

SELF-ASSESSMENT OF PRESCHOOLERS IN THE MONTESSORI SYSTEM

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Abstract. Educational alternatives, essential for the diversification and improvement of the education system, offer new perspectives to better respond to the needs and aspirations of pupils and pre-schoolers, as well as to the requirements of parents, teachers and educational communities. Being different from the traditional forms, they are a beneficial way for a dynamic and open educational system, involving diverse approaches to the organization and conduct of instructional-educational activities in schools and kindergartens in terms of structure, teaching methods and educational objectives. In our country we find six educational models (Montessori, Step by Step, Waldorf, Freinet, Jena Plan and Curative Pedagogy) as alternatives to traditional education. Some aim for significant changes in general pedagogical ideals or goals, while others aim for more specific or narrow goals, but regardless of the extent of the difference, the essential point is that each promotes the holistic development of children by individualizing the educational process, fostering healthy social relationships through openness to communication and collaboration with all educational partners. It promotes new and different ways of achieving educational goals, capitalizing on aspects less emphasized in traditional education. Cuciureanu et al. emphasize the roles and functions of educational alternatives: (1) some alternatives may be designed to correct deficiencies or gaps identified in the formal education system; (2) they may replace or complement certain forms of traditional education with different or complementary teaching methodologies; (3) they may involve a reorganization of the institutional framework and the way the school itself functions (Albulescu, 2014, p. 7; Cuciureanu et al., 2011, pp. 8-9).

Keywords: educational alternatives, kindergartens, Montessori