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EDUCATIONAL IDEAS OF MARIA MONTESSORI ON THE PAGES OF FOREIGN PERIODICALS

The article deals with the educational ideas the famous Italian doctor and educator Maria Montessori, her many-sided personality, some aspects of the life, activities and methods highlighted on the pages of foreign periodicals. The relevance of the pedagogue's ideas in the modern world has been stressed; the demand of the modern society for the education of a free individual, striving for independent active searches and self-realization, has been emphasized. The article reveals the personality of M. Montessori as one of the educators who was able to pose and solve a global problem in philosophical, psychological and pedagogical theory, as well as to implement her concept in practice, creating a pedagogical system named as «Montessori method». M. Montessori; as an educator who gave a new quality to the education development strategy, humanizing it, returning it to the person. The analysis of M. Montessori's pedagogical activities, positions, views and her life paths, highlighted by foreign researches, have been presented in the article; her role as an architect of the «rediscovery» of the child has been stressed. The educator's revolutionary ideas about childhood and education for life, rather than education based on obedience and immobility, have been noted as well as their development as a result of M. Montessori's medical research has been admitted; her new visions of the school by designing strategies that would overcome the barriers to education, have been mentioned. The article also stresses the educator's desire to show how to save humanity by means of pedagogy: starting with the child and human freedom and, in particular, freedom for women.

Keywords: educational ideas, foreign periodicals, Maria Montessori, method, pedagogue.

INTRODUCTION

The main ideas of Maria Montessori's pedagogical system are relevant even today, as far as they are close to the ideas of humanization and democratization, based on the position of unlimited faith in the nature of the child, its value in this world, orientation towards the ideal of a free, independent, active individual. The appeal of scientists and practitioners to the pedagogical ideas of M. Montessori is primarily connected with the request to educate a free personality capable of independent active search for self-realization. M. Montessori is one of the few educators who were able to pose and solve a global problem not only in philosophical, psychological and pedagogical theory, but also to implement his concept in practice, creating a pedagogical system widely known as the «Montessori method».

The educational ideas the famous Italian pedagogue Maria Montessori as well as her life and activities have been studied by foreign and Ukrainian educators: P. Baligadoo (2020); F. Bertolino, M. Filippa (2021); V. Bosna (2015); F. Cambi (2015); B. Caprara (2019); A. Cecilian (2021); M. Chepil, N. Dudnyk (2017); S. Chistolini (2020); F. De Giorgi, W. Grandi, P. Trabalzini (2021); A. Durdas (2023); P. Frierson (2021); L. Mashkina (2019); T. Pironi, M. Gallerani (2021); M. Scarpini (2020); M. Williams (2022) and others.

The purpose of the article is to reveal the pedagogical ideas of M. Montessori on the pages of foreign periodicals.

RESEARCH RESULTS

Maria Montessori (born: August 31, 1870, Chiaravalle, Italy; died: May 06, 1952, Noordwijk an Zee, the Netherlands) was a famous Italian educator and doctor. She created her own original system of education and training of children of preschool and elementary school age, known as the «Montessori method», which was used first in the education of Italian children, and afterwards – throughout the world (Chi era Maria Montessori?, 2023). Moreover, M. Montessori gave a new quality to the education development strategy, humanizing it, returning it to the person. The Italian educator was one of the few pedagogues who were able to pose and solve a global problem not only in philosophical, psychological and pedagogical theory, but also to implement her concept in practice, creating a pedagogical system (Mashkina, 2019, p. 189).

Researching this issue, it was important and interesting to study the articles on M. Montessori's educational ideas highlighted in foreign periodicals. Thus, the views of foreign researches have been revealed. In particular, the Italian researcher S. Chistolini (2020) states, that «...Montessori was an extraordinary woman, a woman with a medical degree at a time when it was difficult for a woman to study, more difficult to attain a degree, and almost unthinkable to graduate in medicine, in a strictly male field of study» (p. 163).

It is important to remember that M. Montessori lived precisely in the period of active development of social relations, great political changes, progress in the field of humanitarian sciences, and her extraordinary capabilities, great pedagogical talent, deep medical knowledge and exceptional perseverance in achieving the goal, the ability to captivate people with ideas and the power of personality, the friendship with outstanding people of that time and the happiness of seeing the results of one's own experimental pedagogy on all continents where civilized societies live – these are the main achievements and success on M. Montessori's life path (Chepil, Dudnyk, 2020, p. 30–31). The life, activities and methods of pedagogy have been described in Italian sources, in particular in books, dissertations and articles.

Thus, the Italian researcher V. Bosna notes that M. Montessori was one of the most interesting figures in the Italian pedagogy of the 20th century, who fascinated many scientists being an architect of the «rediscovery of the child» (Bosna, 2015, p. 38). The researcher also admits that via her works, M. Montessori wrote an immortal page in the history of education, and thus – in the history of human civilization. So, in her opinion, today there is every reason to consider M. Montessori a «citizen of the world» (Bosna, 2015, p. 138). In their turn, other Italian researchers, W. Grandi and P. Trabalzini (2021), point to an increase in the number of studies of M. Montessori's personality and pedagogical heritage in Italy (Grandi, Trabalzini, 2021, p. 5). The researchers note that the published works reconstruct important aspects of M. Montessori's human and intellectual experience in the national and international context, as well as the educational movement that bears her name, which allows us to clearly trace the aspects and dynamics of the personality imprinted in the history of the Italian pedagogy (Grandi, Trabalzini, 2021, p. 7).

Other Italian researches, T. Pironi and M. Gallerani in their article write that for a long time M. Montessori was considered a «troublesome» figure by the Italian academic and political establishment, «being a nonconformist, feminist and a 'complex pedagogist'» (Pironi, Gallerani, 2021, p. 11). On the one hand, her strong personality brought her to clashes with the Italian academic circles – still strongly traditionalist, idealist and sexist, They, on the one hand, were suspicious of M. Montessori's relationship with Masonic and theosophical circles, but she adhered to a more a secular and liberal political inclination with a touch of

«non-confessional and pacifist religiosity inspired by universal ideals» (Pironi, Gallerani, 2021, p. 11). M. Montessori's revolutionary ideas about childhood and education for life, rather than education based on obedience and immobility, were developed as a result of her medical research and were confirmed by the new sciences of the time – psychology and psychoanalysis. Nevertheless, they faced great resistance, and even badly hidden hostility of Italian secular academicians and philosophers of education. This had a significant impact on the reception and spread of Montessori pedagogy in Italian schools after the World War II (Pironi, Gallerani, 2021, p. 11). This idea is confirmed by M. Williams (2022), admitting that M. Montessori «became an authority in education and, unusually for a woman, a public intellectual».

According to F. Cambi (2015), M. Montessori as an educator critically understood the difficult historical processes of the 20th century, and with her work she proved the universal value of education, its strong connection with human freedom, and also outlined its purpose – to contribute to the richest possible «human development» of each individual (Cambi, 2015, p. 126).

B. Caprara (2019) in her dissertation for obtaining the scientific degree of Doctor of Philosophy, examines the milestones of Montessori's biography, in particular, her development as a pedagogue of the modern world. The researcher analyzes the psychological foundations of the Montessori methodology, noting that trust in the psychological potential of childhood plays a fundamental role in Montessori's thinking, a trust that allows her to outline a new psychological profile of the child, full of elements of expectation regarding the newest achievements of psychology (Caprara, 2019, p. 21).

In the course of the research, it is important to pay attention to the fact that M. Montessori's transition from medicine to pedagogy was derived from the professional experience gained by the educator between the end of the 19th and the beginning of the 20th century. It was «a heavily militant experience, in which medicine, social policies and practical feminism were interwoven» (Chistolini, 2020, p. 164). The result of the experiment became «Casa dei bambini» («Home for Children») (Chistolini, 2020, p. 164). M. Montessori started her experiment in Rome on 6 January 1907 and she wrote about it in «Il Metodo della pedagogia scientifica» («The Method of scientific pedagogy») in 1909. At the same time, M. Montessori was a doctor interested in pedagogy who did not have a long, university career, but she was very well-known as a speaker. For disseminating «The Method» she was known as «Doctor» (Chistolini, 2020, p. 162).

According to the Italian researchers T. Pironi and M. Gallerani (2021), the popularity of the Montessori method in Italy experienced various fluctuations due to different historical periods, political circumstances and cultural environment. Therefore, it is necessary to understand the reasons behind the position «for» or «against» in Italy, while this method has received significant and constant development in other countries (Pironi, Gallerani, 2021, p. 3).

According to S. Chistolini (2020) at the beginning of the 20th century, «there were several women in Italy, who gave pedagogy a new impulse. Among those women was M. Montessori who introduced new visions of the school by designing strategies that overcame the barriers to education» (Chistolini, 2020, p. 160). The author also acknowledges that in Italy in the 20th century, formal pedagogy was male and formal education was female: more men had the opportunity to become scientists, and most teachers at schools were women. In the 21st century, the number of women in university departments of general and social pedagogy and history of pedagogy increased. Female educators, teachers, mothers, and female professors represented the model of Italian culture until recent years. Possibly, the case of M. Montessori is the most famous example of a reversal of this trend. She was a new woman for the time in which she lived, and she made pedagogy a banner of women's liberation,

justifying everything with science. On the other hand, women's university careers in education, especially primary school teachers, have always been difficult, as an educated woman could at most apply for a permanent position as a school teacher rather than pursue a career at university (Chistolini, 2020, p. 161). That is why, «even until 1970, women encountered pedagogy being taught by men at the university and developed educational interventions in families and schools as educators and teachers» (Chistolini, 2020, p. 161).

In the course of this research, it is important to note that M. Montessori viewed human beings as inseparable from nature, and she considered nature as key to understanding humankind. The educator saw a young child, rather than the human being in general, «as playing a particularly important role in revealing nature's secrets to us» (Bertolino & Filippa, 2021, p. 135).

At the same time P. Frierson (2021) states that M. Montessori's moral theory is based on an ideal of a personal self-perfection through work and taking efforts, «the character of individuals as the source of those moral ... values which could bring the whole world to a higher plane» (p. 134).

With her work, M. Montessori also identified the critical points of teachers' training – she realized that the various initiatives that appeared at the turn of the previous century to offer teachers more scientific training had not really affected their way of teaching. She therefore focused her research on the Carta biografica (Biographical Chart) drawn up by her teacher Giuseppe Sergi. Unlike school report cards and registers, which are limited to confirming consequences, it aims to study the causes of behavior and academic achievements. It is therefore an important tool for identifying difficulties in children's education and taking appropriate measures (Pironi, Gallerani, 2021, p. 5).

P. Baligadoo (2020) admits that M. Montessori «...explicitly linked peace to education and promoted a kind of learning that deviates from mainstream traditional education». The educator promoted learning for peace, showing that the aim of education is not simply to teach literacy and numeracy but to serve a larger purpose, a 'public common good'.

According to M. Scarpini (2020) M. Montessori made the skills and the value of children the focal and starting point of her work. She always underlined that the basis her system was always «the discovery of the child». At the same time, since the first appearance of her method, the educator highlighted a considerable negation of childhood skills and rights (p. 5).

A. Ceciliani (2020) pays attention to the fact that already in the last century, the Italian doctor, educator and scholar observed «the connection between the action of the hands and the cognitive development in an embodied conception of education: the hands are the instruments of man's intelligence» (p. 153). As a result, M. Montessori created «several objects that encouraged fine motor skills for both their cognitive and social-emotional development» (Ceciliani, 2020, p. 153).

S. Chistolini stresses that from a purely academic point of view, M. Montessori cannot be regarded as an educator who was interested in comparison with the pedagogical culture of her time. On the contrary, she presented herself as a scientist who wanted to demonstrate how to save humanity: starting with the child and human freedom and, in particular, based on direct experience, freedom for women. Even without teaching pedagogy at a university, Montessori used her culture and learning to bring to the world a new pedagogy that shared the ideals of autonomy, independence, freedom, and peace with the feminist movement (Chistolini, 2020, p. 165).

Nowadays, the Montessori perspective is still an extremely relevant point of reference for a type of training that is no longer transferable, but based on the continuous achievement of the learner's independence (Pironi, Gallerani, 2021, p. 9).

CONCLUSIONS

The study of pedagogical ideas and the many-sided figure of M. Montessori on the pages of periodicals is relevant in the modern world and it is connected, first of all, with the demand of society for the education of a free individual who strives for independent active searches and self-realization. M. Montessori is one of the few educators who were able to pose and solve a global problem not only in philosophical, psychological and pedagogical theory, but also to implement his concept in practice, creating a pedagogical system widely known as the «Montessori method». M. Montessori gave a new quality to the education development strategy, humanizing it, returning it to the person. M. Montessori was one of the most interesting figures in the Italian pedagogy of the 20th century, who fascinated many scientists being an architect of the «rediscovery» of the child. M. Montessori's revolutionary ideas about childhood and education for life, rather than education based on obedience and immobility, were developed as a result of her medical research and were confirmed by the new sciences of the time – psychology and psychoanalysis. M. Montessori who introduced new visions of the school by designing strategies that overcame the barriers to education». She presented herself as a scientist who wanted to demonstrate how to save humanity: starting with the child and human freedom and, in particular, based on direct experience, freedom for women. The figure of the pedagogue, presented in foreign periodicals, undoubtedly needs further research and multifaceted analysis.

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ОСВІТНІ ІДЕЇ МАРІЇ МОНТЕССОРИ НА СТОРІНКАХ ЗАРУБІЖНИХ ПЕРІОДИЧНИХ ВИДАНЬ

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У статті розглядаються просвітницькі ідеї відомої італійської лікарки та педагогині Марії Монтерсори, її багатогранна особистість, окремі сторони життя, діяльності, методики, цінності, світоглядні орієнтири та принципи, висвітлені дослідниками на сторінках зарубіжних періодичних видань. Підкреслено актуальність ідей італійської педагогині в сучасному світі; зауважено запит сучасного суспільства на виховання вільної особистості, що прагне до самостійного активного пошуку, зростання та самореалізації. У статті розкривається особистість М. Монтерсори як однієї з педагогинь, яка зуміла поставити і вирішити глобальну проблему у філософській та психолого-педагогічній теорії, а також змогла реалізувати її концепцію на практиці, створивши педагогічну систему під назвою «Метод Монтерсори». М. Монтерсори розкривається у статті як освітня діячка, яка надала стратегії розвитку освіти нової якості – гуманізувавши її та повернувши її людині. У статті подано думки зарубіжних дослідників стосовно педагогічної діяльності, позицій, поглядів та життєвих шляхів М. Монтерсори, висвітлених на сторінках зарубіжних періодичних видань; підкреслюється її роль як архітектора «повторного відкриття» дитини. Відзначено революційні ідеї педагогині стосовно дитинства та виховання на все життя, а не виховання на основі слухняності та нерухомості, а також визнання їх розвитку у результаті медичних досліджень М. Монтерсори. Згадано коментарі зарубіжних дослідників стосовно того, що протягом тривалого часу М. Монтерсори вважалася «проблемною» фігурою в італійському академічному та політичному істеблішменті, «будучи нонконформісткою, феміністкою та «складним педагогом»; зауважено і підкреслено її нове бачення школи шляхом розробки стратегій задля подолання бар'єрів в освіті. У статті також наголошується на прагненні педагогині показати, як засобами педагогіки врятувати людство: починаючи зі свободи дитини та свободи людини та, зокрема, свободи жінки.

Ключові слова: зарубіжні періодичні видання, Марія Монтерсори, метод, освітні ідеї, педагогиня.