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**EDUCATION IN PRESCHOOL EDUCATIONAL ORGANIZATIONS -
 THE IMPORTANCE OF USING THE MARIA MONTESSOR METHOD IN
 THE PROCESS OF EDUCATION**

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ABSTRACT

Modern educational space is "impregnated" with ideas of humanization and personality-oriented concept. In this regard, it becomes necessary to study and understand the potential of those pedagogical systems and techniques of a personal orientation that have taken their solid place in the educational space, having proved their importance, efficiency and productivity. One of the most striking representatives of ideas with a humanistic focus is the Italian teacher, psychologist, founder of the method of scientific pedagogy M. Montessori. The article discusses the positive and negative aspects of the developing method of M. Montessori.

KEYWORDS: *Montessori, Pedagogy, Primary School, Psychology.*

INTRODUCTION

Civilized society has great experience in the field of education. It tries to organize the child to develop as comfortable as possible and to obtain the necessary knowledge, skills and skills for professional formation in society. Education is an important area of society, as education depends on the development of the whole country and even the world. For this reason the modern pedagogics reinterprets problems of training, education and personal development of the person, analyzing changes in a new sociocultural situation and considering new requirements to formation of the personality. Modern education is increasingly seeking humanization and anthropatization, which proves the relevance of M. Montessori 's ideas in the modern pedagogical process, because it is in Maria Montessori 's ideas that «freedom» «self-development» and «creation »are key words.

Unfortunately, many parents who have sent their children to Montessori schools or special groups are not well acquainted with the Montessori methodology. A lack of awareness has given rise to many myths about this learning system. We will analyze the shortcomings of the Western system introduced in Russia and consider the most popular myths.

One of the most popular misconceptions regarding Montessori's pedagogy is the opinion that this is a "silent" technique. Maria Montessori herself wrote for teachers working with children: "Keep an account of your words." She did not mean that the teacher should completely limit himself in contact with the pupil, but that he should not interfere with him and be imposed. Do not do what the child can do by himself. Experience with children shows that comments at the time of the implementation of the activity prevent the child from concentrating. The teacher comes to the rescue when the student asks him about it. Irina Isaeva, chairman of the Interregional Montessori Association, says, "Montessori is suitable for all children." It is impossible not to support disagreement in this, because, based on their own life observations, there are children with inborn shyness and inactivity in communication, and such a child may just be shy to ask for help from the teacher, hence the development of isolation is quite possible. It seems to me that such children will be better suited to the teaching methodology in which the teacher will be the first to take the initiative in contacting the child.

Another common myth about M. Montessori's pedagogical system: it is difficult for children who have completed pre-school education on this system to adapt in an ordinary traditional school and obey its rules. According to the ideas of humanistic pedagogy, freedom is not permissiveness, but the right of independent choice. Montessori schools also have rules that pupils willingly obey, because they are taught that rules help, not interfere. Many educational institutions that have received natives of Montessori schools characterize such children as disciplined, eager to make contact with adults and peers, independent and consciously accepting the rules of the educational institution.

Method

The following misconception relates to the pedagogical process of the Montessori system: there are no games in it, although the game is one of the main activities of preschoolers. Maria Montessori did not deny the game, she only attributed them not to the main activity, but to rest. In the main time, children should learn the real world around them. "The child is exiled to the world of toys, removed from the affairs that he needs for internal development," said the humanist educator. Where it is better to give the child real dishes, instead of plastic toys, so he will have the opportunity to satisfy his needs and to know the real world around him. Many are also mistaken in saying that it is impossible to work in a group with children of different ages. And this is how not only the kindergarten is arranged, but also the M. Montessori school. It is difficult to agree with this, because a group of different ages reminds me of a large family in which younger children are taught respect for elders, and older ones help and support babies, set an example for them and motivate them to learn. Such an experience will certainly be useful for children in adapting to a new team in the future.

Having delved into the theoretical and methodological foundations of Montessori pedagogy, as well as having studied the practical experience of other Montessori teachers, we can highlight, in addition to the pluses, some negative aspects of such a training system. Since the M. Montessori system has begun to gain popularity recently, training in such centers is quite expensive and is

even considered elite. For example, tuition at a Montessori school in Moscow ranges from 20 to 200 thousand rubles, which not every parent can afford. The downside of this pedagogy is that there is no place for fairy tales in it. Maria Montessori wrote that fairy tales immerse the child in a non-existent world, while he must know the real one. She believed that it was better to tell real things to children: for example, how life processes occur on Earth, why the sun shines, etc., instead of telling fictional stories. One cannot disagree with the fact that fairy tales primarily develop fantasy and imagination in children, and also many fairy tales contain a huge amount of instructive information, therefore fairy tales are necessary for children. Another disadvantage of the Montessori system is that the teachers who teach children in this program lose their authority in some way. This applies specifically to Russia, because traditionally here teachers are looked upon as leaders who indicate what to do, and not as observers and assistants.

From January 1, 2014, textbooks and teaching aids according to the new Federal State General Educational Standard were received in secondary schools. The new standard introduces more and more humanistic ideas. Many teachers who do not have competence in the pedagogical system of M. Montessori do not know how to implement the program by all the usual methods and help the child in the formation of personality. Without Montessori's pedagogy, this is difficult to achieve, and the formation of a Montessori teacher is a rather lengthy process. In addition, the current examination system is completely contrary to the ideas of humanistic education. Standardized test exams significantly affect the psyche of children and the quality of education in general. Many criticize the Unified State Exam and do not consider it an indicator of graduate knowledge. Preparing for such an exam forms children's skills in automatically completing test tasks, and this has nothing to do with knowledge.

Results

What are the ideas behind Montessori childcare? There are two main ideas: First, children create their own sense of 'self' through interaction with their environment. Rather than sitting at a desk and being lectured, children are encouraged to *do* things. Play with a selection of toys, explore a selection of areas; try out new things and see what works for them on an individual level.

Second, that children have their own innate path towards healthy psychological development. It is only by following this highly personal path to psychological development that they can reach a healthy end point, and not everyone's path is the same.

However, Maria Montessori and her son, Mario, did identify a series of universal characteristics which they went on to call 'human tendencies'. They are as follows:

- Abstraction
- Activity
- Communication
- Exactness
- Exploration
- Manipulation of Environment
- Order

- Orientation
- Repetition
- Self-Perfection
- Workor ‘purposeful activity’

The philosophy instructs that education should be built up around these principles in order to best facilitate a healthy psychological development – ideally with the intention of developing independence in all of the listed areas.

As they are ‘universal’ tendencies, it can be reasonably assumed that education systems established with a healthy respect for these characteristics will find it easier to establish a base or foundation, from which they can build their more individualistic ‘ad hoc’ instructions.

What is the Montessori approach to early childhood education?

There is a strict emphasis on learning through interaction with environment, in this philosophy.

It encourages what it terms ‘free activity’ within an established ‘prepared environment’. What this activity may be, and even what kind of an environment is required, is up to the individual teacher – and in part, should be inspired by the individual needs of the student.

The philosophy does provide some guidance as to what these environments should look like, and recommends that teachers hit a few key notes:

- An arrangement that facilitates movement and activity
- Beauty and harmony, cleanliness of environment
- Construction in proportion to the child and her/his needs
- Limitation of materials, so that only material that supports the child's development is included
- Order
- Nature in the classroom and outside of the classroom

The Montessori pedagogical system is good and has many advantages, but do not forget about the cons. We can conclude that the Montessori methodology training should be better defined for additional education and combined with the usual traditional in order to compensate for these same disadvantages. In general, the effectiveness of Montessori pedagogy has been proven more than once and should, at least partially, be used in traditional pedagogical practice, because, in my opinion, the idea of free, but controlled education is in line with modern society.

What about Montessori homeschooling? Montessori philosophy is easily transferred into the home. As a consequence of the advocated ‘freedom’ in regards to lessons and activities, a classroom is not required.

Each of the lessons proscribed by a Montessori approach can be replicated within the home, but the child will struggle to develop upon the social aspects of the philosophy while lacking contemporaries. This may prove to be an issue once the student develops into the Elementary stages of schooling.

What would a Montessori Elementary experience look like? These classes serve students between the ages of six and nine years old, but it's not uncommon to see classes with an age bracket of six to twelve.

There is still a strong emphasis on independent choice, and following their own interests within the class. At this stage of development, a student can expect to be introduced to topics like history and biology – and be encouraged to further explore whichever one is most appealing to them. These are referred to within the philosophy as 'Great Lessons'.

They will be introduced at the beginning of the school term, and the student will dive deeper into the subject as the term progresses.

What does a Middle School look like when done in a Montessori style? The education at this level is less well-developed than in earlier stages.

With more emphasis on earlier childcare, the philosophy is somewhat vague when extended to older students.

Maria Montessori did not develop a program for adolescents in her lifetime, but a number of schools have tried to extend the teachings to teens.

The common consensus between these schools is that the philosophy works best when applied in rural areas, suggesting that it may be better for students to leave busier towns and cities in order to study in the countryside.

What is a Maria Montessori education centre?

A Maria Montessori education centre is simply a school which teaches in accordance with the Montessori philosophy. There are many such facilities all across the world.

These should not be confused with THE Maria Montessori Education Centre, the foremost centre for Montessori teaching. Located in Canada, it's essentially 'the main one' in terms of Montessori schools.

What does Montessori teacher training entail?

The training can be received in three different formats:

A Diploma course is available for those looking to become proficient in all age groups, and can be taken in one or two-year courses. This is the only option for those looking to become a fully-fledged Montessori-style teacher.

A Certificate course is a shorter, part time evening course which takes place during the spring term. It specialises in producing assistants, but is insufficient training for those looking to lead the classroom as a teacher.

A Lecture series is provided for those who simply wish to learn more about the approach without taking a formal course of study. This is not a qualification and will not constitute 'teacher training'.

So how can this be applied in my classroom? Even without taking the time to become a fully qualified Montessori teacher, it might be worth taking to heart her thoughts on free choice and physical interaction.

It's obviously of greater use to those of you teaching English to younger children, and if you take large classes then you're going to struggle to apply the theory to each child individually, as the philosophy instructs.

If you're teaching English to students over the age of eighteen then you're going to struggle to find any use for this philosophy. As indicated above, the research into Montessori education for older students is almost non-existent. The philosophy is about developing them into a more rounded person – if your student is twenty five years old then they're probably already pretty developed...

But those of you teaching to students between the ages of six and fifteen, which I suspect is most of you, then you may find something worth taking away from all of this.

CONCLUSION

The Montessori pedagogical system is good and has many advantages, but do not forget about the cons. We can conclude that the Montessori methodology training should be better defined for additional education and combined with the usual traditional in order to compensate for these same disadvantages. In general, the effectiveness of Montessori pedagogy has been proven more than once and should, at least partially, be used in traditional pedagogical practice, because, in my opinion, the idea of free, but controlled education is in line with modern society.

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