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The importance of M. Montessori technology in the development of preschoolers

We all know that the main task of today is to give the younger generation a meaningful moral upbringing and education. Undoubtedly, the development of a child as a person begins with the formation of his own point of view, the expansion of the field of thought in kindergarten. Most of the leading countries of the world evaluate the purpose, content and technology of the education system based on its results. Therefore, the main purpose of education is not only the acquisition of knowledge, skills and abilities, but also the basis of independent social and professional skills - self-assessment, analysis and rational use of information, life and work in today's rapidly changing society. Parents are looking more and more closely at what a preschool institution gives to their children, how well it prepares them for the surrounding life, and make an informed choice.

For a modern person it is important to

- * be independent and be able to make decisions,
- * have an active life position,
- * have a positive self-esteem and be socially successful,
- * want and be able to constantly learn, acquire new knowledge,
- * be able to solve diverse, including quite complex life tasks,
- * be able to analyze and isolate what is necessary from a huge flow of information,
- * Be socially active and socially responsible.

The Montessori method has never lost its place in the garden. By nature, a child has curiosity, an innate desire to grow and develop. Therefore, in this rapidly developing world, it is natural that kindergarten teachers are constantly looking for and constantly updating methods of raising children, while preserving the national character. As proof of this, we can cite the names of the most famous graduates of Montessori schools: writer Gabriel Garcia Marquez, Jacqueline Kennedy, heirs to the

British throne Prince William and Prince Harry, Frenchman Mitterrand, actor George Clooney, Google founders: billionaires Sergey Brin and Larry Page, grandchildren of Leo Tolstoy and hundreds of graduates of kindergartens and schools in our country. They are not so well-known yet, but they are definitely successful in their lives, engaged in their chosen business, free and hardworking [1].

The Montessori pedagogical system is considered by many to be one of the 10 best pedagogical systems in the world, and in many countries it is the best pedagogy. The main principle of the Montessori system is that each child develops and matures independently in a specially prepared environment according to an individual plan, and the main motto is: "Let me do it myself." The purpose of this method is to educate children in the spirit of independence, not according to the instructions of the educator, but according to their natural character and abilities.

In this technology, there is no conversation with children out loud at all. The organizer provides children with interesting information about each area. Currently, more than 20,000 schools around the world use the Montessori method in working with children from birth to 18 years old. For more than 100 years of the existence of the Montessori system, millions of parents around the world have chosen this approach to education for their children, initiating the creation of thousands of schools [2]. This, in turn, means that there is a steady social demand for a paradigm shift in the education system.

The Montessori method has a three-step learning concept. This method is used in educational activities to help children gain new knowledge and replenish vocabulary.

Stage I is the training stage. Here the child is given a new education. The educator gives the child an idea of the color and properties of an object.

Stage II - the stage of practical training. At this time, the child is really learning. Practices the knowledge gained at the first stage through practice.

Stage III - the survey stage. At this stage, new words are transformed from inactive vocabulary into active vocabulary. It should be borne in mind that if the teacher is not sure about the child's education, these tests will not be conducted.

The principles used in the Montessori system and their impact on the development of the child's personality:

1. Freedom and discipline. A child in a Montessori class can independently choose the material, partner, place and time of work. But at the same time, there are restrictions that allow freedom not to develop into permissiveness. For example: maintaining order – everything is in its place and must be returned to its place; if the place or material is occupied by one child, the other needs to wait until it is free. This principle develops one of the most important qualities of a person – independence. This is the basis of a person's spiritual development, which allows not just to carry out some activity without the help of others, but, above all, the ability to find support in life in oneself, self-confidence, independence, the ability to make your own choices and constantly improve yourself.

2. Arrangement of a specially prepared environment. The environment is formed from didactic materials (including objects that help the child in everyday life: when washing hands, dishes, washing clothes, etc.), it should be presented in full and built according to a clear logic. At the same time, it is necessary to ensure the free choice of material by the child. Such an environmental approach makes it possible to realize the comprehensive and harmonious development of the child. It is also important that when working in such an organized environment, the educator / teacher has the opportunity to monitor not only the zone of actual development, but also the zone of the closest development of the child, implementing the ideas of Lev Semenovich Vygotsky.

3. The lack of adult assessments allows the child to form self-confidence, an objective assessment of himself, his actions and work. The child is engaged only because he is really interested in it, and not because of fear of punishment or a desire to get a positive assessment. Also, Montessori materials have a check, i.e. the child can independently verify the correctness or, conversely, the infidelity of the task, without resorting to the help of an adult. This helps to form an adequate self-esteem and the development of analytical functions of mental activity, when a child can detect and correct his own mistake.

4. Age groups of different ages. It is the age groups that allow us to solve many problems related to the socialization and adaptation of children. There is no comparison and evaluation in the age group, so children are encouraged to teach, cooperate and help each other, a sense of mutual assistance is formed: the younger ones have the opportunity to learn from the older ones; the older ones acquire leadership qualities, satisfy the need for a sense of self-importance, they form a sense of responsibility.

5. Prepared adult. The Montessori system is based on a deep understanding of the nature of the child, based on basic needs. The meaning of the method is to stimulate the child to self-education, self-learning, self-development. It is impossible to realize this without an unconditional unappreciated understanding and acceptance of the child by an adult. And we are talking not only about the teaching staff, but also about parents, with whom work should be carried out systematically and constantly. Parental understanding and awareness are the most important conditions for achieving the result of the teacher's work [3].

As we have seen, many kindergartens operating in this way are opening. Kindergarten teachers must be trained. In the Montessori method, there is no classroom, and instead of a school desk, easily movable tables, chairs and mats are used. The Montessori tutor controls the independent work of the child. The Montessori method consists of three main parts: the child, the environment and the teacher.

In conclusion, the purpose of the Montessori method is: to raise children freely and adapt them to life; to form a goal in life; to provide children with new opportunities for learning and self-development.

The role of a Montessori teacher: to help a child cope with work; to teach to distinguish basic colors; development of fine motor skills; formation of the first mathematical, cosmic concepts; stabilization of attention; disciplinary training;

The Montessori study is divided into 5 zones: a zone of daily exercises, a zone of "Sensory", a zone of mathematics, a zone of "Space", a zone of "Speech development". Work is underway in these areas.

The effectiveness of this method is that children learn to educate themselves and be careful. As an observer, Montessori does a lot to meet the needs of the child,

introduces him to the inner world. I regularly use the Montessori method to form an understanding of the material environment.

In my work, I developed the following games using M. Montessori technology and used them in educational activities, games.

Playing with seeds: (Tasks help the child to navigate in space, develop sensory perception, develop creative imagination and fine motor skills).

- Spread the pea and bean mixture into different bowls and sweat;
- loading and mixing of grains, manual massage;
- Pour the seeds into a bowl and make different patterns.

In games with buttons and beads, children pass thread, dial buttons and beads. The child trains his hands, develops dexterity, develops ideas about big and small. As beads, you can use squares, wheels, tree leaves, dry seeds.

"Try and name it." The development of the basic properties of substances through taste.

Goal: to learn to distinguish things by taste.

From the child, ask to name the various foods, vegetables and fruits shown in the pictures. For example: lemon - sour, juicy, refreshing; bread - fragrant, fresh, lollipop - sweet, with a mixture inside, ice or chocolate lollipop, garlic - bitter, spicy, bitter.

In conclusion, it can be concluded that the Montessori method helps to develop a child's attention, creative and logical thinking, memory, speech, imagination, motor skills. This technique is focused on team games and tasks that help develop communication skills with other people. Attention is also paid to the development of the child's daily life habits for the development of independence.

Literature:

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