

# SAMPLE COMPREHENSIVE EXAM QUESTIONS AND ANSWERS

## **Explain the Montessori's approach to learning**

The Montessori methodology or as it is called by itself, the independent child system has been didactically prepared for the environment for more than 100 years. Maria Montessori was the first Italian woman to be a doctor, a scientist, a pedagogue and a psychologist. Working as a children's' doctor, she turned her attention to the aimlessness of delayed, mental retarded children and concluded that early childhood was not sufficient for developmental incentives. The purpose of Montessori's development was to create materials that would encourage children to learn. Maria Montessori was an excellent teacher, dedicated her whole life to children. She was born in Italy in the mid-19th century and was the first woman in the history of this country, a doctor of medicine. As she worked in kindergarten with weak and sick children, watching them, Maria Montessori tried to ease their life. She tried to create toys for them, which would not only entertain them, but also develop their imagination. She has created a pedagogical system which is as close to the ideal situation when a child learns alone. The system consists of three parts: the child, the environment, the teacher. The center of the whole system is a child. Around him creates a special milieu in which he lives and studies independently. In this environment, the child improves his physical condition, forms and sensory and motor skills with age, acquires life experience, learns, organizes, and compares different subjects and experiences acquire knowledge. The teacher looks at the child and helps him whenever necessary. The foundation of Montessori's pedagogy, its motto "helps me do it myself". Therefore, Montessori managed to create an education system based on the independent construction of a child's personality based on his own inner potential. The basic principles of this methodology are:

- "Help me do this" - the main principle of the Montessori methodology. If a child can do something alone, a parent or teacher does not intervene in the process and does not try to help. The role of an

adult is to observe and offer a child's problem with the material they choose. The child is at his own pace and is busy with what he is currently interested in. It develops self-confidence and independence.

- The development environment is the foundation of Montessori's methodology. Its elements need to stimulate the child to knowledge through all the senses. The Montessori teaching room is divided into 5 zones and the development of material from the exercise zone in everyday life, the touch of the area of education, the mathematical area of the mother tongue, the seating area.

- The Montessori methodology particularly emphasizes the work of a child with objects. These are everyday items and special Montessori materials, designed so that the child can handle them independently. Much attention is given to items that develop fine motor skills - beads, laces, grains and legumes, pearls, buttons.

- The Montessori group consists of children of all ages who take high care of younger children and encourage learning in older ones.

- All post-class materials must be seated, folded and removed by the child in place. It is an early age to teach children to order and respect other people. Watching the children, Maria Montessori pointed out the possible features of mental development: absorbing thinking and age sensitivity.

Absorbing thinking - In working with children Montessori noticed that the child has a completely different form of thinking that differs from the mind of an adult.

Thinking of a Child - a sponge that unresponsively incorporates images of the outside world, rather than dividing them into "good" and "bad", "useful" and "useless" etc. The subject and the social environment surrounding the child are of great importance. If an adult wants a child to be well developed, an environment around the child needs to be created where he can find all that is needed for complete development, a large number of sensory

experiences, socially acceptable emotional response methods, patterns of positive social behavior, and rational activity with the facilities. And, among other things, the child should be able to "absorb" the correct language.

Sensitive periods. These are periods of special sensitivity to the development of children. For these basic stages of development, an adult cannot in any way be externally affected. But if the child is unable to develop according to the instructions of their periods, he only missed the case naturally to acquire a certain ability. And he will not have such a chance. In developing all children have sensitive periods, but at the time of their emergence, duration and flow dynamics are different in different children: period of language development (0-6 years); period of perception of orders (0-3); period of sensory development (0-5.5); period of perception of small objects (1.5-2.5); period of development of movement and activity (1-4); period social skills development (2.5-6). The games are Montessori's material sensory, practical life, math, language development, reading and writing. But, above all, his game is aimed at developing figurative thinking. Those kid's eyes learn to evaluate the number and volume of objects regardless of their shape. And manipulations with small objects develop a cognitive card of the baby's brain. In kindergartens, the Montessori operating system is a teacher - assistant rather than a supervisor. It is always possible to ask for advice, to ask to explain inexplicably, to glue, wrinkle, paint. The situation itself encourages the child to discover his potential. The space is used for several functional areas ("kitchen", "commerce", "art sector") and alone (!) The child chooses how and how to deal with. By Montessori supporters system, an adult impoverishes the world of the child by denying their participation in everyday jobs: cleaning, washing, cooking, and dishwashing. All these "boring" classes are a fantastic thing to do if you treat them as fit. Another of Montessori's pedagogy principles is the formation of different age groups. The interaction between younger and older, as experts believe, is such a social experience necessary for children. Training has not only endorsed the centenary Vertical: a guardian - a child, but also horizontally, the oldest child - Junior. The advantages of this approach are obvious: Junior

Senior may request to hesitate to ask adults and older enrolled responsible not only for themselves. Parents know that it is difficult to incorporate a sense of responsibility. In children's institutions run by the Montessori system, this is happening by itself. Another important principle is the combination of class in freedom and discipline. Here nobody is forced to sit extensively in a coherent way. Treating children as tin soldiers - so discredit the term "childhood". Discipline cannot be imposed externally, the child must agree on the need to limit himself. The followers of Montessori are taught to understand, but only submit. Children who go to kindergarten are not afraid to communicate, are capable and willing to work independently and in groups, appreciate the learning process. There are extremely interesting manuals developed by Maria Montessori, for example, bubbles with pipettes. Stained bottles of fluid must pick a pipette and carefully poured into a special cell and then back into the spraying bubbles. Sponge containers use about the same purpose: water is entered into the sponge and then squeezed out into the container. In this way, the movement of the toothbrush is developed. When mixing colorful fluids, the child learns coloring laws. Children's math is studied by knocking the beads. Rare letters of velvety paper, glued to the cardboard, a letterhead guide. Children learn alphabet through tactile sensations. It can not only write on paper, but a finger in the sand on the grist. Such classes produce really good writings.