



## Some Aspects of the Maria Montessori Method in the Education of Preschool Children

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**Abstract:** The article analyzes the Maria Montessori method (methodology), which is one of the world-famous systems and methods for educating preschool children. The main directions and principles of this method in the development of children of preschool age are considered, as well as the advantages and disadvantages of the Maria Montessori method in child education are shown.

**Keywords:** preschool age, education, upbringing, development, Montessori method, principles, advantage, disadvantage, independent development, interest, need.

**Introduction.** It is known that the education and training of the young generation, especially children of preschool age, is one of the most important and relevant areas in our country. In this regard, the decision of the President of the Republic of Uzbekistan Shavkat Mirziyoev "On approval of the concept of development of the preschool education system of the Republic of Uzbekistan until 2030" clearly defined the content of the work carried out in the preschool education system. According to it, tasks such as introducing innovations, advanced pedagogical and information and communication technologies into the preschool education system, introducing completely new approaches to children's development in preschool educational organizations were set<sup>1</sup>.

Together with the decision, the concept of development of preschool education system of the Republic of Uzbekistan until 2030 was also approved. Within the framework of the concept, conditions are created for all-round intellectual, moral, aesthetic and physical development of preschool children.

Also, coverage of children with quality preschool education will be increased. The decision approved the "Roadmap" for the implementation of the Concept in 2019 and the target indicators for the development of the preschool education system of the Republic of Uzbekistan in 2019-2024.

**Method.** We know that preschool children are very susceptible to educational influences. For them, adults appear as an authoritative person, and children try to win their goodwill and trust in any way. That is why raising a child at preschool age plays an important role in the further formation of his personality. However, it should be understood that the educational process should be carried out taking into account the psychological characteristics of the child.

A child entering preschool age (3-7 years) begins a period of stable, relatively peaceful development. Initiatives and suggestions of adults no longer cause dissatisfaction in the child. The child still needs the support of adults, to encourage his efforts and respect his needs.

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During this period, along with the child's dependence on adults, his level of independence is constantly increasing. It is necessary to support his aspirations, respect his opinion and interests. In this way, conditions are created for the formation of personal qualities such as independence, goal-seeking, and initiative in raising a preschool child. Development and upbringing of preschool children should be carried out taking into account the characteristics of the cognitive sphere of children of this age.

Pedagogical process with a preschool child is aimed at:

- development of the child's intellectual abilities;
- improvement of physical qualities and strengthening of physical health;
- formation of daily behavior habits;
- development of cultural and hygienic skills;
- labor and creative education of preschool children;
- Strengthening of moral and social norms of behavior.

Social development of the preschool child

When raising preschool children, it is necessary to take into account that the social circle of a child of this age is expanding significantly. He learns to communicate with his peers by playing on the playground and going to kindergarten.

**Debate.** The issue of finding effective methods of teaching and educating preschool children is always relevant. To date, many methods and methods are used in education and upbringing of children of preschool age. The most popular of these is the following methods: Montessori Method, Glen Doman method, Nikitin method and others.

We will consider the unique aspects, advantages and disadvantages of the Montessori Method. Montessori Method (method, method) - (1870-1952) is associated with the name of the famous Italian doctor and teacher Maria Montessori. Maria Montessori began her practical career in a children's psychiatric clinic (1895-1898), where she created a method of developing sensory organs in mentally retarded children under the influence of the ideas of J. Itard and E. Seguin. In 1899-1901, he worked at a school that trained teachers of a special school for physically and mentally disabled children. The success of the method made it possible to apply it to ordinary children of preschool age. To implement his system, Montessori established preschool educational institutions for children aged 3-6 years - "children's houses".

The Montessori system is based mainly on the ideas of parents. Montessori, who criticized the outdated teaching methods in schools and the shortcomings of Frebel's kindergartens, supported the idea that violence against children is unacceptable, respect for the individual characteristics of students demanded to show. Montessori emphasized that there is a separate world of childhood and that the child's development obeys special laws. Based on the theory of "self-development of the child", Montessori calls for abandoning the active educational role of the teacher: adults impose their own attitudes on children, hindering their natural development. He saw the task of education in creating conditions that satisfy the needs of the child, help to identify his needs and contribute to self-education.

According to the Montessori Method, every child can freely choose the things he wants and work with them as he wants. According to the Montessori Method, the creative development environment consists of a specially equipped room, a formed group of children, developmental equipment, and a qualified educator. Equipment should be carefully thought out and affect the child's all-round development.

Materials of the Montessori Method are divided into the following sections:

- preparatory exercises for practical life;
- development of sensory perception;

- teaching speech, writing and reading;
- mathematics;
- “spatial education” (universe);
- visual activity;
- Laboratory.

All equipment should be suitable for the child's age, accessible and located in an open place, where the child can easily see it and be able to choose what interests him.

Maria Montessori's method includes creating an environment that helps the child to independently explore the world, to get various information about the surrounding objects and events, and attaches great importance to emotional development and learning to read. Formation of mathematical knowledge, stimulation of speech development.

**Result.** The Montessori method is a pedagogical system in which the child develops independently, relying on a didactically prepared environment. Montessori pedagogy is based on the ideas of free education, natural psychological, social and physical development of the child.

The main principle of the Montessori system is "Help me do it myself." In this, adults work as assistants, not as coaches. The task of the teacher-pedagogue is to determine the child's wishes and create a favorable environment for him to learn the field of interest.

The Montessori Method is primarily an early development method. The most common groups are designed for children aged 3-6 years. Classes are held in a room divided into areas: science area, practical life skills area, language, math and sensory areas. The child himself chooses what is interesting to him at the moment. Classes are held with maximum involvement, children learn easily and with pleasure. There is no one-size-fits-all program, just as there is no knowledge assessment or peer competition.

- Criticism and bans are prohibited. A child may make mistakes in learning. Each child takes a different amount of time to master the skills;
- Make sure to follow certain rules of conduct. For example, taking an object (book, toy, etc.), the child must put it in its place;
- Children themselves choose the types of activities and at the same time engage in the "field" they are interested in;
- All items in the playroom are conveniently placed for children to reach and pick up by themselves. In addition, each item is only one copy, unless the children think otherwise, the child who gets it first gets to play with it. Children are allowed to move furniture and choose a comfortable place for themselves, while it is important to try to make as little noise as possible so as not to disturb others;
- Most activities focus on the development of fine taste skills and senses (smell, touch, taste, hearing), as Montessori believes that this helps to develop intelligence, speech, memory and attention.
- The essence of the educator's work is secondary, his task is to interest the child and help his development without forcing his thoughts;
- The playroom is divided into zones that create a specially prepared environment. According to Montessori technology, space plays a very important role. The room should be spacious, the design of the room should be in soothing colors. Each zone contains the materials needed to develop the relevant skills. Even for the smallest children, all the objects are located at eye level and invite joint activities.

- According to the Montessori Method, groups consist of children of different ages. Younger and older children live together in the same environment, where they learn to show leadership qualities and how to care for and help each other.

Looking at the positive and negative of the Montessori system, like any pedagogical technique, the Montessori system has its positive and negative. The main advantage of the Montessori system is that children learn without coercion, with pleasure and interest, because everyone is engaged in an independently chosen type of activity. The system works well: according to a study (Science, 2006), students at a Montessori public school in Milwaukee (Wisconsin, USA) scored higher in cognitive, academic, social and behavioral skills than regular public schools.

Kindergartens and Montessori school students treat others with respect, know how to negotiate, work independently and have good practical skills.

However, for many parents, the disadvantages of the Montessori methodology are very important. This is, first of all, insufficient attention to the formation of creative abilities and physical activity. The main thing in the Montessori system is the development of intelligence. The education of independence and the perception of the teacher not as a teacher and leader, but as a helper in the future can cause certain difficulties in the transition to a regular school. The lack of role-playing also creates some disadvantages: in Montessori kindergartens, children learn to negotiate, but not to play together.

After analyzing the above, it is natural to ask the question - who is the Montessori system suitable for?

The Montessori system is suitable, first of all, for children who need an individual approach, for children who are used to learning at their own pace. The Montessori environment is suitable for curious individualists, children with developed communication skills, independent and freedom-loving boys and girls.

This method is difficult for extremely active, energetic, restless children. In most cases, the Montessori system is not recommended for children with socialization problems. Because the program does not provide enough interaction, such children may have difficulties in communicating with others (autism).

**In conclusion**, we can say the following:

Based on the Montessori Method, the child has the freedom to choose the activity he likes and is interesting to him;

The child develops independence and self-confidence as he improves his knowledge skills.

The Montessori method creates a natural desire for the educational process in the child. The ground is prepared for a bold and confident transition to the next stage of education. A child is trained by the environment that surrounds him. In Montessori education, the child learns based on specially developed materials. They are simple, interesting, encourage the child to work independently. When using them, an opportunity is created for the child to correct his mistakes;

- when adults do not reprimand a child for his mistakes, his courage and independence will increase by itself;
- Children do not compete with each other in activities organized by the Montessori method.

Maria Montessori had the following appeal to all humanity in her time: "We have such a problem - adults are the focus of development. If the authorities focus on children, on their hearts, we will build a world where peace reigns. Knowledge is a weapon of peace.

We hope that raising the development of the preschool education system to the level of state policy in the current policy of our country will serve as a basis for building such a peaceful world.

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