

## PLURALIST APPROACH TO THE MONTESSORI METHOD IN THE ART OF PRE-SCHOOL EDUCATION

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**Abstract** – *To let developing of personality is an important method for mental developing. The purpose of preschool education program which developed by Maria Montessori is gain self-sufficient feature to kids in a free ambiance. Kids create itself in Montessori class and have an opportunity that discovery of dreams. Main important feature is that in this method. There is not important to become a product at the end of the Montessori method Art education is actions which have been done by kids for developing aesthetics and creativity in Montessori class. Being a subdivision of art activities, Painting is become colors, draws, light and shadow with the using of autonomy and perspective sciences. Doing painting is instinctive for a kid. Consequently, this research has been done.*

**Keywords:** *Montessori Method, Preschool, Creativity, Art, Paintings.*

The first thing to do at an education activity should be determining the objectives. Which program, principle and methods will be used to reach these objectives should be determined. Program Development discipline puts forth the program which will carry to objectives, and Schooling Principles and Methods puts forward how the program will be implemented.

Methods are roads going to certain objectives. This road should be thought well aforetime, analysed and planned, otherwise the education job carried out becomes a complex state. For the method to exist, the objectives should be clearly and correctly determined. Besides, a program in the direction of the objectives has to be formed.

As the Montessori method is a student-centered program, the teacher is just in a position guiding the student. In this method, the child learns by doing and experiencing. In child-centered classes, the children are active. Special learning material is used in the classrooms. Besides, information related with this material is not given and is ensured that the child discovers by himself/herself.

The objective of the pre-school program for the 3-7 year old group and developed by Maria Montessori, who is the first female medicine doctor of Italy and then taking the psychiatrist specialist title, is to bring the children in being self-sufficient at a liberal environment. Montessori, by referring to the positive results she has received from the studies she performed on children with mental disabilities, and by thinking that the same methods can be used on the normal children, has directed her studies towards the area of education. To increase her knowledge on this subject, she has received Philosophy, Psychology and Anthropology education at Rome University.

Allowing the children to develop their personalities is also one of the most important methods for the development of the intelligence. In addition to the intelligence development of the children, education of the sensations, exploring the child, concentrating on the education construct the basis of Maria Montessori educational mentality.

As the Montessori Method is a student-centered program, the teacher is just in a position guiding the student. In this method, the child learns by doing and experiencing. It encourages the children to learn by the children teaching to their peers and the children cooperating with a social interaction. In childcentered classes, the children are active. Special learning materials are used in the classrooms.

Montessori approach encourages the children to motivate for participating in the activities and developing their skills via repetitive concrete experiences. Montessori education program has focused on self-confidence, initiative, to know and apply what is wanted, independence, concentration, being tidy, cooperation, and being respectful. Montessori achieves these stated targets with two methods in her classes. Firstly, the child living the pleasure of learning by himself/ herself by setting the child free, and secondly, being a guide by helping the child to make the learning mechanism perfect.

The method has material which has been arranged according to its objectives and principles. The teacher does not teach the material by just introducing it to the classroom, analyses and observes the relationship of every child with the material and directs the child by showing a method. Montessori Method argues that the child can bring out the potential when he/she is set free.

The child is fully independent except for some technical restrictions which has to be present at the education. The child, working independently in the classroom of Montessori, has the liberty to explore his/her dreams by using creativity. Most important feature of the art activity at Montessori Method is this, and introduction of a new work is not important. Using the Montessori Method, sensation, education for intelligence development, and learning activities for creative expression is provided (Morrison, 1998). Emotional area teaches the child to use the emotions to learn the world. In this area, the child learns apprehending different heights, lengths, weights, colors, sounds, smells and forms.

Child education approach developed by Montessori is one which positively influences the child from spiritual and physical viewpoints, attaching importance to child's sense, movement and language education, having significant contributions and benefits in the social, emotional and bodily development of the child.

Education is a process which develops the individual's personality and skills, increases the success level at the studies performed, and brings into the open the secret talents. In this process, creativity being in the forefront is very important (Kelemen G., 2011). Because, the creative individual, at the creation process, using the past lives and experiences, perceptions, imaginations, assesses the environment with a critical approach and creates creative handiworks and present cases are handled with different viewpoints. Same things are valid also for art education.

Art education is an education process which liberates the individual, directs the individual to creative activities and develops the creativity, brings in esthetical skills,

and makes a difference in understanding the outside world. This process antagonizes the rationalization in the education system and focuses on emotional experiences. It is though that an individual whose perception of the outside world changes by receiving a multi-directional art education will be and individual who is creating, self confident, changing the surroundings in positive direction.

Art education in Montessori classes comes into prominence with the activities performed by the children for supporting the esthetics and creativity development. Painting, which is an important branch of art activity, with its classical meaning, is formed by using sciences such as anatomy and perspective with the help of color, line, form, light-shadow. Desire for painting at child is motivational. For this reason, art education contributes significantly in the child's bodily, mental, emotional, linguistic, cognitive and social development.

In Montessori classes, the child himself/herself creates and with this way, has the freedom to explore his/her dreams. Most important point of the art act at Montessori approach is this, not the work come in open. Montessori Method follows the guidance of the child. At all the stages of the education, it is expected that the child directs his/her own education and his/her being the first arbiter of the education life. The adult undertaking the education of the child, starting from the first months of the education life of the child, has to see himself/herself as an artist who works for creating and has to prepare the necessary environment by without unnecessary interferences and has to learn to show respect to him/her and to his/her choices.

Children's intelligence development should be contributed by allowing the children to develop their personalities. In addition to focusing on the intelligence, focusing on development of the children, education of the sensations, independence, developing the creativity and education construct the basis of the education understanding of Maria Montessori.

In the Montessori classes, the child himself/herself creates and with this way, has the independence of exploring his/her dreams. Most important point of the art act at Montessori approach is this, not the work coming in open. In the Montessori Method, the art education is an educational process which liberates the individual, directs the individual to creative activities, which the individual in esthetical ability and creating a difference in perceiving the world. This process antagonizes the rationalization in the education system and focuses on emotional experiences. It is though that an individual whose perception of the outside world changes by receiving a multi-directional art education will be an individual who is creating, self confident, changing the surroundings in positive direction.

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