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(INTER)DISCIPLINARITY OF SUMMERHILL SCHOOL

Abstract

Summerhill School is an example of one of the revolutionary approaches in pedagogy and psychology of child education. It offers new perspectives on childhood, relationships with children, and the way of education through freedom. This paper presents the founder of Summerhill, Alexander Southerland Neill, along with his lifework and the theoretical basis of his pedagogical ideas. Furthermore, it presents the interdisciplinarity of this school, i.e., its pedagogical principles, which are manifested in the combination of pedagogy, psychology (with an emphasis on psychoanalysis) and philosophy. An analytical research was carried out, which included conducting a meta-analysis. Furthermore — articles, views and criticisms of the concept of Summerhill were interpreted. This review confirmed the views on the broad interdisciplinarity of this concept with both its positive and negative sides. Good and bad points, attitudes and opinions are also shown, and it is concluded that this approach is only suitable for some students and that, however, prior to its implementation, a certain differentiation of students should be carried out — who will benefit greatly from this type of work.

Keywords: *A. S. Neill, pedagogical principles, revolution, freedom.*