

**MONTESSORI EDUCATION IN PRESCHOOL EDUCATION THEORY**

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**ANNOTATSIYA**

This article discusses Maria Montessori's theory of education, the developmental importance of Montessori didactic materials in the mental, physical, intellectual development of preschool children.

**Keywords:** *Child, mental, physical, intellectual development, Maria Montessori education theory, preschool education, Montessori didactic materials*

The theory of Montessori education The method of preschool education, created by the doctor-educator Maria Montessori, stands out among all systems of education of preschool children. Its value stems not only from the uniqueness of its goals, but also from its significant biological knowledge and pedagogical achievements through practical application. Montessori has long been a psychiatrist. Only a doctor who knows the diseases of the human psyche and knows the practical measures to combat them could bring into the pedagogical system the same basis, which is still needed, not only the physical basis, but also the mental hygiene of the child.

Maria Montessori is respected by us as a teacher-doctor and will not lose her position in the eyes of future generations. Montessori was known to perform complex and difficult syntheses in a pedagogical system based on biological bases. On the one hand, it is necessary to present the creative and organizational power of the organism without straining the direction and pace of free development. On the other hand, it is necessary to save the mental energy of man, to protect the nervous system of people from diseases that teach us psychopathology, limited, multiplied by the growth of culture.

According to Montessori, it is necessary to absorb not only pedagogical theory, but also practical pedagogy. Such a difficult and responsible synthesis can be carried out only in an organized manner through self-education of the child. In such circumstances, everything must be presented in accordance with the scientific facts, which are necessary and sufficient during the psycho-physiological development of the child to protect his soul and body from disease.

According to the Montessori method, the following goals should be considered in the upbringing of preschool children:

1. Promoting the formation of the child's personality and the product of coordinated psycho-physical reactions;
2. Formation of all external feelings;
3. It is necessary to develop all mental processes that are not yet fully formed by cultivating external feelings. Because usually attention, intellect and will are not fully developed;
4. Cultivation of high intellectual feelings (interest in work, joy of success), ethical and aesthetic feelings;
5. Get rid of the usual, one-sided cultural imagination;
6. Increase vocabulary in accordance with practical concepts such as language development through speech apparatus;
7. Development of needs and requirements of children in independent work and self-service in accordance with their mental and physical abilities.

In order to achieve these pedagogical goals, Montessori recommends a method of self-education of the child in good conditions.

The organization of certain conditions through specific didactic materials is closely related to the set of educational conditions for its purpose. All parts of the Montessori method, like individual functions in a living organism, are inextricably linked and inseparable.

Montessori is known for the formation of emotional perception due to the nature and structure of didactic materials. In them, the goal was achieved with mathematical precision. Its main purpose is to cultivate all the emotions, its immediate task is to train the child's mental activity in all respects. Montessori didactic materials allow preschool children to distinguish objects according to their correct and clear features. Distinguishes their similarities and differences by nature. It teaches the child to distinguish and analyze complex complexes of perception, initially inseparable from the whole, in relation to the perceived specific objects. It is the precision and intelligibility of certain qualities in Montessori materials that find expression in the undeveloped mind of the child and begin to understand the external world through shapes and sizes, colors and tones. The tasks of these materials are broader and deeper, not only to cultivate the senses, but also to train all mental functions, to develop correct thinking and reasoning, and to regulate the psycho-physical development of the child in the process of self-formation. should serve. In this respect, it incorporates clear and necessary rules that are consistent with natural principles, that is, constant moving reactions in preschool children. The value of the material is that it creates a clear and targeted orientation of the child. Another important feature is the integration of error control. By giving preschoolers the opportunity to independently identify and correct mistakes, the material itself creates a high level of initiative on its part. Preschool children must be able to work with materials and independently correct mistakes.

According to Montessori, the game should be used as the main tool in the upbringing of the child, and the game should allow the child to create freely.

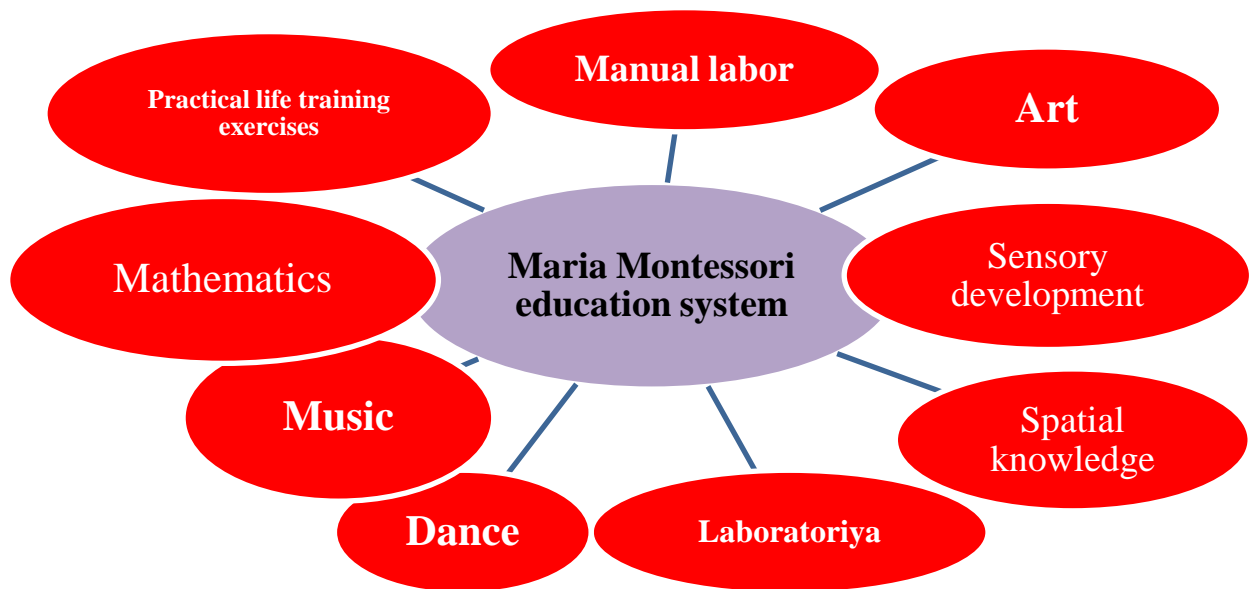
According to Montessori, in order to focus on preschool age, classes are conducted only on a voluntary basis. The choice of work, the pace and duration of training - all depends on his interests. It is unrealistic to think that people will do things that are not interesting to them for a long time with determination and conscience. Only exceptional people can do that. In humans, no result can be achieved by placing a tooth in a tooth and torturing oneself for a long time. A hard-working, cheerful, hard-working creative person is not formed in this way. It is necessary to cultivate such a colorful and ever-changing interests in a person that in each case there are problems that require an independent creative approach. The development of such interests in children should begin at preschool age. Focusing on even the most intriguing object does not happen overnight. Even a small child is not in a state of concentration when he sees toys that attract his attention. Concentration is a necessary element that is part of all highly complex mental processes.

Montessori, - unusable, ie small display weapons do not arouse the interest of preschool children, cubes and various geometric shapes are not allowed to be made of paper cardboard, because they use force to train them and move their muscles. they do not. As a result, not fully using their potential, they lose interest and do not feel the need. They don't need things to lie, they need objects of a certain weight.

According to Maria Montessori, "Life requires us to clearly perceive reality and choose the right direction in it, as well as to feel the external influences clearly and quickly. Adults do not pay attention to the seriousness and necessity of the work done by the minds of children. They do not facilitate the process of knowing the external world in the minds of children, but rather act lightly, poisoning the child's mind with all

sorts of nonsense, fabrications, disrupting the order of events in the minds of children of kindergarten age. Therefore, many people will not be able to get rid of the chaos and irrationality in their inner world for the rest of their lives. They misunderstand the outside world. They can't even understand themselves. As a result, they succumb to the anxieties of life and sometimes become spiritually broken. Therefore, in the development of children of kindergarten age, the child's interests and rights should be given priority.

As a Montessori psychiatrist, with bitter irony, the abundance and variety of material given to the child confuses the child's mind as if it were a blink of an eye. The result



Montessori is in no hurry to impose a large amount of knowledge on preschoolers. At all stages of development, the child's potential should be taken into account, because the lost opportunities can not be restored, the child's pre-school age is a period of comprehensive exercise of mental activity.

The main task of proper education is to ensure the maintenance and development of mental and physical health.

A preschooler is eager to clearly perceive the outside world. Clear knowledge is necessary for the child. He learns and remembers this aspiration as a result of repeated exercises. Its invaluable biological effort and aspiration should not be extinguished by impatient and rude adults. Along the way, children need conscious help and support. As a result of the child's clear, vivid and solid assimilation, the accumulation of life experiences, a system of relying not only on knowledge, but also on knowledge and experience in a certain direction appears in his mind. On the basis of this, new impressions about the external world are created, that is, images that correspond to a clear perception.

We all know that imagination is a leading function in preschool children. It is considered to be a much more positive aspect of mental activity. Creative imagination is a mental process that creates new and unique images from the information gathered in the experiment. The Montessori method supports and strengthens the existing creative activity in the child. The Montessori method, which allows a preschooler to work as independently as possible in an organized environment, also allows him or her to turn a small personal life into a personal creative event. It trains a child to be a creatively active member of the work team. Such creative activity depends on a natural ability to become a form of creative imagination in the future.

In the Montessori environment there are small tables and chairs, small shelves. The materials are at the level of children's growth. The whole room is divided into zones. In one corner of the room there is a children's "water zone", where children can wash as much as they want, pour water, collect water, etc.

In another part of the room there is a "soft zone". Here you can separate the shredders, pour it, sieve, do a lot of interesting things.

"Sensory development area" - the child learns to choose the shape, size, flat geometric shapes, basic colors and volume of objects.

"Area of practical development" - the experience of opening clothes, working with small details (ie buttons)

"Circle zone" - perform breathing and finger exercises with the help of musical instruments. Participation in fairy tales, etc. A simple and artistic song, simply close to the plot and understandable, but the artistic story is not vague in the child's mind, but vivid, based on the experience of childhood, creates a variety of images that cover the body.

In the creation of these spheres, Montessori saw the work of developing the inner creative power of the child, the child's personality. At the same time, such materials have proven to help make it easier for a child to understand the world around them.

Montessori materials primarily contribute to the mental development of the child. The child moves independently, his inner strength is released.

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