023, p. 9) point out that it is essential to have

Family stability: A stable and consistent family environment, with predictable routines, contributes

for the well-being and development of children.” There are several problems caused by

Family instability, and this is directly reflected in the personality of the individuals, as well as in their

Emotional and social relationships are crucial, hence the importance of a stable family environment. Examples

The number of people with emotional and relational problems associated with unstable environments is clear, with

Characteristics such as aggressiveness, emotional instability, and difficulty establishing and maintaining relationships.

Relationships, communication difficulties, and hostility become personality traits and reflect

in the functioning and socialization of adult subjects.

According to Silva (2022, p. 1496), “fixations are thoughts and emotions that commonly

developed during childhood as a consequence of unsuccessful educational processes, more

“common among parents,” explicitly stating the role of parents in the process of children’s development and is of utmost importance.

It is important that the child is able to progress from one stage to the next. It also states, on the same page, that:

These thoughts later manifest as a disorder, an unresolved inner child, which will continue to appear in the adult, potentially remaining attached to childish and simple forms of gratification, hindering human, professional, and social development. Fixations interfere with the healthy flow of thought because they are not naturally erased by forgetfulness.

Other authors also present their conceptions about fixation, understanding that it occurs...

Fixation occurs when the satisfaction of one of the phases is not achieved in the way it should be. The manifestation

Later development, such as disorder, is a result of unresolved inner child issues, which will be reflected in

Maladjusted adult behavior.

Furthermore, adding this, in Zimerman (1999, p. 311)

We could classify resistances by relating them to the pathological fixation points that gave rise to them. Thus, we would have, for example, resistances of a narcissistic, schizoid-paranoid, manic, phobic, obsessive, hysterical nature, etc. Of course, if this were taken in an absolute way, it would generate great imprecision, so obvious is it to us, for example, that underlying every Oedipal fixation may be the avaricious child of the anal phase, the greedy little child of the oral phase, or the magical baby of the narcissistic phase.

The concept is presented based on the reflections of personality understood within the

psychoanalysis, as well as the emergence of pathologies and personality traits identified in

resistance and its nature.

In his work Three Essays on the Theory of Sexuality, Freud (1996, p. 150) states regarding the

fixation that:



The ground prepared by the psychic factors we have just mentioned is favorable to accidentally experienced stimuli of infantile sexuality. These latter stimuli (especially seduction by other children or adults) provide the material that, with the help of the former, can become fixed as a permanent disturbance. A large part of the deviations from normal sexual life subsequently observed in both neurotics and perverts is established, from the beginning, by impressions from the infantile period, supposedly devoid of sexuality. Contributing to its cause are constitutional complacency, precocity, the characteristic of high adhesiveness, and the fortuitous stimulation of the sexual drive by extraneous influences.

According to Zimerman (1999, p. 92), "The 'fixation points' would form from a excessive gratification or frustration of a particular 'erogenous zone'." therefore it is of utmost importance It is important to experience each phase of life in the appropriate way. Furthermore, it is interesting to understand how... Erogenous zones influence personality formation, with fixation points generated by Exaggeration or frustration during the developmental phase.

According to Moraes and Barros (2023, p. 7)

Oral fixation: This can occur if a child's oral needs are not adequately met or if there is excessive oral gratification. This can lead to behaviors such as excessive talking, passive behavior, excessive dependence on others, or feeding problems.

Excessive gratification can lead to the assimilation of pleasure beyond what is healthy, and with that To create a point of fixation. Excessive dependence on other people leads to harm. Relationships cause suffering for the person, since they place their affection in the other person and suffer for not... to have my feelings reciprocated as I would like.

In another passage, in Zimerman (1999, p. 93)

It is useful to add that throughout Freud's work, fundamental postulates appear, now considered classics, and which occur during the oral phase, such as: a special valorization of the body ("the ego, above all, is corporeal"); primary identification with the mother; the conception of bisexuality as a primordial quality of biological inheritance; the prevalence of the pleasure-unpleasure principle; the predominance of the primary thought process; the primitive formation of thing-representations; the incipient forms of language and communication; among other concepts.

Primary identification with the mother occurs from birth and is enhanced with the Contact between the child and the mother, especially during breastfeeding. Therefore, in addition to promoting The mother provides the necessary food for the baby's life and development, along with affection and care. necessary during this phase.

Regarding the consequences of not experiencing the oral phase satisfactorily, Silva (2022, p. 1498)

If this phase is not satisfactorily addressed, it can lead to fixations such as narcissism, pessimism, depression, aggression, overeating, chewing gum, heavy smoking, and a fondness for gossip.



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The results of this are reflected in social interactions, through the traits of personality traits that individuals develop, and pessimism, along with states of depression due to For example, it generates levels of psychological suffering that impact quality of life and contribute significantly for the emergence and worsening of pathologies.

According to Silva (2022, p. 1502), there are two procedures that occur in the oral phase. The author also points out that successful procedures for satisfying the oral phase, which has the The mouth as an erogenous zone and marking the beginning of the Ego, would be: the use of a pacifier, breastfeeding. maternal, fingers in the mouth and other indicated objects (adeno: use of teething rings). Furthermore, it would be It is important to avoid prolonged crying in the child, to ensure that the child receives affection and can smell the natural scent of the family. mother. As for unsuccessful procedures, the emergence of narcissism and pessimism was noted. states of depression, as well as aggressiveness, neediness, a tendency towards smoking, and the need talking all the time. All these characteristics highlighted by the author support and strengthen the hypotheses created in this work.

Thus, behaviors inherent in the subjects' personalities are highlighted. adults, reflected by a fixation on the oral phase, understood to be in the first years of life and that They reflect adulthood as a whole.

And Freud (1996, p. 150) concludes that

However, the unsatisfactory conclusion that emerges from these investigations into disturbances of sexual life stems from our lack of sufficient knowledge about the biological processes that constitute the essence of sexuality, in order to form, based on our isolated knowledge, a theory sufficient to understand both the normal and the pathological.

In short, sexual disorders, as well as the emergence and maintenance of Dysfunctional behaviors are largely linked to fixation in one of the phases of human development, and how this phase was carried out.

The focus on consolidating the oral phase was achieved through research based on the framework. Theoretically, it was possible to correlate fixation in the oral phase with behaviors such as compulsion. Eating habits, smoking, talking too much, among others.

Recommendations to prevent fixations from occurring and to ensure that the phases are experienced... In the way that is expected for healthy development, Moraes and Barros (2023, p. 8) present as guidelines and tips to ensure that child development occurs in the best way for the child, being

1. Establish a safe and welcoming environment: Create an environment where the child feels safe, loved, and accepted. This involves providing consistency, setting clear boundaries, and fostering an atmosphere of trust.
2. Be present and attentive to their needs. Emotional support: Be available to the child and show genuine interest in their experiences, feelings, and thoughts. Listen with empathy and validate their emotions, helping them develop a healthy sense of self-esteem.



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Establishing a safe and welcoming environment also ensures an education.

based on understanding and dialogue, with clearly defined boundaries understood by everyone in the house.

Furthermore, paying attention to the child's emotional needs helps in their healthy growth and

Strengthening the bond between the child and their parents.

Continuing with the guidelines, Moraes and Barros (2023, p. 8) present the following guidelines.

3. Provide opportunities for play and creative expression: Through play, children explore their inner and outer world. Encourage playful activities, imaginative games, and creative expression, as this helps in emotional, cognitive, and social development. 4. Maintain open communication: Encourage the child to express their thoughts and feelings freely. Be willing to talk about difficult topics and be sensitive to their communication needs. 5. Develop routines and structures: Children benefit from consistent routines and clear structures. This helps promote a sense of security and predictability, which is important for their emotional and behavioral development.

Creativity is of utmost importance and needs to be stimulated; creating opportunities for it is crucial.

Play and creative expression are useful and necessary, as they are skills that will be used by

throughout life. Furthermore, maintaining open communication creates bonds and allows for the expression of...

Feelings foster a child who is self-aware and able to develop socially better. And the

Routines help in the psychological and social organization of individuals.

Continuing, Moraes and Barros (2023, p. 8) added the importance of

6. Be aware of your own inner world: Recognize that your own experiences and emotions can influence how you relate to the child. Seek to understand your own reactions and seek support when needed to cope with personal challenges. 7. Seek professional support if necessary: If you have significant concerns about child development or are experiencing difficulties dealing with specific issues, consider seeking support from a qualified professional in child psychology or psychoanalysis.

Being aware of your own inner world allows you to identify your limits.

as a human being, and in the interaction and how the child establishes relationships. Finally, seeking help.

If necessary, this professional demonstrates care and concern, as well as awareness of the...

difficulties or inconsistencies in proper development, should any be identified.

In this pathology, early diagnosis and treatment offer a greater chance of improvement.

prognosis.

All the guidelines proposed by Moraes and Barros are valid and of utmost importance.

because, as evidenced by authors, based on psychoanalysis and the theories of Sigmund Freud, it was

The existence of a relationship between the emergence of habits and fixation in the oral phase has been proven. Well.

such as observation, and investigations that relate fixation in the oral phase with the emergence and

The persistence of these habits, discussed in the work, is relevant to understanding these...

phenomena, data presentation, and for parents, psychologists, and health and education professionals,



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Pay attention to the first stage or phase of child development, often seen as a phase.

simple, meaning the child doesn't understand many things.

CONCLUSION

Based on the articles, books, primers, and content studied throughout the course, it becomes clear that...

The importance of psychoanalysis, the study of Personality Theory, and the Stages of Development.

Psychosexuality, and how personality formation is linked to childhood, as well as fixation.

In one of its phases, it can cause harm and can become one of a person's personality traits.

individual. It was identified that fixation on a phase can occur as a result of excess or

lacking, and reflecting on the habits of the subjects that are linked to their personality, as well as to

psychological and social aspects.

It was observed that fixation in the oral phase is linked to aspects related to addictions.

Smoking, obesity, compulsive eating, excessive talking, and forms of satisfaction that may

being associated with obtaining pleasure through the mouth. Therefore, it is of utmost importance that

Pay attention during childhood development so that this phase is experienced in a healthy way.

The results align with the proposed objectives, highlighting the understanding of the phases of

Psychosexual development contributes to the identification of behaviors and traits of

personality in adulthood.

It is concluded that more research and work on fixations is needed.

primarily relating to habits and addictions, as well as the emergence and maintenance of

behaviors of individuals with adequate or inadequate experience, the excess or lack of the object of

pleasure in some of the phases. Also, field research on human development and fixation.

In the phases involving adults, they would serve as support for understanding common behaviors in

individuals.

Thus, it is reaffirmed that Psychoanalysis represents a fundamental instrument for

Understanding human development and for professional practice in the field of Psychology,

contributing to the analysis of internal conflicts and the promotion of psychological well-being.

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