

The Differences Between Montessori Method and Traditional Teaching in Developing Primary School Pupils' Critical Thinking

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Abstract: Montessori learning classrooms, defined as an arranged environment, provide learners to opt for their work freely and construct their own learning. Thus the roles of the teacher differ from the roles of the teachers in traditional schools whereas the child is in the center in Montessori method based schools. The objectives of the communication and collaboration between the child and the teacher is determined correspondingly. This study aims at determining the differences between Montessori Method and Traditional Teaching in communication and collaboration with the child at primary schools.

Keywords: Montessori Method, cooperation, communication, private schools, public schools.

Introduction

Montessori Method has been popularized for over two or three decades in many countries. Term Montessori was popularized by Dr Maria Montessori, an Italian physician and educator best known for the philosophy of education that bears her name and her writing on scientific pedagogy. The method of Montessori is a way of educating children with the help of self-oriented exercises, hands-on learning and cooperative play. In Montessori classrooms children make creative choices in their learning, at the same time the classroom and the highly trained teacher offer age-appropriate activities to lead the teaching process. Children work in pairs, groups and individually to find and recognize knowledge of the world and to expand their maximum strength.

Montessori classrooms are usually attractively designed atmospheres to face the needs of kids in particular age range. Dr Maria Montessori created observational schooling in this kind of classroom directed to higher comprehending of language, math, science, music, social interactions and others. Majority of Montessori classrooms are non religious according to their character. However this method can also be combined effectively into religious based program.

Each element in a Montessori classroom provides an aspect of children's prospective, making a contest between the child's inborn interests and the obtainable exercises. Learners can study through their own experience and their own step. And also children can answer at any time to the interests which occur in many people and construct a concrete base for durable learning.

Discussion

In fact, Montessori Method is highly welcomed in many private schools rather than in public schools in many countries in the world. The increase in the number of private schools has been escalated for the last ten years in most parts of the globe. The main reason for that, it provides a bulky amount of success and opportunities for individuals to provide their critical thinking and also to select their work freely and organize their own learning. There is still a huge demand for international schools to adopt children to bring up them more freely and open-minded. In order to make a relevant environment for children's progress in learning period it is better to lessen teacher's control.

In this case, the role of the teacher in Montessori learning environment varies dramatically from the role of teachers in traditional schools. It results much success in Montessori classroom environment to show great interest in working with puzzles, learning to prepare meals, and manipulating learning materials while the children are unruly. The main function of a teacher is that she needs to observe how the children absorb knowledge from their surroundings, essentially teaching themselves. In its turn this method supports cooperation between the teacher and the child. By using this very method the teacher assists the children's cognitive and socio-emotional development and learning simultaneously. While teaching the teacher does not only make the children work collaboratively with their peers but also makes a good communication skills between themselves.

Actually, the principals of Montessori Method is permitting the children to act freely and independently, encouraging the children every time, giving them motivation to learn, promoting their autonomy, their initiative, and allowing them to achieve deep concentration. Consequently Montessori Method indicates different and opposite impacts on the psychological development of children and school learning.

In contrast to public schools Montessori Method is come across in private schools for many years. Thus it benefits for both the teacher and the child. Moreover the child in private schools starts to represent his skills and delivers his thoughts freely from his early age in this method. In contrast to the children from state schools, the children who are educated under Montessori Method are more active, attentive, successful, collaborative and initiative in many fields and aspects of study.

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The reason of that is their curriculum provides the collaboration of subjects by combining several subjects such as language and music or reading, vocabulary and mathematics in one lesson in the form of activities, games puzzles and so on. Enlarged Montessori classes also sometimes require a second teacher in the class. Whenever private schools are compared with Montessori private schools according to socio-economic background, almost no effect is monitored when students are randomly set to Montessori classes and come from public schools in underprivileged neighbourhoods. Thus it appears very controversial to pay attention to these factors to realize previous goals and apply further studies.

On the other hand, learners are not allowed to move freely around the classroom during the teaching process in many public schools. Moreover Montessori Method gives an opportunity to feel free and act freely in the classroom. Besides children's sitting arrangement can also be changed on every lesson for every stage of activities. It increases children's interest to studying process. In addition to, the teacher uses various ranges of activities to energize children. The material should be very attractive to call the children's attention and easy to use in working procedure. There can be practical, mental and physical activities as well. There are also can be different age groups in the same classes. It also aids to work children collaboratively and makes a good environment for their communication. In this case, children work with their peers and try to observe their mistakes by themselves. Sometimes a stronger student helps a weak learner to do the task, he explains the task within his own words and this assists to improve children's communicative skills at the same time.

Conclusion and recommendations

In Montessori Method children are not absolutely under pressure because school is a place to prepare the child for adult life. However, in some cases the school (public schooling) does not prepare the child to make a good decision under his own criteria or to be happy in his life. The Montessori Method prepares the children to be happy with their own decisions. This school model is admitted to be the most successful humanistic among the students.

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