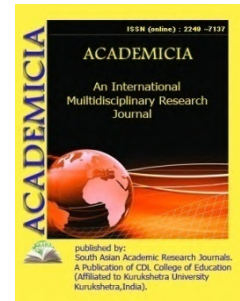




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**PRACTICAL TECHNOLOGICAL SYSTEM FOR USE OF
 MARIAMONTESSORI TECHNIQUE IN DEVELOPMENT OF FINE
 MOTOR SKILLS OF CHILDREN IN ORGANIZATION OF PRESCHOOL
 EDUCATION**

Dilnoza Gafurova Salokhiddinova*

*Master's degree student of SSU,
 UZBEKISTAN

Email id: dilnozagaaffurova@gmail.com

ABSTRACT

This article highlights the practical technological system of using Maria Montessori's techniques for the mental development of preschool children, the development of fine motor skills. At the same time, classes are held in five development zones, that is, in conjunction with practical exercises, sensory, linguistic, mathematical zones and materials located in the cosmic or natural-scientific sphere of education. . The most important principle in Montessori style is to stimulate the child to self-education and self-development. For this, a ready-made environment has been created that will help the child, that is, specially prepared for children, development areas have been highlighted: practical life classes, sensory, linguistic, mathematical and cosmic spheres.

KEYWORDS: *Child, Intellectual Development, Independence In Educational Process, Development Of Fine Motor Skills, Pedagogy Of Maria Montessori, Preschool Education, Developing Spheres*

INTRODUCTION

Today, the central problem of preschool education is ensuring the child freedom, the formation of independent activities in the educational process, and the achievement of the education goals through the development of his personality. The teaching system of Maria Montessori is aimed at the independent self-development of the child. Recognizing that a child has the ability to develop independently, Montessori developed the child's "self-development technology" and the main task of the educational institution is to provide a favorable environment for the natural process of



self-development, ie "food", to create an environment that helps and develops it. The most **important principle** in Montessori style is to stimulate the child to self-education and self-development. For this, a ready-made environment has been created that will help the child, that is, specially prepared for children, development areas have been highlighted: practical life classes, sensory, linguistic, mathematical and cosmic spheres. The main aspect of this method, a specific development plan, studying methods the world around the child attract human attention.

There is a great opportunity for a child to develop their talents in a Montessori environment. To do this, a ready-made environment has been created that will help the child build his knowledge about the world. At the same time, classes are held in development centers specially prepared for children, that is, in interaction with practical life exercises, sensory, linguistic, mathematical spheres, as well as materials located in the field of space or natural science education. The teaching system of Maria Montessori is based on a special approach to a preschool child. The child himself chooses his didactic material aimed at self-development, and develops the duration of lessons in his rhythm. [7]

Of course, the main aspect of this method, that is, the confidence of each child in his unity and uniqueness, a specific development plan, methods and timing of studying the world surrounding the child, attract human attention. Therefore, the Montessori Method allows a child to study the world at his own pace of development, to choose certain materials for work. [10] For the child to develop his talent there are great chances in Montessori group. To do this, a ready-made environment has been created that will help the child build his knowledge about the world. At the same time, classes are held in five development zones, that is, in conjunction with practical exercises, sensory, linguistic, mathematical zones and materials located in the cosmic or natural-scientific sphere of education. Of course, not everyone has the opportunity to transfer their child to a preschool educational organization, so the Montessori style is convenient. Using this style, you can create a ready-made, developing atmosphere for the child and at home. The child spends most of his life in the family, so no pedagogical impact can overcome the influence of the family [5]

The meaning of the goals of raising a child according to the method of Maria Montessori:

- independence,
- self-confidence,
- respect for others,
- learn to order
- labor. [2]

Main part: The main task of Montessori training is to independently realize their unique abilities, create conditions for the realization of their nature. To understand this, Dr. Montessori designed a special environment - the Montessori class. Montessori invented children's furniture, which is used everywhere, including in playgrounds that were not there before, and no one thought about the need for children.[3]

Let's have a look at the Montessori class.

- ... Small chairs, armchairs, tables, small shelves are comfortable conditions for a child to work and equipment that children can move on their own.
- Materials for "**didactic material**" lessons, called "**Montreal**", are placed along the walls of the room, creating a comfortable environment for children to open and use the learning materials independently.[6]
- The materials are at the level of children's growth. The rooms are studio type, decorated with bright and soothing colors. Colors should not distract or excite children.
- There are many plants in the classroom that are at the child's growth level.
- The room is spacious and tidy, bright and filled with fresh air.
- There is access to water in the Montessori class. After the meal, the children can do the task of washing, serving and cleaning, in short, self-service. Toilets should be equipped at a height suitable for the child.
- In the Montessori class, the plants are always at a comfortable height so that the children can take care of them.
- Homework and "daily exercises" are included in the curriculum.
- In a Montessori class, children of different ages practice together, so they are taught to respect each other. If someone has taken a game or other material before, you can't get it, but you have to wait your turn. Older children show younger children how to perform this or that task.
- The game form of the lesson is still a lesson, so you have to act accordingly. You can't shout, you can't make noise. But walking around the room, running, is allowed if these movements do not interfere with the learning process of other children.
- There should be order in each zone: the child should lead all the materials and games he or she engages in.
- The child does all the work himself. He is never criticized, but not praiseworthy. If everything is done correctly, the teacher will only talk about the task being done.
- The mother takes care of the child under the age of three. She introduces him to new toys, things and skills. If you have bought a new toy for a child, explain to him what to do. The same goes for group activities for children after three years. The adult observer only observes and reviews the procedure, but does not force him or her to perform this or that task. [6]

Methodological components: Classes always begin with a musical greeting, first of all, children greet the teacher, and then greet each other. The basis for performing words in such songs is always the development of attention and the creation of a friendly environment. The music ends, and the children independently choose the area where they are engaged. In addition, the teacher no longer intervenes in the educational process, but only monitors it.[7]

The pedagogical system of Maria Montessori is essentially a natural way of life and is known for its perfection in the upbringing of children. The famous Russian educator Yu.I. Fausek met Maria Montessori's family during his trip to Italy in 1908 on the idea of Montessori, and his life

changed radically. Not only did Fausek immediately adopt Montessori pedagogy, but he also developed methods for applying this pedagogical theory in practice. In 1914, Fausek attended a month-long International Montessori teacher training course in Rome. In 1915, he wrote his first book "A Month at the Maria Montessori Orphanage in Rome". In 1923, Fausek again traveled to Italy in hopes of meeting Maria Montessori, and during a meeting with Montessori in Rome, he presented Maria with his book "The Montessori Method in Russia". Despite constant opposition from the government, Fausek supported the Montessori pedagogical system and used it in Russia.[1]

Methodology: *The development areas in the Montessori education system:*

The main component of the Maria Montessori education system is the division of the whole room into developmental areas. By studying children's behaviors, Maria Montessori identified areas of development that result in the harmonious development of the child. The most important element is a special environment divided into separate zones. It should be noted that in a specially prepared environment, everything is a textbook. The environment has a clear logic of construction. Dividing the whole room into zones allows you to maintain the desired order, and the child can quickly find the necessary material. The regions are divided as follows: [11]

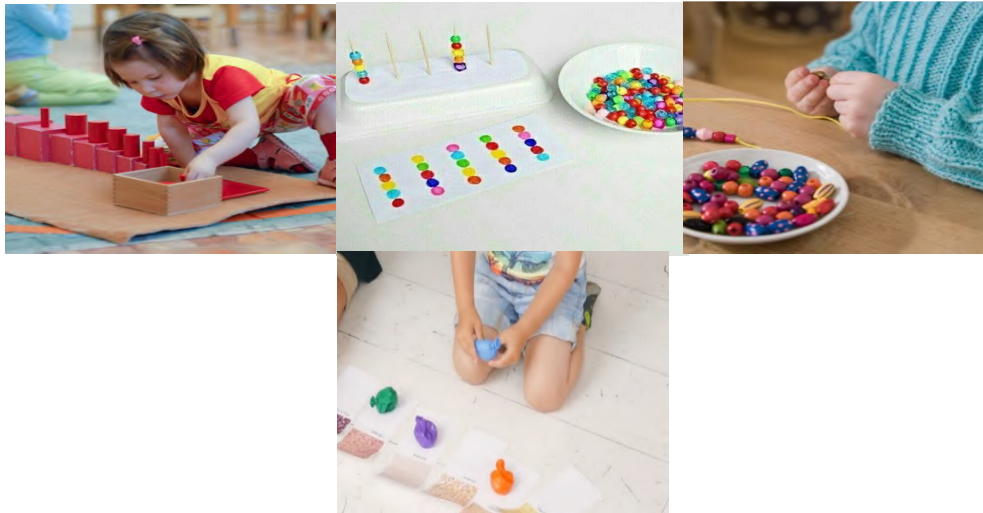
1. *"Practical development area"* – The area of exercise in daily life is the materials that the child learns to take care of himself and his belongings, i.e., the things that are necessary in daily life (washing hands, cleaning shoes, tying ties, ironing, washing dishes, wiping the floor, etc.), working with small details (i.e. buttoning). It helps to master the necessary skills of daily life. By taking care of the flowers, sweeping, cleaning, washing the tables and shelves, ironing, the children prepare their hands for writing, brain math (not to spill too much water, how much water to pour on the flower, how much distance to press for other materials) the need for a tooth, etc.) all this indirectly prepares the child for something new, more intellectual for him. [5]

At the same time, children are also engaged in sensitive materials that allow them to develop all their senses.

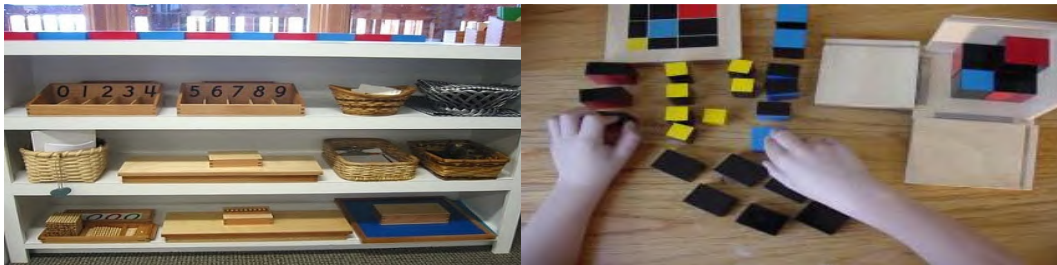


2. *"Sensory Development Area"* – "Sensitive field of study" - designed to study the development and improvement of feelings, perception, quantity, size, shape, etc., the child chooses the characteristics of objects - shape, size, flat geometric shapes, primary colors and learn to distinguish the pitch of sounds, the weight of objects. The process of child development also takes place through the movement of the hands. According to one of the basic principles of Montessori pedagogy, the movement of the fingers is a tool for the development of the human

intellect. Based on this principle, the child can learn the properties of different things, move his fingers and practice. In these processes, the child helps to develop visual acuity, concentration, willpower. [5]



3. "Math Zone"-Here the child learns numbers, number of objects, arithmetic, mathematical examples - addition, subtraction, multiplication, division, ordinal numbers, the composition of numbers, the order.[5]



4. "Language zone"-Learn to expand vocabulary, get acquainted with letters, phonetics, understand compound words and write them. The center provides didactic manuals for reading and writing. These can be cubes with letters, cards, phrases, with which you can make words. When playing the game with the help of these materials, children quickly memorize the alphabet; learn to read by adding syllables. [5]



5. "Cosmic Field" - "Space Center" - In this part of the room, children can get acquainted with the structure of the universe, weather events, features of fauna and flora. For this purpose, materials that introduce the world around them - minerals, pictures of animals, maps, and globes

are especially collected. The importance of man allows them to master the basics of botany, zoology, anatomy, geography, physics, and astronomy. [5]



Additional areas: "Creative development zone" - Here children draw, develop their creative abilities.[5]



"Water zone"- In one corner of the room, children have access to water, where children can wash, pour water and collect water as they wish. After eating, children can wash the dishes themselves, take care of themselves and do the cleaning. Toilets should be equipped at a height suitable for the child. The classroom should have a large number of plants that are at the level of the child's growth, and should always be located at a comfortable height so that children can take care of them. [5]



"Soft zone" - "Sandy center". Arranged in one part of the room. Here you can work with small details, pour it, sieve, and make a lot of interesting things. Sand relieves muscle tension and also helps children who do not have good motor skills. Sand games help to get rid of mental and emotional stress. [5]



"Circle(tambourine) zone" - perform breathing and finger exercises with the help of musical instruments. Participate in fairy tales with the help of music. [5]



In creating these spheres, Montessori saw work to develop the inner creative power of the child, the personality of the child. These materials help to facilitate understanding of the child's world.

Montessori materials primarily contribute to the mental development of the child. The purpose of Montessori's training, according to Montessori, is the "power development" which determines the general nature of the "didactic material" that children often occupy and, of course, is the center of the entire Montessori system. Montessori pedagogy is a method of raising children based on the ability to prove trust, freedom and independence.[10]

Results: We conducted an experiment according to Montessori method to determine the effectiveness of the Maria Montessori technique in the development of fine motor skills for preschool children. As an experimental and control group, we selected 26 pupils in each of the 2 large groups in preschool educational organizations. We tested it using a Montessori method of developing fine motor skills. As a result, we found that the results obtained from the two groups were different. In the experimental group, children's fine motor skills were developed through exercises such as "Understanding through feeling", "Finding objects of the same type", "Separating the balls according to color", "Creative activity with sand", "Putting rice in a bowl", "Water exercise", "Magic bag". In the course of the experimental research, the development level of fine motor skills in preschool children using mathematical and statistical analysis of mastery indicators in the experimental and control groups to determine the results at the beginning and end of the experiment using samples of the Maria Montessori method.

At the beginning of the experiment

	Groups	Number of children in the group	Results of mastering		
			High	Medium	Low
1	Experimental group	26	6	13	7
2	Control group	26	7	11	8

At the end of the experiment

	Groups	Number of children in the group	Results of mastering		
			High	Medium	Low
1	Experimental group	26	11	12	3
2	Control group	26	8	10	8

It can be seen from the calculations that the performance of the experimental group was 1.07 times higher than that of the control group. It was found that the performance of the experimental group was higher than that of the control group.

DISCUSSIONS

Exercises based on Montessori methods, such as: "Understanding through feeling", "Finding objects of the same type", "Separating the balls according to color", "Creative activity with sand", "Putting rice in a bowl", "Water exercise", "Magic bag" gives effective results in the development of fine motor skills in children. First, good development of children's fine motor skills has a positive effect on their intellectual development. When the Maria Montessori method is used in preschool education, children develop fine motor skills, which affect their nervous system and improve the education quality. Second, according to the Montessori method, allowing each child to independently choose their type of activity leads to an increase in pedagogical effectiveness. Through this, the child learns to listen to his inner world, to understand what is currently interesting to him. Therefore, when using the Montessori method, each child must independently choose their type of activity. Third, when working with the Montessori method, it is necessary to reduce the support for the child, to help him only when the child wants. Because independence makes a child more confident in their abilities, teaches them to value their personal achievements.

CONCLUSION

The development of fine motor skills ensures the mental development of the child. It is advisable to use the Maria Montessori method to develop children's fine motor skills, because the better the fine motor skills in children, the more active the brain.

In short, Maria Montessori style:

-each child chooses their own type of activity. The child learns to listen to his inner world, to understand what is interesting to him at the moment; children grow up and learn in a specially organized environment. Didactic material should be free for every child. There are rules that everyone has to follow; learning materials are designed for the child to find and correct mistakes independently; there are no good or bad kids. The child's achievements can only be compared to previous results; there is no restriction on the child's personality in the Montessori style. Montessori-style education does not imply prohibitions and penalties. In kindergarten or school, the child can listen to the teacher or move around the room during the lesson. The teacher has no right to comment on it because he has to understand for himself that it is not because of the badness of the children. The teacher can only observe what is happening; when a child does not have adults to tell him about his mistakes, his self-confidence and independence increase.

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