

MARIA MONTESSORI - QUEEN OF EFFICIENT EDUCATION

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ABSTRACT. THIS ARTICLE DEALS WITH MONTESSORI EDUCATION AND METHOD THAT ADDRESSES "CHILD", "EDUCATION" AND "FREEDOM". THUS, THE CHILD IS NOT A YOUNG ADULT, HE IS AN INDIVIDUAL WITH PERSONALITY UNIQUE AND UNIQUE INTELLECTUAL POTENTIAL. EDUCATION IS THAT CONCERN OF TEACHING THE CHILD TO THINK AND ACT INDEPENDENTLY IN A RESPONSIBLE MANNER. IN THIS SENSE, MONTESSORI EDUCATION GIVES CHILDREN THE FREEDOM TO FIND SOLUTIONS TO THEIR OWN PROBLEMS.

TO UNDERSTAND "WHAT THEY DO AND WHAT THEY DO" THEY MUST BE INVOLVED. "TRUE FREEDOM IS A CONSEQUENCE OF DEVELOPMENT. HIS FAMOUS MAXIM THAT HE PROMOTED WAS: "HELP ME DO IT MYSELF". THE 3 COMPONENTS OF THE MONTESSORIAN APPROACH ARE: THE PHYSICAL ENVIRONMENT, THE SOCIAL ENVIRONMENT AND THE ADULT ONE. AT THE CENTER OF THESE 3 COMPONENTS IS THE CHILD'S DEVELOPMENT FROM ALL POINTS OF VIEW. ALL 3 SHOULD WORK IN SUCH A WAY THAT THIS DEVELOPMENT REACHES ITS FULL POTENTIAL.

KEYWORDS: CHILD, EDUCATION, FREEDOM, CREATIVITY, PEDAGOGY.

*"If man's making is not considered,
our problems will never find their
solution" Maria Montessori*

Introduction

Maria Montessori started the activity dedicated to education in a period of profound changes (early 20th century) in the field of art, culture, education, etc. The first part of the twentieth century was characterized by critical attitudes towards rigid and artificial "old education".

He was part of the current "New Education" (20th century), along with Ellen Key, Édouard Claparède, Ovide Decroly. The whole movement of pedagogical ideas from the turn of the century (the "new schools", the movement for aesthetic education, the interest for the optimal knowledge and evolution of the child expressed by E. Key, the experimental and social pedagogy) has generated a new conception of education, fundamentally different. from that of the previous

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century. The representatives (including Maria Montessori) promoted, unlike the traditional school, an education focused on the child, not on the educator, focused on the needs of the young person in training and not on the content to be learned, thus generating an authentic "Copernican revolution" in the field. Maria Montessori is the founder of the Montessori method, which has greatly influenced the lives and education of people around the world.

Montessori method

The education method proposed by the Italian pedagogue Maria Montessori is based on respecting the child's freedom, in an organized environment, rich in stimuli chosen according to his natural interests and desires; a pleasant, attractive, intoxicating environment where children can easily carry on their activities². In such an environment, in which everything that is necessary for sensory development is found, the child does not manifest at random, but within the limits allowed by the material offered to him. However, the freedom enjoyed is not absolute, but limited, the child involuntarily submitting to a certain discipline: "The freedom of the child must have as a limit the collective interest, and as a form what we call the education of good behaviors and attitudes. Therefore, we owe it to prevent the child from doing anything that may offend or harm others or may be an act of ruthlessness or dishonesty. Any other manifestation that has a useful purpose, whatever it is and in whatever form it takes place, must not only be allowed, but must be observed by the educator. " Even within these limits, there is an education that favors personal activity. As soon as the child's curiosity ceases on a subject, the educator withdraws, and the child chooses his materials alone and works with them, as long as he likes, without being interrupted.

The child, in which the adult personality of tomorrow is structured, does not imitate, but "absorbs" around and assimilates what is needed. According to Maria Montessori, the child is not just an educator; To educate means to create the appropriate environment to satisfy the child's need to assimilate spontaneously, which means preparing and organizing external stimuli. "Education should no longer be just sharing knowledge, but should follow a new path, seeking the release of human potential"

Montessori noted that working is the best method of learning and that self-motivation leads to a positive self-image and transforms children into confident people in their own and successful

² Constantin Cucuș,, *Pedagogie, the second edition revised and added*, Polirom Publishing House, Iași, 2006

forces. She created resources specifically designed to foster independence and love of learning from an early age.

The ideas that characterize Montessori Alternative Pedagogy:

1). Free movement stimulates knowledge: The manipulation of objects leads to the development of thinking and learning; "The hand is the organ of the mind"; 2) Children make decisions freely; 3) Interest is the basis of education: Children accumulate long-term knowledge when they are interested in something. Thus, the lessons are organized to inspire and arouse curiosity, to stimulate them in learning; 4) Extrinsic rewards are avoided; 5) Knowledge is accumulated with and from other children; 6) Knowledge is accumulated in context: The knowledge learned is applied "learn by doing"; 7) The child exercises his free will in a limited environment; 8) The order in the class determines order in the mind.

The problem of Montessori pedagogy³

Montessori education has the motto „Students learn what they do!” "The specific goals for children attending Montessori schools are:

1) supporting the child in the socialization process:

- because the children work and play together, they develop very important social skills; group activities teach children to cooperate, collaborate, negotiate and develop their understanding and respect for others

2) helping to develop the intelligence of the imagination:

- it has been proven that a child learns best when he is doing something; through stimulating activities, which allow them to manipulate, research and explore, the child will develop and refine his senses, form well-defined skills in the field of mathematics, language, music, science and practical life.

3) stimulation of a permanent curiosity in the 1st child:

- the children have a natural desire to know; by providing the child with a variety of experiences, activities and materials, this desire will turn into curiosity, and curiosity is the basis of learning.

4) supporting the child in building a high self-esteem:

³ Vasile Chiș, *Contemporary Pedagogy - Pedagogy for competences*. Publishing House of the Science Book, Cluj-Napoca, 2005

- the activities are carried out in such a way that each new step is built on the skills that the child already possesses, in this way the failure being eliminated from the child's experience; as the child lives success after success, he becomes confident that he can learn alone;

- self-respect will develop and he will become confident in his own strengths and ideas

5) developing in a child a positive attitude towards school and teaching:

- in the education of children there must be a balance between learning and recreation, between order and choice, between individual and group activities, and the activities of exploration, investigation and research should not be interrupted;

- through self-directed activities, children can work at their own pace and repeat their activities until they are fully mastered; it contributes to the child's school success because he likes what he does.

6) development of initiative and perseverance:

- because children are offered a wide range of activities, they get used to choosing their own work;

- the child is encouraged to develop his / her initiative and build leadership skills, which inspires individual growth;

- by trial and error and by encouraging them to complete an activity once it has begun, children learn to persevere

7) assisting the child in building solid listening and concentration skills

- the ability to listen and follow instructions, are the basis of effective learning; through these experiences, the child will form positive habits of listening, attention and concentration

8) laying the foundations of self-confidence, self-discipline and sense of order:

- the Montessori class is itself a tool for learning the invaluable; the space is simple and well organized;

- everything is arranged so as to inspire the child with a sense of order, but also to allow them to explore, learn and recreate

9) assisting the child in developing sensory-motor skills:

- Many activities in the Montessori class are designed to help children gain control over their muscles and movements; by doing many of these activities, the child develops his finger muscles, which will help him to better control his hand when he starts to write.

10) strengthening the child's discrimination and judgment skills:

- the activities of classification, sorting, matching, by which the child is challenged to distinguish similarities and differences of size, shape, color, texture, smell, taste, sound etc., develops and refines all the senses of the child.

The education method proposed by Maria Montessori is based on respecting the child's freedom, in an organized environment, rich in stimuli chosen according to his natural interests and desires; a pleasant, attractive, intoxicating environment where children can easily carry on their activities. In such an environment, in which everything that is necessary for sensory development is found, the child does not manifest at random, but within the limits allowed by the material offered to him.⁴ However, the freedom enjoyed is not absolute, but limited, the child involuntarily submitting to a certain discipline: "The freedom of the child must have as a limit the collective interest, and as a form what we call the education of good behaviors and attitudes. Therefore, we owe it to prevent the child from doing anything that may offend or harm others or may be an act of ruthlessness or dishonesty. Any other manifestation that has a useful purpose, whatever it is and in whatever form it takes place, must not only be allowed, but must be observed by the educator. " Even within these limits, there is an education that favors personal activity.

As soon as the child's curiosity ceases on a subject, the educator withdraws, and the child chooses his materials alone and works with them, as long as he likes, without being interrupted. The child, in which the adult personality of tomorrow is structured, does not imitate, but "absorbs" around and assimilates what is needed. According to Maria Montessori, the child is not only made up of an educator, but is built alone as a personality, by virtue of the natural forces available to her. To educate means to create the appropriate environment to satisfy the child's need to assimilate spontaneously, which means preparing and organizing external stimuli.

The ideas that characterize Montessori Alternative Pedagogy

"No one can be free if he is not independent, therefore, the first active manifestations of the individual freedom of the child must be such that, guided by this activity, the child can reach independence." ⁵

1) Free movement stimulates knowledge: The manipulation of objects leads to the development of thinking and learning. Maria Montessori considers that "the hand is the organ of

⁴ Ioan Bontaş *Treaty of Pedagogy*, All Publishing House, Bucharest, 2008

⁵ Maria Montessori, *Discovery of the child*, Didactic and Pedagogical Publishing House, Bucharest, 1977

the mind”. The child will develop and refine his senses, will acquire effective skills in the studied areas.

2) Children make decisions freely: Children have the opportunity to make decisions regarding their play and work.

3) Interest is the basis of education: Children only gain long-term knowledge when they are interested in certain topics. Thus lessons are organized to inspire and arouse curiosity, to stimulate learning.

4) Extrinsic rewards are avoided: There are no material rewards and notes because the highest reward is considered to be the satisfaction of accomplishing something.

5) Knowledge is accumulated with and from other children: In Montessori institutions, knowledge is not offered by the educator but each child learns by discovering alone or from other children. Social experiences, cooperation and help are encouraged.

6) Knowledge is accumulated in context: The knowledge learned is applied, "learn by doing". The learning process is within the scope of applicability, and the knowledge gained is deeper.

7) The child exercises his free will within a limited framework: Adults set certain clear boundaries and allow children to move freely between these boundaries. The child thus learns to think, empathize and be mature.

8) Order in class determines order in mind: Montessori classes are well organized as a learning tool: it inspires the feeling of order and allows them to explore, learn and recreate.

Conclusions

The main conclusion is drawn from Maria Montessori's conception of education and the future of educators: “Let's not educate our children for today's world. This world will no longer exist when they grow up and nothing allows us to know what their world will look like. Then let's teach them to adapt. " "If a pedagogy is to be born from the individual study of the student, it will only come from a study done on free beings."

Maria Montessori has supported and supported the natural process of human development.

Her work led to many educational reforms because she promoted the idea that learning should be done at the child's pace and not dictated by the teacher. Nowadays, with the understanding of the child's neurological and psychological development, many educators around the world claim that Montessori education is the right system of education for all times and for all

cultures. His education techniques were based on: focusing attention on rigorous exercises, always demanding accuracy and precision, inviting silence, developing mutual help, encouraging respect for the work of others.

Montessori's approach was to find the best way to help the child on his journey to becoming an adult.

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