

From Theory to Practice: Implementing Maria Montessori's Pedagogy in Various Types of Educational Institutions

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Abstract: Maria Montessori was an Italian physician and educator who developed an innovative teaching method known as the Montessori method. Her interest in education began when she worked with children with disabilities. She developed teaching methods that were adapted to the individual needs of students, focusing on their natural curiosity and ability to learn independently. The Montessori method emphasizes independence, freedom of choice, experiential learning and self-paced learning. The child is an active participant in the learning process, where self-discovery, independence, responsibility are encouraged, and the holistic approach focuses on the child's emotional, social and physical development.

Montessori pedagogy has positive opinions from principals and teachers who have worked and are working with this method. However, the attitudes of parents are more diverse.

Keywords: Maria Montessori method, children, independence, development, own pace of learning, curiosity about the world.

Introduction

In the face of dynamic changes taking place in the education system, which are becoming more and more common, and do not always fully meet social expectations. Parents and students themselves are constantly looking for alternative solutions that could meet their educational needs. In the context of searching for effective teaching methods, alternative pedagogy is gaining importance. In particular, the use of methods developed by pedagogues such as Célestin Freinet, as well as educational concepts of Waldorf schools and the educational system of Maria Montessori. They are one of the potential ways to find effective solutions in the field of education.

Research objective: The aim of this study is to analyze the functioning of Maria Montessori pedagogy in the local context, taking into account the specification and implementation of its assumptions in educational practice.

Research method: The study was conducted using qualitative methods, including interviews and observations, which allowed for collecting opinions and reflections of participants in the educational process, such as directors of institutions, coordinators of pedagogical innovation, educators, teachers and pedagogical staff. The collected data aims to identify both positive aspects and challenges related to the implementation of Montessori pedagogy in a given educational environment.

Maria Montessori (1870-1952) was one of the first women in Italy to graduate from medical school. She specialized in psychiatry, and in her early career she worked with children with intellectual disabilities. She experimented by offering children educational materials that allowed them to explore their surroundings with their senses – this brought extremely positive results. In 1907, she decided to use her knowledge and experience by opening Casa dei Bambini for children from one of the poorest districts of Rome – San Lorenzo. Here, children acquired respect for their surroundings, self-trust, independence and responsibility. At the same time, Montessori observed that young children were very early fascinated by letters and numbers. They also showed deep concentration. Maria Montessori continued to observe children, perfected her educational materials and shaped the method of education that soon also included older children. Maria Montessori spread her approach to child development by traveling all over the world: from Italy to Argentina, from Spain to England, from Holland to India. She defended children's rights. She was nominated for the Nobel Peace Prize three times. To this day, children of all ages and all over the world are educated using the Montessori method to grow into efficient, creative and sensitive adults¹.

The Montessori method emphasizes independence, freedom of choice and learning through experience. The key assumptions of this method are:

- The child is an active participant in the learning process, they are encouraged to discover and learn on their own, this supports their natural curiosity.
- The prepared environment, M. Montessori's studio is carefully designed to support children's independent exploration.

¹ M. Montessori, *The Secret of Childhood*, published by PWN SA, Warsaw 2018, p. 5.

- An individual approach, teachers observe students and adapt materials and activities to their individual needs or interests.

In natural conditions, the child's independent learning is combined with the teacher's actions and the use of acquired competences in new situations. Therefore, five stages can be distinguished in the child's activity cycle (J. S. Turner 1992).

1. Observation, on various occasions, of an activity demonstrated by a model (teacher, parents, friends) that the child is interested in and wants to master.
2. Joining the activity. The child interacts with the model, begins to cooperate at the level of their competence.
3. First independent activities. The child performs the activity many times. Learns through trial and error. Takes responsibility for the effects, becoming increasingly skilled in performing the activity.
4. Moment of revelation. The child realizes that they can do it, they already know how to act to achieve the intended goal.
5. Using acquired skills in the context of a social goal. The child feels the need to demonstrate newly acquired skills to other people and improve them. They perform the activities they have mastered with great pleasure when the opportunity arises, expresses their readiness to teach others how to perform the activities, cooperates willingly, and provides assistance.

We observe this natural learning process in almost every family and in those kindergartens and schools that work according to the Montessori principles².

Main assumptions and methods of M. Montessori's work

Preparing the environment and preparing the teacher is the practical foundation of our upbringing. The teacher's attitude must always be based on love. The child deserves the first place, and the teacher follows them and supports them (Maria Montessori)³.

² S. Guz, *The Montessori Method in Preschool and School. Children's Education and Achievements*, Maria Curie-Skłodowska University Publishing House, Lublin 2006, p. 22.

³ R. Czekalska, A. Gaj, B. Lauba, J. Matczak, A. Piecusiak, J. Sosnowska, *Odkryjmy Montessori jeszcze raz... Program wychowania przedszkolnego*, wyd. Oficyna Wydawnicza „Impuls”, Kraków 2009, s. 7.

The child in the center of attention: The Montessori method focuses on the child as an active participant in the learning process. Children are encouraged to discover and learn at their own pace.

- Montessori material, special teaching aids that are interesting and manipulative, they allow children to discover concepts and skills in a practical way. The materials are often self-correcting, which allows children to check their progress on their own.
- Prepared environment, Montessori class is precisely planned to support the child's independent learning. Teaching materials are available at your fingertips and adapted to the needs of the student, their age and skills.
- Multi-age classes, in M. Montessori classes students of different ages learn together, this promotes cooperation, mutual support and development of social skills.
- Holistic approach, M. Montessori education focuses not only on academic aspects, but also on the emotional, social and physical development of the child.
- Responsibility, independence, children are encouraged to make decisions about learning, this develops their sense of responsibility and the ability to think independently.
- Own pace of learning, children in the M. Montessori system learn at their own pace, which allows them to better acquire knowledge or skills.
- Role of the teacher, the educator in the Montessori method acts as a guide, observing children and supporting them in their individual needs and interests, instead of traditionally conducting classes.

Effects of work and methods used in Montessori pedagogy

The main goals (...) referring directly to the assumptions of M. Montessori pedagogy, are as follows:

- providing the child with a sense of security and full acceptance;
- building a positive self-image;
- developing the child's independence and eye-hand coordination;
- learning about the world based on multi-sensory experience and experimentation;
- acquiring the ability to communicate verbally and non-verbally;
- improving the ability to organize, classify and count;
- arousing interest in the natural, socio-cultural and technical reality;

- learning about universal values, such as: goodness, beauty, truth, love;
- expressing a creative attitude in various forms of children's expression;
- implementing socially acceptable behaviors;
- involving the child's family in the process of their upbringing.

They are also in correlation with the goals specified in the core curriculum of preschool education for preschools, preschool departments in primary schools and in other forms of preschool education⁴.

The main effects of the methods used in Montessori pedagogy are primarily: independence, creativity, social skills, interest in learning, internal discipline.

The main ideas of Montessori pedagogy: learning by doing, self-education, concentration, feeling silence, order, observation, presenting material, individual course of study, free choice of work⁵.

The Montessori method aims to support the natural development of children and unleash their potential by creating appropriate conditions for learning and discovering the world.

- Individual approach - Children work at their own pace, which allows them to adapt learning to their individual needs and interests.
- Working in mixed-age groups - Children of different ages learn together, which promotes the exchange of experiences and mutual help as well as the development of leadership skills.
- Learning by doing - Children learn through practical experiences, which makes knowledge more accessible, understandable and lasting.
- Open environment - Montessori classrooms are designed to be friendly, stimulating, with easy access to various teaching materials.
- Sensory materials - Using special teaching materials and toys that engage children's senses, e.g. different shapes, colors, textures, to help them learn through experience.

Global Influence - The Montessori Method has gained popularity around the world and there are now many Montessori educational institutions that apply its principles. The method is used in a variety of contexts, from pre-school to high school.

⁴ Ibid., p. 5.

⁵ G. Badura-Strzelczyk, Help me do it myself. How to use Maria Montessori's ideas in modern times, published by Oficyna Wydawnicza "Impuls", Kraków 1998, p. 140.

- Education of the Whole Child - Montessori believed that education should encompass all aspects of a child's development: intellectual, social, emotional and physical. As such, her method places great emphasis on developing emotional and, consequently, social skills.
- Long-lasting Legacy - Maria Montessori died in 1952, but her educational philosophy still has a huge influence on modern teaching and education. Her methods are used in different cultures and contexts, which is evidence of their universality.

The Montessori method is valued for its flexibility and adaptation to the individual needs of children, as well as for promoting their independence and self-reliance⁶.

In the 2017/2018 school year at the Sports Championships General Education School Complex (ZSOMS) in Racibórz, the idea of introducing Maria Montessori pedagogy was born, states the school's management.

The concept concerned early school education classes. For this purpose, both the staff and the base had to be prepared. Most elementary education teachers expressed their willingness to take additional qualifications to deepen their knowledge, skills and competences in the area of M. Montessori pedagogy methods and techniques. The teachers working in the after-school club, the catechist and the boarding school manager also decided to expand and supplement their qualifications. This is a large team that motivated, inspired and very effectively complemented each other. Only in a group, which also had its own separate building, could the planned undertakings be achieved. Then came the time to create the appropriate base. It was necessary to allocate an appropriate room, with the right floor, carpet, new furniture, a place to rest, without desks, supplemented with toys and didactic aids preferred in M. Montessori's pedagogy.

The undertaking was not easy in the context of the fact that the school always lacked financial resources for teaching aids or furniture and replacing floors. Another difficulty was to find a free, large room, i.e. a new classroom. After several arduous months, the classroom was prepared. The new room was called the "Room of Silence". Classes were held there for students of grades I-III, for children staying in the common room and even for those who wanted to stay in the boarding school. These classes often had the

⁶ <https://www.montessori.info.pl> › dr-maria-montessori, <https://www.montessori-centrum.pl/>

character of a reward. The children knew that we were quiet there, that they could choose toys or teaching aids and work on them at will in a place they chose themselves (a table, a desk, a sofa, etc.), but later they would return them to the place they had taken them from and in the same condition as they were, i.e. not damaged. We do not take toys or teaching aids, we do not compete, everyone works at their own pace and in accordance with their interests. Students do what gives them pleasure, what they like and what they can do best. They willingly reach for what is new, different and interesting. In this way, they develop their creativity, stimulate their interests and consolidate the competences and skills they already have. And all under the watchful eye of a guide, a teacher.

The parents of the students were happy to accept these novelties, even supported them. They had previously been introduced to the principles of M. Montessori's pedagogy and accepted this idea. In the local environment, this pedagogical innovation gained great approval.

The Pedagogical Council of the Complex of General Education Schools of Sports Championship in Racibórz accepted this concept in the form of an original program and accepted it for implementation.

The new recruitment to the first grades, where it was possible to create another new 25-person class for the first grade, showed that there is a need for such pedagogical innovations and that parents focus on the development of their children, individualization, building creativity, independence and responsibility⁷.

Reflections and opinions of the director of ZSOMS in Racibórz

- The M. Montessori method allows for adapting learning to the individual needs and pace of development of each child.
- Children taught in the Montessori system become more independent and responsible. They are given space to make decisions, and this develops their critical thinking skills.
- The M. Montessori pedagogy enables exceptional social development, working in groups teaches children cooperation, empathy and conflict resolution.

⁷ Interview with the director of the Sports Championship General Education School Complex (ZSOMS) in Racibórz, 20/22/2024. Material at the author's disposal.

- The Montessori method does not focus only on academic and theoretical aspects but also on the emotional, social and physical development of the child - a holistic approach
- Unleashing curiosity about the world and engaging in various activities is one of the advantages of the M. Montessori pedagogy
- This method enables positive educational experiences, develops independence, creativity and the ability to make decisions. Students often feel more motivated to learn because they have more freedom in choosing topics and ways of working
- The M. Montessori pedagogy strengthens and promotes social skills. Children often work in groups, which allows them to develop communication and interpersonal skills.
- Preparation for life by teaching children organization, time management and responsibility for their own actions, which is important in adult life, including sensitivity to diversity, where diversity and inclusiveness are often emphasized.

Here are some opinions and observations of people working with children based on this method - opinion of the coordinator of Montessori pedagogy at ZSOMS in Racibórz:

- Students like Montessori classes because they are different.
- They willingly participate in classes using new methods and techniques because it is something interesting and new.
- In Montessori pedagogy, there are other toys and teaching aids, so they are not associated with a classic lesson.
- Students work at their own pace.
- Children use the toys and teaching aids that interest them the most.
- Students can work in silence and in a place of their choice, not at a desk.
- Children who work with the Montessori method develop faster, are more creative and curious about the world.
- In higher grades, they achieve better teaching results than their peers⁸.

Another educational institution that has implemented Maria Montessori's methods and techniques is the non-public Kindergarten in Kornica.

⁸ Interview with the director and teachers of ZSOMS in Racibórz, 20/11/2024. Material at the author's disposal.

Reflections of the person acting as the director of this non-public kindergarten:

- Every kindergarten wants novelties, interesting visions and missions in its institution, this builds its image in the local and educational environment.
- Pedagogical innovations are eagerly introduced, which are based on the interests of teachers and parents (some of them).
- Two groups of children were created in the kindergarten - standard and conducted which used the Montessori pedagogy method.
- Opinion of the group's educator and the teacher's assistant in the group.
- Small groups in which classes are conducted.
- Significant cognitive development in children.
- Great interest of children in new didactic toys⁹.

On March 18, 2024, at the scientific conference - XVII Racibórz Pedagogical Seminar "Psychosocial and cultural functioning of the young generation in the current world", representatives of the kindergarten: Małgorzata Herbert and Sylwia Krakowczyk presented in their speech entitled "Functioning of Maria Montessori's pedagogy in educational institutions". It was a unique opportunity to present the workshop and effects that this type of alternative pedagogy brings.

Statement of the director of the Private Kindergarten in Kornica: in our kindergarten, the most important place is occupied by the child, experiencing subjectivity all the time. The basis is their natural upbringing, taking into account the child's right to development, to master the reality that surrounds them, in an interesting, engaging way, adapted to their needs and possibilities, giving them satisfaction and leading to success. So that they feel the need to acquire knowledge, self-development and improvement.

In the essence of the concept of education as a process of releasing the child's potential, the most important role is played by a properly prepared environment.

The space of the room is simple, bright forms, uniform colors, dominated by natural wood, which creates a warm, friendly atmosphere, creates the opportunity to concentrate, to polarize attention, to calm down, at the

⁹ Interview with a person performing duties of the Private Kindergarten in Kornica, 21/11/2024. Material at the author's disposal.

same time it is designed to ensure the child's need for movement, manipulation and activity.

Shelves, tables, chairs, and even toilets and sinks - all of this is adapted to the child's height. Aesthetically made, top quality, usually wooden material is at the child's fingertips and there is only one. After finishing work, the child is obliged to prepare a given material for the next child and put it back in its place, which shapes in them a sense of responsibility for the environment and comfort of work for the second child.

The entire space, organized in a way that is clear to the child, is divided into five zones:

Everyday life – introductory exercises that allow them to learn the general rules that govern the group, while also preparing children for independence.

They learn how to spread a rug, move a chair, arrange tables, carry trays with material, develop fine motor skills: for example, they pin clothespins, punch a specific shape, sweep or wash floors, clean tables.

They learn self-service – wiping their noses, using the toilet, fastening buttons, tying bows.

They prepare food – they cut apples, bananas, peel carrots, prepare a fruit salad or squeeze orange juice and then help each other.

They take care of the environment – they water flowers, wash dishes after each other, do laundry.

Sensorics section – a kind of training for children's senses:

Children exercise their sense of sight, experience dimensions, estimating size, height, width, length, learn colours, shapes of flat or solid figures.

They train their sense of touch – rough, smooth, touch different fabrics, check what is lighter and what is heavier, what is cold and what is warm.

They improve their sense of taste and smell, sharpen their sense of hearing (murmur cans), and also develop in the musical field.

My favorite section – Mathematics.

Children experience the shape of numbers sensorially - rough boards, they learn that zero is nothing by working on spindles, the most interesting and engaging Montessori material is the golden material, where the child has the opportunity to learn the concepts of quantity, tens, hundreds or thousands and in a very vivid way move from the concrete to the abstract. They experience sensorially, and then move on to work on symbols, a five- and

sometimes even four-year-old child can add large numbers, multiply, subtract and divide, combining the concrete (golden pearls) with the abstract (graphic symbols of numbers), they learn "teens", "tens", on Seguin boards (Segena).

My second favorite section – Language

This is the section in which children:

Develop their vocabulary by working with rhyme cards, opposites, cards enriching vocabulary, so-called tripartite cards and scientific cards.

Work with rough letters, listen to the first sounds at the beginning of a word, practice writing - they work with metal frames, write in the sand, with chalk on a blackboard, on squared paper.

Build words from a movable alphabet, read starting from the so-called pink material, through blue, green, ending with independent reading of books.

Attention, now my most favorite section of all favorite sections because here is the whole Universe!

Culture, also known as universe, allows children to:

Get to know the world around them from the general to the specific, and therefore - the solar system, our planet, what land, water, air, oceans, continents and atmosphere are, what countries are part of Europe and what provinces make up Poland, the terrain.

Discovery of 5 vertebrate classes, their representatives and structure.

Getting closer to the world of plants - getting to know the structure of a tree, flower, leaf, development cycles of animals and plants. Getting to know the names of months, days, weeks, development cycles of animals and plants.

The entire multitude of materials gathered in these sections, and in my kindergarten we basically have a complete set of them, which should be in a Montessori facility, is subject to certain rules:

- materials are in single copies and single sets
- they are used in accordance with their intended purpose
- the child works with the material where they have chosen the place, without disturbing other children or the teacher
- if they are working with the material they have chosen, they work from beginning to end, if the material requires it, the child completes it, preparing it for the next child and puts it back on the shelf.

It is worth noting that in one of our schools in Racibórz, with the great commitment of the then management and teaching staff, a pedagogical innovation was introduced, opening up opportunities for children and young people to acquire knowledge, develop their potential and broaden their horizons.

A workshop was created with developmental materials according to Maria Montessori's assumptions, which, as we have already mentioned, develop individual personality traits, formulate a correct character, help in acquiring knowledge, school skills and cooperation.

Independence is important: children freely choose the type, place, time and form of work.

Concentration: children practice accuracy and perseverance in performing specific tasks.

Order: children acquire the ability to follow the rules of order in the environment and in their actions¹⁰.

According to the statements of the teachers of ZSOMS in Racibórz, using Maria Montessori's pedagogy, each child works at their own pace, and elementary school students have the opportunity to choose material according to their interests or passions.

Silence lessons: children learn to work in quiet individual and group classes.

Silence lessons

It may be hard to believe that Maria Montessori discovered the invaluable role of silence in the upbringing and development of children. Today, it seems almost unbelievable that she introduced the experience and practice of silence into pedagogy over a hundred years ago. We are all overwhelmed by an avalanche of external stimuli. Nowadays, children lack silence, they need it more and more, because they are overstimulated by sounds and images. Such situations cause a feeling of overexcitation or internal chaos. Children are loud or lost in noise. Montessori silence lessons, i.e. short exercises based on performing various activities without saying words. It is walking in silence around an ellipse, carrying an object, a bell, listening to the sounds of the surroundings, touching objects without saying words. This is accompanied by great concentration and coordination of movements.

¹⁰ Interview with a person performing duties of the Private Kindergarten in Kornica, 21/11/2024. Material at the author's disposal.

Silence lessons are of great importance in the development of every child, who becomes calmer, behaves more quietly, and thus it is easier for him to acquire new knowledge. The difference is the ordered external silence, in schools and the school classroom, it is only a temporary "cessation of noise". A silence lesson is never a way to calm down a group, but results from the perception of children's readiness for such an experience, the child himself / herself wants and needs it. Silence is a treasure for the child's development.

The role of the teacher

The teacher treats children with attention and respect, each child is important and unique to them.

In individual work with the child, the teacher takes care of their **intellectual, emotional, social development** in accordance with Maria Montessori's pedagogy, so that they can love and respect themselves, other people and the world.

Thanks to thorough observation, the teacher can recognize the needs of the child.

Observation is nothing more than allowing children to express themselves freely.

The child himself shows us what is important to them, what they need. Their behaviors are suppressed and hidden if they are in an inappropriate environment that does not allow them to be spontaneously active. The teacher observes what the child needs and tries to prepare the environment for their needs.

The teacher is a guide who intrigues the child with the environment and the material, does not interfere, but helps, is one step behind the child, supports and motivates to act.

The teacher does not have to evaluate, correct, praise, because the information contained in the material allows the child to check the correctness of the work done, find a mistake and correct it, most often the material has control cards.

The advantages of the Maria Montessori method are:

Individual approach to each student. Children learn willingly. They do not need and do not expect external motivation in the form of a reward.

Students avoid stress and criticism that their peers often struggle with in traditional schools.

Montessori education is focused on developing talents, finding passions, teaching independence, responsibility, teamwork and respect for others. Students master the material better, maintain concentration on one activity more easily, acquire social skills and learn the rules that govern the group (no harm, no destruction and no interference). Their obedience results from self-control, not external coercion. Another advantage is mutual learning from schoolmates of different ages.

The optimal groups for work are mixed in age. This allows for easier finding of your own level of work, learning from others and teaching others.

A child learns most effectively when dealing with issues that interest them at a given moment.

All children are curious about the world. Everyone has their own interests and passions.

They learn independence, inquisitiveness, inspire each other to work, learn to work with sources, develop their interests and talents. They acquire a sense of responsibility for the time devoted to learning.

Children working with the Montessori method are smart, independent, curious, able to take the initiative and learn on their own. They learn independence, can function well and adapt to the conditions of the changing world¹¹.

Statements of the management staff and employees of the Private Kindergarten in Kornica regarding parents who are sometimes afraid of novelties and what they do not know. They themselves did not have such methods in their education, sometimes doubts arise about something new.

Lack of personal experience causes barriers in the full use of Montessori pedagogy. Parents point out that the didactic resources used in the Maria Montessori method are not common and widely available, children do not have such toys in their family homes. In order to meet the expectations of parents, elements of Maria Montessori's pedagogy are introduced, especially since children spend up to eleven hours a day in the facility, so in addition to didactic elements, care is necessary.

Since March 2000, as a member of the Montessori Europa Association, we have been providing safe care and education to children aged 6 months to high school graduation, taking care of:

- responding to the individual needs of each child,

¹¹ Interview with a teacher from ZSOMS in Racibórz, 20/11/2024. Material at the author's disposal.

- continuous development in all areas,
- awakening children's natural curiosity,
- mutual respect and cooperation,
- learning through practical action and experience.

Maria Montessori was guided by a motto that is particularly relevant today. "A child who has truly loved their environment and all living creatures, who has discovered joy and enthusiasm in work, gives us reason to hope... hope for peace in the future¹².

Summary

The educational system of Maria Montessori, also known as the Montessori method, is one of the great, still relevant pedagogical concepts that were created in accordance with the slogan "school tailored to the child" in response to criticism of the traditional school. It is one of the best solutions for individualized education of children and youth, used in educational practice in many countries, from kindergarten to secondary school education¹³.

The vision of an educational institution is determined by the management of the institution, including people performing management functions, such as owners, directors and representatives of local governments.

There is a need to engage a group of teachers who will enthusiastically and determinedly undertake new challenges in the field of education.

Parents play a key role as essential beneficiaries in the context of pedagogical innovations. Their acceptance, consent and children's satisfaction are fundamental factors influencing the effectiveness and success of changes introduced in the educational process. The lack of parental involvement in these processes can result in significant difficulties and, in some cases, even complete impossibility of implementing innovative didactic methods. Therefore, understanding the dynamics of the relationship between parents and children and their impact on the implementation of innovations in education becomes crucial to achieving the intended pedagogical results.

I am very impressed by the captivating power of Montessori's idea, which connects people all over the world. On every continent, in every country,

¹² <https://poem.pl/>

¹³ S. Guz, Education in the Maria Montessori system, selected areas of education, vol. 1, vol. 2, Maria Curie-Skłodowska University publishing house, Lublin 2016, p. 378, p. 208.

you can find the same ideas everywhere – love for children and the desire to help them in their natural self-development (Ilona Wysmułek)¹⁴.

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- <https://www.montessori-centrum.pl/>
- <https://poem.pl/>

Abstrakt: Maria Montessori byla italská lékařka a pedagožka, která vyvinula inovativní výukovou metodu známou jako Montessori metoda. Její zájem o vzdělávání začal, když pracovala s dětmi se zdravotním postižením. Vyvinula výukové metody přizpůsobené individuálním potřebám žáků, zaměřené na jejich přirozenou zvědavost a schopnost samostatného učení. Montessori metoda klade důraz na samostatnost, svobodu volby, zážitkové učení a učení vlastním tempem. Dítě je aktivním účastníkem procesu učení, kde

¹⁴ M. Miksza (ed.) My encounter with Maria Montessori's pedagogy, Impuls publishing house, Kraków 2023, p. 161.

je podporováno sebeobjevování, samostatnost, zodpovědnost a holistický přístup se zaměřuje na emocionální, sociální a fyzický vývoj dítěte. Montessori pedagogika má pozitivní ohlasy od ředitelů a učitelů, kteří s touto metodou pracovali a pracují. Názory rodičů jsou však rozmanitější.

Klíčová slova: metoda Marie Montessori, děti, nezávislost, vývoj, vlastní tempo učení, zvědavost o světě

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