



IMPLEMENTING ELEMENTS OF MONTESSORI PEDAGOGY IN PRESCHOOL EDUCATION

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Abstract. Over the last decade, educational alternatives have been fascinating more and more educators and parents. Perhaps the ones that have revolutionized the education to the greatest extent due to their shift of focus are Montessori Pedagogy and Waldorf Education. According to Maria Montessori, the child has great potential that develops to the extent that it is stimulated and respected. Being respected, in turn he will respect the others, and when the needs of the child are fulfilled, the results materialize in empathy and solidarity in the sense of community, the pleasure for concentration and work, the ability to choose, to make decisions and to be creative, the ability to be calm and disciplined, autonomy and independence, the joy of learning. By integrating elements of the Montessori educational alternative into the educational plan of the preschool curriculum within a two-semester experiment, the present work aims at establishing whether by respecting the freedom of movement and the choice of work materials, as well as the creation of an active, already prepared environment, the kindergarten turns into a place and time where children come with enthusiasm, participate with interest throughout the day's program, thus becoming calmer, more orderly, happier, or not. The basis for comparison between the experimental group and the control group were activities on experimental domains and freely chosen activities and games.

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