

SOME CONSIDERATIONS ON THE APPLICATION OF MARIA MONTESSORI'S
METHODOLOGY INTO PRACTICE

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Annotation: This article provides information about the purpose, principles, and Montessori environment of the famous researcher Maria Montessori. It also discusses the work of a Montessori teacher.

Keywords: child, Montessori method, development, freedom, “self-education”, “absorbing consciousness”, personality

Annotatsiya: Ushbu maqolada taniqli tadqiqotchi olim Mariya Montessori metodikasining maqsadi, tamoyillari va Monessori muhiti haqida ma'lumotlar keltirib o'tilgan. Shu bilan bir qatorda Montessori o'qituvchisining faoliyati to'g'risida ham fikrlar yuritilgan.

Kalit so'zlar: bola, Montessori metodi, rivojlanish, erkinlik, “o'z-o'zini tarbiyalash”, “singdiruvchi ong”, shaxsiyat.

Аннотация: В данной статье представлена информация о цели, принципах и среде применения метода Монтеessori известного ученого-исследователя Марии Монтеessori. Кроме того, существовали мнения о деятельности Монтеessori-педагога.

Ключевые слова: ребенок, метод Монтеessori, развитие, свобода, «самообразование», «поглощающее сознание», личность.

Preschool age is the period when various aspects of development are most interconnected compared to other stages of life. These are the most important years in a child's development. Today, several methods are being used in practice to further improve the preschool education system. One of them is the Montessori education system.

The goal of Montessori education, based on personal experience, is to ensure the independence of the child, to arouse the child's interest and to create the most suitable environment that supports his development. Through this active participation, children gain freedom of choice, choosing which materials to use, and deciding what and how to do. Through this education, children develop problem-solving, creativity and communication skills.[1]

The goal of Montessori education is not only to provide information to the child, but also to awaken in them the desire to discover their abilities and learn. At the same time, it is aimed at increasing self-confidence in children, freely expressing and realizing their desires, as well as developing aspects such as independence, mutual assistance, and respect for others, and there is no coercion in education.

F. Gürsoy and M. Yıldız Bıçakçı emphasize that the Montessori educational approach has the principle of “absorbing mind” as a basic principle. Absorbing mind aims to develop the child's mental activities. In Montessori education, the child is never forced to achieve mental success. The child is given a pre-prepared environment and Montessori materials to explore this environment. With the help of these materials, the child's development is supported. The materials are designed in a way that children can reach and see, in a step-by-step order from simple to complex, from concrete

to abstract. Thus, the teacher does not tell the child what is wrong, the child discovers what is right for himself.[2]

Researcher Topbaş states that Montessori developed her method by observing the natural behavior of children. Unlike other researchers, she did not first develop a method and then test it on children. On the contrary, Montessori observed children and developed a method that suited their natural needs. [3,29]

The starting point of the Montessori method is the natural behavior of a person. One of the most important goals of the Montessori method, which was formed in this way, is the development of personality. However, the development of a person's personality also shows that other related goals have been achieved. According to the scientist, personality is one of the most important values of a person. Therefore, he considers the comprehensive development of personality in the educational process to be more important than acquiring knowledge. [4,55-56]

Montessori believes that children have a personality structure that is distorted by adults. In her opinion, adults are a complex of obstacles for children. It is known that any unusual reactions of children are considered whims. However, the fundamental essence of such behavior of children is the desire to express themselves to the world. Therefore, the first goal of Montessori education is the discovery and liberation of the child. Montessori (1932: 155), who indicated freedom as the main goal of personality development, emphasizes that without freedom, personality cannot be formed ideally. Because she considers freedom as the first step for an individual to act without the help of others. Montessori's principle of "self-education" serves this very purpose. According to this principle, every child has the ability to educate himself. The teacher, who takes "self-education" as the main direction, undertakes to create an environment and tools that meet the needs of the child.

Montessori emphasizes that it is selfish to explain the child's personality for the sake of his well-being. She also compares a mother who is too careful in the development of her child's personality to making her child a victim of maternal love. Montessori addresses a mother who does this: "Let her do it herself!" This phrase expresses the essence of her "principle of self-education". [5,22]

Another goal of the Montessori method is to preserve individuality. Its main goal is to provide appropriate education to support and bring out the development of the individual. Therefore, the personality of the person should be taken into account in the educational process and special attention should be paid to the fact that in this process he independently preserves his individuality. Montessori (1953: 90) defines education as helping the child to develop naturally. According to this idea, a child is born with all the potential that can be activated in the future. Therefore, for a child to develop, it is enough to help him reveal his inner potential.

Children in a Montessori environment are not limited to using educational tools. They also learn practical tasks related to everyday life by dealing with objects. These include interesting household chores such as dusting, wiping up spills, cleaning stains, and picking up and rewriting carpets (Montessori, 1970: 41–42). Noting children's interest in performing tasks such as sweeping the floor, washing dishes, and doing laundry, Montessori emphasizes that it is wrong to evaluate these actions as mere imitation. Because a child's actions are inherently mental processes. Knowledge in them comes before action. Before a child begins to perform a task, he consciously determines what needs to be done and then proceeds to act.

For Montessori, the clearest evidence that work is an internal instinct inherent in humanity is the desire to work observed in children. Therefore, the desire to work should be considered as a vital internal need for the child, and the method of education should be built on the basis of this instinct. According to this idea, the most effective method of education is formed based on the natural aspirations of children.

"There is no need to exert excessive effort for the child's body to strengthen and grow; if you leave him alone, you will see that these processes occur naturally. If the child wants to walk, you should never be allowed to hold him in place, if he wants to stay in place, you should never force him to walk. If the desires of children have not deviated from their naturalness due to the mistakes of their parents, you will see that they do not want anything in vain" (2008: 49).

In an educational environment organized according to the Montessori method, the child learns through practical experience. His real teacher is the environment itself. The fact that the Montessori method places the child at the center has fundamentally changed the role of the teacher. Because the child receives knowledge not from the teacher, but from the environment through experience. Therefore, the teacher's task is not to directly impart knowledge to the child. The main role of the Montessori teacher is limited to helping the child discover knowledge through experience. From this point of view, in an educational system based on the Montessori method, the strongest connection is formed not between the student and the teacher, but between the child and the educational environment. Unlike traditional educational methods, in this method the relationship between the student and the teacher is relatively weak. Therefore, the main task of the teacher in a Montessori school is limited only to showing the child how to use objects.

In conclusion, it can be said that the use of the method of the Italian educator Maria Montessori contributes to the comprehensive development of preschool children, the formation of cognitive abilities and the facilitation of learning activities, ensuring the independence and freedom of children. Through the created freedom, it helps to reveal the hidden abilities of children.

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