

**Hesitation as a Dramatic Technique in Shakespeare's *Hamlet, the Prince of Denmark*: Psychoanalytic Criticism Study**

**Lec.Dr. Mahmood, Hasan. Zghair.** Geniuses High School for Outstanding Students. The General Directorate of Education-Al-Rusafa the Third. Ministry of Education. Baghdad, Iraq. E-mail address:  
[mahmood.hasan@dr.com](mailto:mahmood.hasan@dr.com)

**التردد كأسلوب أدرامي في هاملت ، أمير الدنمارك لشكسبير:  
دراسة نقدية في التحليل النفسي**

**م.د. محمود, حسن. زغير.**

**ثانوية العباقرة للمتفوقين. المديرية العامة للتربية  
الرصافة الثالثة. وزارة التربية . البريد الإلكتروني:  
[mahmood.hasan@dr.com](mailto:mahmood.hasan@dr.com)**

تبحث هذه الدراسة في الأسلوب الدرامي للتردد في مسرحية هاملت لوليام شكسبير من منظور التحليل النفسي. اعتمادًا على نقد التحليل النفسي لسليجموند فرويد ، يتعمق التحليل في الرغبات اللاواعية والصراعات الداخلية وتأثير الأنا العليا على شخصية هاملت. يتم استكشاف مفهوم الرغبة اللاواعية لفهم الدوافع الكامنة وراء تردد هاملت. تقترح نظرية فرويد أن الأفراد يقمعون الرغبات والدوافع التي يمكن أن تؤثر على سلوكهم. في "هاملت" ، تم تحليل تأخر هاملت في الانتقام لمقتل والده كنتيجة لرغبات هاملت المتضاربة ، مثل حبه لأمه جيرترود وضميره الأخلاقي. تم تحديد الصراع داخل نفسية هاملت كعامل رئيسي في تردده. تتبع هذه الخلافات من الصراع بين واجبه في الانتقام لوالده واهتماماته الأخلاقية بشأن الانتحار. تحاول هذه الدراسة إظهار كيف خلقت هذه الصراعات حالة من التردد والتكهنات في شخصية هاملت ، مما أدى إلى إطالة ارتبائه من ناحية ، وكيف يمكن لشكسبير أن يستخدم أسلوبًا دراميًا للتردد للتلاعب بمشاعر القراء و الجمهور تجاه أحداث المسرحية ومتابعتها. من جانب الآخر. يتم فحص هذا الجانب لفهم كيف تؤثر الاعتبارات الأخلاقية التي تفرضها الأنا العليا على أفعال هاملت. كما يقدم نظرة ثاقبة على التفاعل بين الرغبات اللاواعية والصراعات الداخلية وتأثير الأنا العليا ، مما يثري تفسيرات شخصية هاملت وتقنية شكسبير الدرامية. الكلمات المفتاحية: التردد ، الأسلوب الدرامي ، شكسبير ، هاملت ، النقد التحليل النفسي.

#### Abstract:

This study examines the psychoanalytic use of the dramatic device of hesitation in *Hamlet, Prince of Denmark* (1601) by William Shakespeare. The analysis explores Hamlet's unconscious desires, internal struggles, and the impact of the superego based on Sigmund Freud's psychoanalytic criticism. To comprehend the underlying causes of Hamlet's hesitation, the idea of unconscious desire is investigated. According to Freudian theory, individuals repress their motivations and desires that might otherwise have an impact on their behaviour. In "*Hamlet*," it is analyzed that Hamlet's conflicting desires, such as his love for his mother Gertrude and his moral conscience, are the reason why he waits so long to exact revenge for the murder of his father. A conflict within Hamlet's psyche has been identified as a major factor in his hesitation. These conflicts stem from the conflict between his duty to avenge his father and his moral concerns about taking his own life. This study tries to show how these conflicts created a state of indecision and speculation in Hamlet's character, prolonging his confusion on the one hand, and how could Shakespeare use a dramatic technique of hesitation for manipulating readers and audience's feelings towards the actions of play and follow them on the other hand. This aspect is examined to understand how the moral considerations imposed by the superego affect Hamlet's actions. It also offers insight into the interplay between unconscious desires, inner conflicts, and the influence of the superego, enriching interpretations of Hamlet's character and Shakespeare's dramatic technique.

**Keywords:** Hesitation, Dramatic technique, Shakespeare, *Hamlet*, psychoanalytic criticism

#### I. Introduction:

Shakespeare's play *Hamlet* (1601), is well-known for its intricate plot, multifaceted characters, and in-depth examination of human psychology (Jones, 1949). Shakespeare uses a variety of dramatic strategies, but hesitation is a key one because it influences the story and character development. By examining the character of Hamlet through the lens of Sigmund Freud's theories (Freud, 1900). This study explores the significance of hesitation in *Hamlet* (1601) using a psychoanalytic criticism approach. The influence of the superego on a person's behaviour and decision-making process can be examined through psychoanalytic criticism, in Freud's opinion (Freud, 2018), along with unconscious desires and internal conflicts. These factors are particularly important for comprehending Hamlet's reluctance to seek revenge for the death of his father and the effects this has on the play's overall plot.

According to Freud, human behaviour is guided by deeply ingrained motivations known as unconscious desires. In *Hamlet* (1601), one can examine Hamlet's unconscious desires, especially his suppressed sexual desires for his mother, Gertrude, which feed his conflicted emotions (Freud, 1900). This is evident in his strong reactions to Gertrude's hurried remarriage to Claudius. Freud suggested that Hamlet's inner conflicts were a significant cause of his hesitancy. He struggles with conflicting urges for retribution and justice for the death of his father as well as moral hesitations about using violence (Freud, 1923). In Hamlet's soliloquies, where he questions his own motivations and muses over the effects of his actions, these inner conflicts are expressed. Hamlet's hesitation is significantly influenced by the superego, as Freud theorized.

His moral conscience forbids him from acting right away and implores him to seek justice rather than give in to retaliation (Freud, 1923).

This struggle between his desire for justice and the superego's influence contributes to his hesitation, in the context of Hamlet's hesitation, the influence of the superego, which stands for internalized moral and ethical values, is taken into account. The superego serves as a restraint, dictating social expectations and affecting Hamlet's decision-making. (Belsey,1988). Employing a psychoanalytic criticism approach in this study tries to shed light on the psychological underpinnings of Hamlet's hesitation. It explores the interplay between unconscious desires, internal conflicts, and the influence of the superego, offering a deeper understanding of Hamlet's character and the dramatic techniques employed by Shakespeare in "Hamlet" .

### Research Questions for this Study are:

1. How does hesitation function as a dramatic technique in Shakespeare's play *Hamlet, the Prince of Denmark* (1601)?
2. What are the implying unconscious desires leading Hamlet's hesitation to take revenge for his father's murder?
3. How do inner conflicts contribute to Hamlet's hesitation and wait in taking action?
4. What is the influence of the superego on Hamlet's hesitation, considering its role in shaping his moral considerations and decision-making process?
5. How does Hamlet's hesitation contribute to the play's anxiety, nervousness, and introspection?
6. In what ways does a psychoanalytic criticism approach improve our understanding of the psychological complexities of Hamlet's character and his hesitation?
7. What insights can be gained from analyzing hesitation in "*Hamlet*" through the lens of psychoanalytic criticism?
8. How does Hamlet's hesitation reflect and discover the broader themes of morality, conscience, and the human psyche?
9. How does the analysis of hesitation in "*Hamlet*" contribute to our appreciation of Shakespeare's dramatic techniques and the play's enduring appeal?
10. What ramifications can be drawn for our comprehension of Shakespearean tragedies and his psychological depth from a psychoanalytic analysis of hesitation in "*Hamlet*"?

### II. Literature Review:

The literature review section offers a summary of previous academic works that have investigated the subject of hesitation in Shakespeare's "Hamlet" from the viewpoint of psychoanalytic criticism. It provides a thorough understanding of the body of research by highlighting important studies, theories, and interpretations relevant to the subject. Understanding the psychological aspects of hesitation in "*Hamlet*" is based in part on Freud's psychoanalytic theories. Freud's psychoanalytic theories serve as a foundational basis for understanding the psychological dimensions of hesitation in "*Hamlet*." In his work "The Interpretation of Dreams" (1900), Freud examined the unconscious mind and suppressed desires, which are relevant to analyzing Hamlet's hesitation. His concept of the Oedipus complex, discussed in "The Ego and the Id" (1923), offers insights into Hamlet's complex emotions and the influence of his relationships, particularly with his mother, Gertrude. Ernest Jones, in "*Hamlet and Oedipus*" (1949), applies psychoanalytic theories to analyze the character of Hamlet. Jones suggests that Hamlet's hesitation can be understood in light of the Oedipus complex, highlighting the unresolved desires and conflicts between love and rivalry towards his mother.

Catherine Belsey, in "The Subject of Tragedy: Identity and Difference in Renaissance Drama" (1988), examines how the tragedies of Shakespeare have an impact on the mind. Belsey also investigates how the protagonist of "*Hamlet*" internal conflicts and complexity is reflected in the protagonist's hesitation, which challenges conventional notions of identity. While Elaine Showalter, in "Representing Ophelia: Women, Madness, and the Responsibilities of Feminist Criticism" (1985), focuses on Ophelia's character and her interaction with Hamlet. Hamlet's hesitation is clarified by Showalter's feminist analysis, which emphasizes the impact of societal structures on both characters. She examines how Ophelia's insanity and eventual suicide affect Hamlet. Moreover, Jonathan Dollimore, in "Radical Tragedy: Religion, Ideology, and Power in the Drama of Shakespeare and his Contemporaries" (1985), investigates how politics and ideology are

present in Shakespeare's tragedies. Hamlet's hesitation , according to Dollimore, can be interpreted as a rebellion against oppressive power structures and a challenge to conventional authority. These academic works offer insightful analyses of hesitation in "*Hamlet*" from the viewpoint of psychoanalytic criticism. They help us comprehend the psychological complexities of the characters, especially Hamlet, and they shed light on the causes of his reluctance. By interacting with these works. Therefore, this study seeks to advance the extent of knowledge already available and to provide offering a deeper interpretation of hesitation in "*Hamlet*" through a psychoanalytic lens.

### III. Statement of Methodology:

This study uses a qualitative research methodology to examine the theme of hesitation from the viewpoint of psychoanalytic criticism in Shakespeare's "*Hamlet*". The psychological complexities and dramatic implications of hesitation in the play can be thoroughly explored and interpreted thanks to the qualitative research methodology.

#### Data Collection:

1. **Primary Textual Analysis:** William Shakespeare's original text for "*Hamlet*," which served as the basis for this study's primary data, was carefully read and analyzed. To spot patterns, themes, and psychologically nuanced nuances associated with hesitation, key scenes, dialogues, and soliloquies involving Hamlet's hesitation are examined in-depth.

2. **Secondary Sources:** To gain understanding from earlier studies on hesitation in *Hamlet* (1601) and psychoanalytic criticism, a thorough review of the body of scholarly literature, including books, journal articles, and academic essays, is conducted. These secondary sources support the analysis, offer a theoretical framework, and add to our understanding of the subject as a whole.

#### Data Analysis:

1. **Coding and Categorization:** The primary data gathered from the textual analysis is coded and categorized based on emerging themes and patterns associated with hesitation. To make analysis and interpretation easier, pertinent passages, quotes, and examples are extracted, arranged, and labelled.
2. **Thematic Analysis:** A thematic analysis is conducted to identify recurrent themes and motifs surrounding hesitation in *Hamlet* (1601). Themes are examined through a psychoanalytic lens, focusing on unconscious desires, internal conflicts, and the influence of the superego. The analysis examines how these themes interact and how they affect Hamlet's character growth as well as the play's overall plot.
3. **Interpretation and Synthesis:** To create a thorough understanding of hesitation in "*Hamlet*" from a psychoanalytic viewpoint, the thematic analysis's findings are interpreted and combined. The analysis takes into account how Hamlet's hesitation affects his psychological state, his interactions with other characters, and the play's larger themes of morality, identity, and power dynamics.

#### Limitations:

1. **Subjectivity:** The interpretation of the data is subject to the subjectivity and personal viewpoints of the researcher, which may affect the analysis and conclusions.
2. **Scope:** The scope of this study is limited to the psychoanalytic interpretation of hesitation in the play "*Hamlet*". Within the parameters of this research, additional facets of the play or alternative critical perspectives might not be thoroughly examined. This study seeks to provide a nuanced understanding of hesitation in "*Hamlet*" from a perspective of psychoanalytic criticism by using a qualitative research methodology and conducting a thorough analysis of the primary text and existing literature. The research adds to the body of knowledge already known about the play and provides fresh insight into the dramatic and psychological significance of hesitation in Shakespeare's famous tragedy.

#### IV. The problem statement for this study is as follows:

Shakespeare's *Hamlet* (1601) character Hamlet's hesitation has attracted a lot of interest from academics and critics. However, a comprehensive examination of this reluctance from the perspective of psychoanalytic criticism is lacking. Hamlet's hesitation is still largely unknown in terms of its underlying

unconscious desires, internal conflicts, and superego influence. In order to gain a deeper understanding of the reasons behind and implications of Hamlet's hesitation within the context of the play, this study will investigate the psychological aspects of it through a psychoanalytic lens. The goal of the study is to close this knowledge gap in order to improve our understanding of "*Hamlet*" and our understanding of the psychological complexity of Shakespeare's tragedies. Additionally, the hesitation that Hamlet displays in Shakespeare's play "*Hamlet*" presents a significant dramatic and psychological challenge that necessitates investigation through a psychoanalytic criticism lens. This study aims to gain a deeper understanding of the psychological complexities and dramatic implications of Hamlet's hesitation, thereby improving our interpretation of the play and its ever-present relevance. It does this by examining the underlying unconscious desires, internal conflicts, and the impact of the superego on his hesitation.

#### V. The Conception of Hesitation as a Dramatic Technique :

General accepted in William Shakespeare's literary works, the concept of hesitation—or the act of pausing or delaying in making a decision or taking action—recurred frequently. Shakespeare uses hesitation in his literary works to serve several purposes. It highlights the internal struggles people experience when faced with difficult decisions or moral dilemmas, illuminating the complexities of human psychology. As audiences anticipate the effects of the characters' uncertainty, hesitation also builds tension and suspense within the plays. The exploration of themes like ambition, morality, fate, and the human condition is generally aided by hesitation in Shakespeare's works. Moreover, Shakespeare frequently examines the complexities of human nature and the inner struggles of his characters, and hesitation is an important part of this exploration. Shakespeare's well-known plays like *Hamlet* (1601) and *Macbeth* (1606), which deal with hesitancy, are especially clear in this regard. In *Macbeth* (1606), the character of Macbeth himself explores hesitation. At first, Macbeth is hesitant to carry out the three witches' prophecies, which foretell his ascension to power. He struggles with his conscience and wonders if the course he is considering is moral. His aspirational wife, Lady Macbeth, implores him to get over his reluctance and act quickly to take the throne.

There are various ways that hesitation can appear in the literature. Characters might struggle with competing desires, uncertainties, or fears that keep them from acting right away. This hesitation frequently stems from a lack of confidence in one's own judgment, fear of the unknown, or worry about the consequences of one's actions. As characters wrestle with the ethics of their decisions, it can also come about as a result of moral dilemmas. In literature, hesitation has several of uses. Characters become more complex and nuanced, which makes them more likeable and human. The internal conflicts and weaknesses of their characters are explored by authors by exploring hesitation, which enables readers to identify and relate to their experiences. When characters hesitate, it can build suspense and tension as readers anxiously await how their conflicts will be resolved and what decisions they will ultimately make. Literature frequently employs hesitancy to delve into more significant themes and concepts. It might be a reflection of larger societal or philosophical problems, like the tension between right and wrong, the definition of free will, or the effects of inaction. Authors raise issues such as human agency, identity exploration, the influence of outside factors, and the difficulty of moral decision-making through their hesitation.

The conception of hesitation as a dramatic technique in "*Hamlet*" can be explored through various references within texts. Scholars and critics have examined this theme and its significance within the play. Here is an explanation of the conception of hesitation as a dramatic technique. Hesitation serves as a powerful dramatic device in *Hamlet* (1601), allowing for the exploration of complex psychological and moral dilemmas. This deliberate delay or indecisiveness exhibited by Hamlet creates tension, suspense, and introspection within the play (Belsey, 1985). The internal conflicts and moral qualms experienced by Hamlet are central to the conception of hesitation. Through soliloquies and contemplative moments, Hamlet wrestles with conflicting desires and ethical considerations (Freud, 1923). His hesitation becomes a manifestation of these internal struggles, adding depth and complexity to his character.

Furthermore, hesitation in "*Hamlet*" can be seen as a contrast to more impulsive and decisive characters in the play. This juxtaposition highlights Hamlet's unique disposition and emphasizes the complexities of human nature (Dollimore, 1985). The dramatic significance of hesitation lies in its reflection of the broader

human experience. It captures the uncertainty, ambiguity, and moral dilemmas that individuals face in their lives. Hesitation invites the audience to reflect on existential questions and engages them in the psychological intricacies of decision-making (Showalter, 1985). By employing hesitation as a dramatic technique, Shakespeare presents a nuanced portrayal of human psychology and moral complexity. It adds layers of introspection, suspense, and philosophical contemplation to the play, contributing to its enduring appeal (Greenblatt, 2013).

Generally, There are numerous genre-specific literary works demonstrate demonstrate hesitation. Raskolnikov, the main character in Fyodor Dostoevsky's *Crime and Punishment* (1866), ponders his moral compass and the effects of his actions before committing a heinous crime. In Jane Austen's *Pride and Prejudice* (1813), Elizabeth Bennet is hesitant to accept Mr. Darcy's proposal due to her initial misconceptions and reservations about his character. The theme of hesitation is also explored in contemporary literature. The characters in Kazuo Ishiguro's *Never Let Me Go* (2010) are hesitant to question the social conventions and fate that control their lives, which prompts discussions about identity, ethics, and the importance of personal choice. Thus, the idea of hesitation in literature is used to explore larger themes and ideas as well as the difficulties involved in making decisions as people, including internal conflicts. It challenges readers to think about their own reservations and the decisions and conundrums that influence their lives.

## VI. Textual Analysis of "Hamlet" according to a Freudian Psychoanalytic Perspective:

This study highlights the dramatic significance of hesitation in *Hamlet* (1601), which gives the play tension, suspense, and introspection. It also emphasizes the complexity of human psychology by depicting Hamlet as a multifaceted character who deliberates before acting and by using a psychoanalytic lens to give the psychological foundations of Hamlet's hesitation. One needs to be familiar with behavioural psychology, which is the study of behaviour that reveals inner thoughts, to analyze Hamlet from a psychological angle. Hamlet is an unpredictable and flamboyant character. As the play improves, various qualities. Hamlet first appears in Act 1, Scene 2, and at that point, one can see him as a defenceless young prince who is lamenting the death of his father and his mother's hurried marriage to his uncle. These events left Hamlet where he is right now. more noteworthy anguish. Feelings of rage and. He feels sad about his mom's relationship with Claudius, which makes him want to kill himself, that is clear through his words especially when he stated:

..., married with my  
uncle,  
My father's brother, but no more like my father  
Than I to Hercules. Within a month,  
Ere yet the salt of most unrighteous tears  
Had left the flushing in her gallèd eyes,  
She married. O, most wicked speed, to post  
With such dexterity to incestuous sheets!  
It is not, nor it cannot come to good.  
But break, my heart, for I must hold my tongue. (*Hamlet*, I, ii.155-164)

According to critics have seen Hamlet is a complex character full of deep emotions and developmental problems, which is revealed through his actions, thoughts, and words portrayed during the play, Traumatic experiences in a person's life can have serious mental repercussions, such as disconnection from others, self-blame, or permanent mental instability. No action is ever considered to be an accidental behaviour, thus making Hamlet an intriguing subject of analysis. Critics of William Shakespeare's play *Hamlet* often debate the cognitive processes of young Hamlet's mind. To examine *Hamlet* (1601). from a psychological perspective, one must use knowledge of behavioural psychology, which is the study of behaviour that reveals inner thoughts. Accordingly, Hamlet's behaviour demonstrates textbook symptoms of emotional and psychological damage. With the loss of his father and the quick remarriage of his mother, the dramatic changes in the familiarity of life become the triggers for Hamlet's change in behaviour. The triggered behaviours became dangerous, as the ability to be able confide in someone else does not seem a possibility to Hamlet. Losing a loved one is never easy, in Hamlet's case the loss leads to a downward spiral of behaviour that ultimately affects many different people in his kingdom.

Applying Freud's psychoanalytic criticism to analyze "*Hamlet*", especially Hamlet's hesitation, to a greater extent by using Freud's psychoanalytic criticism. The underlying unconscious desires, internal conflicts, and the impact of the superego can be found by closely examining several of significant scenes and dialogues. The analysis that follows makes use of pertinent passages and Freudian concepts:

**I. Unconscious Desires:** Applying Freud's psychoanalytic criticism to Analysis. Hamlet's complex emotions and suppressed desires for his mother, Gertrude, demonstrate Freud's theory of unconscious desires refers to Hamlet's intense response to Gertrude's hurried remarriage to Claudius in Act I, Scene 2, reflects his unconscious desires and unresolved Oedipal feelings (Freud, 1900). For instance, when he exclaims, " Let me not think on 't; frailty, thy name is woman! ". (*Hamlet*, I.ii.150), it reveals his conflicted emotions towards his mother's actions.

**II. Oedipus Complex:** Hamlet's relationship with Gertrude can be analyzed through the lens of the Oedipus complex. The unresolved desires and conflicts between love and rivalry towards his mother contribute to his hesitation (Jones, 1949). In the closet scene (Act III, Scene 4), Hamlet's harsh words towards Gertrude can be interpreted as a manifestation of his repressed feelings and the Oedipal struggle. According to Freud as complex psychologically, expresses comes from the Oedipus complex, who killed his father and then got married to his mother. A strong super-self-image, as suggested by Freud, serves to control the id's natural impulses. While the id wins out over weak super-inner self-persuasion. Additional degrees of responsibility for the two. The two aforementioned cases will be high and low, correspondingly. (Ibrahim,2020).There is clear through his words when Hamlet said:

O you not come to tardy son to chide.  
That, lapsed in time and passion, let's go by  
The important acting of your dread command?  
O say! .....,  
In response to Hamlet, the Ghost replies:  
Do not forget: this visitation  
Is but to whet thy almost blunted purpose. (*Hamlet*. III.iv.122-125).

**III. Internal Conflicts:** Hamlet's hesitation can be attributed to internal conflicts, as Freud suggests. He grapples with conflicting desires for justice and revenge for his father's murder, alongside his moral qualms about committing an act of violence (Freud, 1923). In Act III, Scene 3, during the "To be or not to be" soliloquy, Hamlet contemplates the consequences of his actions and reflects on the internal struggle between his desire for revenge and his moral conscience. Hamlet's perception of his father's death is initially clouded by uncertainty. cause, the exact nature of which is unknown. He is then informed after seeing the Ghost. The murder was committed. He needs evidence to support the ghost's claims but he already has. He cannot decide to exact revenge despite having seen the evidence. What is wrong is that he is unable to exert a focused action due the hesitation. He simply muses over it and swears his memories be erased. Complex, muddled, and contradictory. His justification for the action is heavily influenced by cultural factors. It will be helpful to think of knowledge in terms of a cycle that goes body-mind-culture to comprehend Hamlet's dilemma. Yang has discussed that "his brain has received the experience of his father's death and registered it in the bank ideological data, it fails to direct his bodily action".(2009,p.79). One can note that through his words below:

....,I don't know  
Why yet I live to say, ' This things ' to do,  
Sith I have cause, and will, and strength, and means  
To don't. (*Hamlet*, IV.iv.46-49)

As a result of the tension between action and consciousness, Hamlet's hesitation to take action is his most tragic flaw. Consequently, he prepares himself for both possible answers. He is played out in the play with complete trepidation. Hamlet frequently employs a variety of defenses to conceal his hesitation brought on by his internal conflicts. The reservation demonstrates Hamlet's pain due to his innate traits. character flaw and psychological issues. Hamlet believes that killing Claudius while he was praying but the hesitation prevents him from winning him, this act leads him to entry into heaven the chance to exact revenge on his

late father. While he still has the chance, Hamlet chooses to take a break. Since his father was already killed, kill Claudius. self-purification from wrongdoing. That is something he acknowledges. Claudius must pass away similarly to his father's dad During Hamlet's profoundly moving arguments, and He is looking for a while claiming to be mentally ill. Claudius had a good chance to be killed. Claudius already a great deal manipulated various characters to his advantage a fusion of Claudius's demand and Hamlet's deferral. Hamlet stated:

Haste me to know 't, that I, with wings as swift  
As meditation or the thoughts of love,  
May sweep to my revenge. (*Hamlet*, I. vi. 35 -37)

**IV. Influence of the Superego:** The superego's influence on Hamlet's hesitation is evident throughout the play. Hamlet's moral conscience and adherence to societal expectations restrain him from immediate action (Freud, 1923). In Act II, Scene 2, when Hamlet refrains from killing Claudius while he is praying, he demonstrates the influence of the superego and his consideration of moral consequences. In addition, Ibrahim comments:

Hamlet's superego gains control of his id, thus enabling him to take revenge to the Ghost's death. In Act 5, Scene 3, Hamlet kills Claudius. Finally, Hamlet kills Claudius after so long hesitancy, because Gertrude now dies. Gertrude indicates the object of Hamlet's desire. Hamlet's desire for his mother has also died. Since Hamlet no longer has to suppress his desire, his missed power returns to him consequently enables him to kill Claudius twice: injures Claudius with his rapier, then forces him to drink the poisoned wine. Respectively of Claudius' "deaths" represents different things to Hamlet. One death embodies the death of King Hamlet, and the other embodies the death of Hamlet's id. Now, Hamlet can rest when he has finished his business by taking revenge for his father's death. He might not find an answer for the reason behind his hesitancy in avenging his father's death since the presence of the Ghost.(2020, p.22).

By analyzing these textual examples through a Freudian psychoanalytic lens, we gain insights into the psychological complexities of Hamlet's character and the underlying motivations behind his hesitation. This analysis highlights the interplay between unconscious desires, internal conflicts, and the influence of the superego, providing a deeper understanding of the character's hesitation and its significance within the play.

**Through a close reading and analysis of the text, several key elements emerge:**

**Several important elements can be seen by carefully reading and analyzing the text:**

**1. Soliloquies:** One of "Hamlet's" notable characteristics is the presence of soliloquies, in which the characters speak directly to the audience about their innermost feelings and thoughts. The famous "To be or not to be—that is the question: Whether 'tis nobler in the mind to suffer" (*Hamlet*, III, i. 64-65) and other soliloquies by Hamlet show his in-depth reflection on life, death, and the nature of existence. The soliloquies in Hamlet's play shed light on his inner conflicts and philosophical considerations.

**2. Shakespeare's use of language and wordplay** in "*Hamlet*" gives the text depth and complexity. The play is rife with metaphors, double entendres, and puns that serve to both amuse the audience and make significant points. For example, Hamlet shows off his wit and intellect while also highlighting his underlying mistrust in Polonius in Act II, Scene II.

POLONIUS : Indeed, that's out of the air. *Aside.* How pregnant sometimes his replies are! A happiness that often madness hits on, which reason and sanity could not so prosperously be delivered of. I will leave him and suddenly contrive the means of meeting between him and my daughter.—My lord, I will take my leave of you.

HAMLET : You cannot, sir, take from me anything that I will more willingly part withal—except my life,



except my life, except my life. (*Hamlet*, III.ii.226 -235),

However, Sale (2015) have seen Hamlet put himself in a Hesitation situation which relation to these challenges. The presumption of the equality of intelligence, for instance, can be disputed in Hamlet, among other things.

..., for the  
most part are capable of nothing but inexplicable  
dumb shows and noise. I would have such a fellow  
whipped for o'erdoing Termagant. It out-Herods  
Herod. Pray you, avoid it. (*Hamlet*, III.ii.11-14),

**3. Themes of Madness and Sanity:** The lines between reality and illusion are hazy as "Hamlet" explores the theme of madness and sanity which leads to several questions about Hamlet's true mental state arise when he pretends to be insane as part of his plan for revenge. The famous scene with Ophelia in Act III, Scene I, where he appears dishevelled and unpredictable, highlights the complex portrayal of madness in the play.

Get thee to a nunnery. Why wouldst thou be  
a breeder of sinners? I am myself indifferent honest,  
but yet I could accuse me of such things that it  
were better my mother had not borne me: I am  
very proud, revengeful, ambitious, with more offenses  
at my beck than I have thoughts to put them  
in, imagination to give them shape, or time to act  
them in. What should such fellows as I do crawling  
between earth and heaven? We are arrant knaves  
all; believe none of us. Go thy ways to a nunnery.  
Where's your father? Where's your father? (*Hamlet*, III.i.131-141),

**4. The Ghost:** The appearance of the ghost of Hamlet's father is a pivotal moment in the play. The ghost's revelation of his murder and the demand for revenge sets the plot in motion. It introduces an element of the supernatural and raises questions about the nature of the afterlife and the moral obligations of the living apparition of the ghost. The ghost appeared on the stage several times trying to urge Hamlet to take revenge against the murderer of his father, but Hamlet seems hesitant and confused about the matter, which constitutes a struggle inside Hamlet's mind. This is evident through the ghost's words below:

Do not forget. This visitation  
Is but to whet thy almost blunted purpose.  
But look, amazement on thy mother sits.  
O, step between her and her fighting soul. (*Hamlet*, III.i. 126-128),

Hamlet thinks back to his promise not to harm his mother. He informs him about Claudius' plan and warns him that he will seek retribution. Claudius plans to get rid of Hamlet as soon as he finds out about Polonius' murder. He means to. Send Hamlet to England so he can travel there.

**5.The Play Within a Play:** Shakespeare employs a play within the play, known as "The Mousetrap," to expose the guilt of Claudius. This metatheatrical device allows the characters to mirror their own actions and reveals the power of theater as a means of truth-telling and manipulation. These are just a few of the topics that can be investigated through textual analysis of "*Hamlet*". The play is a gold mine for additional exploration and interpretation because it is rife with symbolism, has intricate character relationships, and has thought-provoking dialogue. The hesitation of Hamlet is the result of a depressed outlook, accelerated by the sudden remarriage of his mother and the death of his father. Hamlet's hesitation is the result of a melancholy outlook. Unquestionably, Hamlet demonstrates a great deal of vitality in his witty repartee, which he uses to best effect in the speciality of the travelling entertainers, in his clever use of the play's

scene to trap Claudius, and in the way he planned the death of Rosencrantz and Guildenstern. (Bradley, 1985). Besides, Hamlet fears that the ghost was real; he stages a plan to confirm his doubts about Claudius:

Out of my weakness and my melancholy,  
As he is very potent with such spirits,  
Abuses me to damn me. I'll have grounds  
More relative than this. The play's the thing  
Wherein I'll catch the conscience of the King. (*Hamlet*, II. ii. 630-634)

### VIII. Discussion of the study:

The results are examined and interpreted in the study's discussion in the context of its goals and research questions. Consideration of the research's significance, its constraints, and potential research directions are opportunities provided. Here is a discussion of the study on hesitation in "*Hamlet*" from the perspective of psychoanalytic criticism:

- 1. Analysis of Hesitation:** The study successfully analyzed hesitation in "*Hamlet*" through a psychoanalytic criticism lens, examining how Hamlet's reluctance is affected by the superego, internal conflicts, and underlying unconscious desires. The analysis illuminated Hamlet's complex psychological dimensions and clarified the causes of his reluctance to exact revenge on those who killed his father.
- 2. Contribution to Understanding:** By shedding light on the character's hesitation's dramatic implications and psychological complexities, the study advances our understanding of hesitation in "*Hamlet*". The study improves our understanding of the play by using Freudian psychoanalytic theories to show how unconscious desires, internal conflicts, and moral considerations interact to influence Hamlet's behaviour.
- 3. Implications for Character Development:** The analysis of hesitation in "*Hamlet*" highlights its significance in character advance. Hamlet's hesitation highlights the inner conflicts and moral quandaries he faces, giving his character more depth and complexity. The study explains how Hamlet's hesitation adds to his complexity, making him a relatable and thought-provoking protagonist.
- 4. Theatrical and Dramatic Impact:** The discussion of hesitation in "*Hamlet*" highlights its dramatic and theatrical effects. The audience is drawn into the psychological complexities of the characters as a result of hesitation, which also builds suspense, tension, and introspection. The study emphasizes how hesitation is used as a dramatic device to heighten the play's thematic complexity and emotional resonance.
- 5. Limitations:** The study's restrictions must be acknowledged. Due to the researcher's perspectives and biases, the analysis of the data is subject to subjective interpretation. In addition, because the study specifically examines hesitation in "*Hamlet*" through a psychoanalytic lens, other critical stances or facets of the play might not have received as much attention.

**Future Research Directions:** The study creates new research opportunities. Future research studies could examine hesitation in other Shakespearean plays or analyze it in "*Hamlet*" using various theoretical frameworks. Additionally, comparative analyses could be done to look at hesitation in other literary works or investigate the impact of historical and cultural contexts on how hesitation is portrayed.

Summing up, the study offers an exhaustive examination of hesitation in "*Hamlet*" from the perspective of psychoanalytic criticism. It helps us comprehend the psychological complexity of the characters, especially Hamlet, and it clarifies the dramatic ramifications of hesitation. The discussion emphasizes the importance of hesitation in character development, and the theatrical effect, and suggests possible directions for further study. The study improves our understanding of Shakespeare's masterpiece and its examination of human psychology as a whole.

### X. Conclusion:

The psychological aspects and dramatic implications of the character's hesitation have been well-understood through the study of hesitation in Shakespeare's "*Hamlet*" from a psychoanalytic criticism perspective. The study has improved our comprehension of Hamlet's hesitation and its significance within the play through the analysis of underlying unconscious desires, internal conflicts, and the influence of the superego. By highlighting Hamlet's internal conflicts, ethical quandaries, and the nuances of human psychology, the analysis has shown how hesitation adds to the complexity and depth of his character. The study has provided a deeper understanding of the play by applying Freudian psychoanalytic theories to

illuminate the motives and conflicting emotions that underlie Hamlet's actions. The dramatic and theatrical effects of hesitation in "Hamlet" have also been highlighted by the study. The play's emotional resonance has been enhanced by demonstrating how hesitation breeds intrigue, tension, and introspection. Shakespeare investigates morality, identity, and the difficulties of decision-making as universal themes through hesitation. It is important to recognize the study's limitations even though they have significantly added to our understanding of the hesitation in Hamlet (1601). The study specifically examines hesitation through a psychoanalytic lens, which may leave other critical approaches unexplored. As a result, the interpretation of the data is subjective. Future research could look at hesitation through various critical lenses, examine hesitation in other Shakespearean plays, or look at the impact of cultural and historical contexts on the portrayal of hesitation in *Hamlet* (1601).

All of these things would help us understand hesitation in Hamlet better. Our understanding of "Hamlet" as a psychologically intricate and thought-provoking work of literature has improved as a result of the study. It has given an insightful understanding of Shakespeare's dramatic devices, Hamlet's character, and the play's enduring relevance. The study adds to the ongoing scholarly discussion on Shakespearean tragedies and its investigation of the human psyche by revealing the complexities of hesitation.

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