



A Study on the Pre School Education with Special reference to Montessori

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Abstract: *The primary aim of Montessori approach is to enable the child explore him/herself and free that personality; thus, a convenient environment has to be set for the development of the child. How parents, teachers and pre-school institutions set such environments is also studied within this research. Additionally, the effect of the Montessori approach on children that is used by the teachers at school is also observed. Therefore the researcher has made an attempt to focus on the Montessori approach in the preschool education. The Montessori Method is characterized by its emphasis on child-centered learning, individualized instruction, and the creation of a nurturing environment that fosters independence and self-discovery. The Montessori educational philosophy, founded by Maria Montessori, emphasizes the holistic development of preschool children, focusing on their innate abilities and fostering independence and self-regulation.*

Keywords: *Pre-School Institutions, Parents, Teachers, Learning Process, Environment.*

Introduction: In the beginning of her career, the most revered educator of all time, Maria Montessori, was qualified and worked as a doctor. There were a lot of kids with learning impairments that she encountered at the University of Rome's mental clinic; they were there because no one else could help them. After being moved by the way these youngsters were treated, she immersed herself in researching the education of children with impairments. Although she disagreed with Rousseau's plan for an unstructured education in nature, she did agree with his emphasis on the need of developing one's senses before moving on to abstract concepts. She also revised Pestalozzi's and Froebel's works for her own purposes after studying them. (Aghajani, & Saheli, 2020).

Neither schooling nor medical treatment, in her opinion, could make their lives better. She advocated for the education of children with learning problems in conferences, where she also suggested Froebel's line and the idea of a school. She ended up being named head of an innovative Italian teacher-training programme for students with exceptional needs. The 8-year-olds she referred to as "defectives" performed as well as, or even better than, students deemed "normal" on state reading and writing exams after Montessori, who drew inspiration from Froebel and others, tried out various teaching materials and activities. (Blair, 2002)

Maria Montessori had the chance to rest her programme and ideas with the establishment of the first Casadei Bambini (Children's house or house hold) in Rome in 1907. This house and that followed are designed to provide a good environment for children to live and learn. An emphasis was placed on self determination and

self realization. Self realization through independent activity, the concern with attitude and the focus on the educator as the keeper of the environment.

Maria Montessori Education Theory: Maria Montessori, (1870 – 1952) is a scientist who earned the first female physician title in Italy. She was interested in the work of French Psychiatrist E. Donad Seguin who developed special materials for children with cognitive handicaps when she was studying at the University of Rome. She started educating children with cognitive handicaps in Rome after being inspired by Seguin’s work. After observing the success of the method and the development of the children with special needs; she intended to work with normal kids using the same method. She had the chance to observe the efficacy of this method by opening classes for children between the ages of 2 and 6 in a poor neighbourhood of Rome in 1907. She called this educational environment the “Children’s House” (Casa dei Bambini) (Aytaç.1981)

Montessori defends the idea that children should be enabled to learn on their own in a set environment where they choose their own materials. A pre-school environment set based on this principle includes Montessori materials on shelves to which pre-school children can reach. The learning environment is set by the teacher after objectively only by organizing the materials from simple to complex. Teachers should be good observers and only intervene when the child requires guidance.

According to Montessori, children to understand the order, harmony and beauty of the nature and they should be please with it. The rules of the nature form the basis of science and art fields. That is why; learning the rules of the nature is the foundation of science. (Montessori, 1966)

In this approach, it is crucial that the child makes mistakes by searching and trying and then, realized his own mistake and corrects it himself. If the child is not able to realize his mistake, this shows that he is not developed enough. When the time comes, the child realized his mistake and corrects it. (Temel, 1994)

The setting of the environment is important in the Montessori approach. The relationship in such an environment is not between the child and the teacher; but it is between the child and the material. The teacher only guides the correct use of the material. (Dreyer ve Rigler.1969)

It is possible to gather children between 2-6 age groups in the same environment; the children are allowed to choose the material appropriate for their age from the same environment. They do not need to play with the same material. In such an environment the younger children develop themselves by taking the older ones as models; and the older children develop the behaviour of helping the younger ones. (Onur, 1995)

The learning process according to Montessori: There are 3 stages of learning: 1. Introduction to a concept (by a lesson, a reading, a lecture). 2. Processing the information and developing an understanding of the meaning through work, experimentation, creation, this gives the child a real ability to learn and remember what he/she has learned. This is the most important stage since it puts emphasis on the concepts of developing, experimenting, creating and transforming. 3. “Knowing”, processing the information demonstrated by the ability to teach or explain to others, or to express easily.

Philosophy of Education according to Montessori:

Children are natural learners: Montessori saw that children under went remarkable improvements in general well-being, self-assurance, and self-control when given the freedom to pursue their intrinsic desires. Consequently, a kid’s job was fundamentally different from an adult’s since a youngster worked for the pleasure of the process, not the final result.

Children learn through their senses: Young children relied on their senses to construct an understanding of the world around them, and Montessori believed that the key to encouraging children to explore and experiment was providing them with the freedom to do so, together with properly crafted, engaging materials.

Teachers according to Montessori: Educators trained in the Montessori approach to education believe in fostering children's inherent creativity and spontaneity. They provide unique abilities, are sometimes referred to as a "guide," and are referred to as a "directress" by the Montessori Method. Instructors in the Montessori method fulfil several functions, including she directs guides her students.

Skilled Observer: Teacher comes to know each student's interests, learning style and she directs guides her students. Temperament He understands the student's developmental needs and is receptive to her "sensitive periods".

Creative Facilitators: the teacher serves as a resource as students go about their work. As students progress, the teacher modifies the classroom environment, adjusting the learning materials to meet the student's changing needs.

Character Builder: Teacher's models values such as empathy, compassion and acceptance of individual differences. He encourages the students to be courteous kind. And he brings students together in collaborative activities to foster team work, responsibility, self discipline and respect.

As a Gardener: she thinks that teacher should care for the child like a gardener who cares for the plants so that natural growth of the child is properly guided and aided in the process of unfolding itself.

Provision of suitable environment: The directress should allow the child to grow according to his own inner law. Her business to provide for suitable environment. She should provide children with appropriate opportunities to think for them.

Teacher as a Doctor-cum-Scientists-cum-Missionary: According to Montessori the directress should be partly doctor, partly scientist and completely religious. Like a doctor she should avoid scolding or suppressing the patient in order to avoid worse situations. Like a scientist she should wait patiently for the results and should conduct experiments with her materials. Like a religious body she should be there to serve the child.

Educational Method: Montessori advocated for unstructured play within a "Prepared Environment," which she defined as an educational setting that takes into account each child's unique personality, developmental stage, and other fundamental human traits. A child's surroundings should support and facilitate his or her growth towards full autonomy in accordance with the child's innate psychological needs.

Montessori Material: Environments should have the following traits that are suitable for children's ages.

- A layout that makes it easy to move about and do things.
- An atmosphere that is neat and tidy, with a focus on beauty.
- A building that is tailored to the child's size and requirements.

The inclusion of only elements that aid in the child's growth is restricted.

- Organization.
- Classroom and outdoor environments pertaining to nature.

Didactic Approach & Montessori: To transmit not just enjoyment but also knowledge and education (didactic). To rephrase, didactic means that learning is enjoyable. The term "didactic apparatus" refers to the tangible resources used to teach young children in an engaging and positive manner.

Sr. No.	Terms & Concepts	Details
1.	Individual learning	Self motivated learning used in Montessori schools that consists of a series of educational tasks that are chosen by the students.
2.	Kinesiology	The study of the mechanics of human body movement.
3.	Magnet Programe	A programme in public school systems that offers specialized methods of teaching and curriculum to students representing a cross section of the community.
4.	Manipulators	Concrete objects such as beads, rods and blocks that are used by students during Montessori lessons in order to encourage sensory learning and self discovery.
5.	Montessori Method	An educational system developed by Maria Montessori in 1907 that uses independent, self correcting activities to develop and advance a student's natural ability and intellect.
6.	Montessori schools	Any public or private special education pre-k, K-1,2 or other learning institution that offers Montessori based curriculum to the students.
7.	Progressive Approach	The belief that the goal of education is to help people become more free thinking innovators who can improve society through positive reform.
8.	Sensory Learning	Teaching using interactions and activities designed to apply and develop the senses.
9.	Traditional Learning	The belief that the goal of education is to prepare to fulfill necessary tasks in society through subject-based instruction focused on competition and evaluation.
10.	Whole Class learning	The traditional subject based pedagogy of mass instruction used in most public school systems in the united states.

How does Montessori Approach work?: The Montessori method achieves its three primary goals. These include instruction in motor skills, emotional intelligence, and language arts.

1. Motor Education: As a foundational skill, this instruction covers basic self-care tasks including getting dressed, bathing, and transporting objects, cleaning the floor, and tending to plants or pets. The Montessori Method posits that the kid should only be shown how to do something, not told, and that perfect motions should be seen again and over again. Motor education places a premium on rhythmic and gymnastic activities, as well as the development of physical coordination and balance. The tasks needed for motor instruction, according to Montessori, instill self-control, focus, and excellent work habits. The importance of these in a child's sensory and motor development for future academic success is emphasised.

2. Affective Education: Montessori designed the educational toys with the senses in mind. The youngster may learn to compare and contrast different objects by engaging in coordinated activities using these resources. In terms of intangible qualities like as forms, colours, opposites, softness, and length, this permits the acquisition of knowledge about the similarities and contrasts of materials via the use of questions. Now the youngster is only an observer. The ability to compare, evaluate, and ultimately choose is a result of this development.

3. Language Education: According to Montessori principles, a child's development is facilitated when he or she is encouraged to pay attention to and make sense of the wide variety of noises present in his or her environment. They say this helped the kid learn how to pronounce words correctly. The instructor must talk clearly. It necessitates instructing pupils in the most often used tools. When the dust settles from all the reading and studying, the kids will be just like those curious scientists. The goal is not to improve the language via discussion but rather via study.

4. Literacy and Calculation: It states that after the age of 4, children start to work on developing motor and sensual skills and prepare for academic life. Activities appropriate for literacy should also be included in that process. Arithmetic education should be prepared to help children learn about compare-contrast and numbers.

5. Respect for the Child: The need of treating the kid with respect is central to Montessori philosophy. Because every kid is unique, their education must also be tailored to their specific needs. It is important to separate and treat children's lives differently from adult ones. (Morrison, 1988)

6. Absorbent Mind: Individuals, according to Montessori, must be educated alone, not by others. To absorb and learn emotionally, toddlers rely on their senses, while adults rely on their thoughts. Both conscious and unconscious processes are involved in this absorption by the mind. Tasting, smelling, and touching allow the unconscious absorbent mind, which typically develops between the ages of 2 and 5. The youngster begins to distinguish his own observations from those of his surroundings and develops conscious, perceptual senses between the ages of three and six. Differences and matching are taught to the youngster. Moores (1988)

Conclusion: The defence of child-centered educational applications is also being championed within the context of children's rights, since the contemporary education systems undergo fast transformation. The focus of modern techniques is on the kid, and they use effective methods of learning. Children are given the flexibility to make their own choices using efficient learning methods. There is no control-free method for children to learn about the environment. They choose the tasks, methods, and resources to complete the job. Kids may hone their analytical thinking, imaginative capacities, and verbal and nonverbal communication abilities using this approach. Only when the stimuli and influential adults in a kid's life are tailored to the child's unique requirements and characteristics can the youngster begin to develop an understanding of who he is and where he fits in the world. We have been exposed to the theory of Maria Montessori via this method.

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