



Analysis of the Application of Montessori Humanistic Education in Preschool Education Under Different Background

Hongqing Li*, Haitao Zhao

Tianjin We-hope Montessori Kindergarten Co., Ltd., Tianjin, China.

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Corresponding author: Hongqing Li, Tianjin We-hope Montessori Kindergarten Co., Ltd., Tianjin, China.

Abstract

Today, with the implementation of quality education, humanistic culture is integrated into preschool education. Under different backgrounds, the integration of humanistic thought in preschool education can help children grow up and receive a better education. Montessori's teaching thought has exerted a vital influence on the early childhood education system in China and is highly praised by many early childhood educators, which is of great practical significance to the development of children. Based on this, this article takes Montessori's education idea as the main starting point, carries on the elaboration from the thought outline and the core goal two aspects, analyzes the current country's preschool education situation, and inquires into its existence the question. Finally, from esteem heredity, environment education, and sense organ education, this paper carries on a brief discussion of the practice of Montessori education through countermeasures, to further enrich the theoretical system of preschool education in China and make important contributions to the practical exploration of preschool education.

Keywords

Preschool Education, Humanistic Education, Montreal, Quality Education

Introduction

In the reform of the early childhood education system, the value of education can be fully demonstrated through the innovation of teaching methods. While in the improvement of Montessori teaching methods, the value of preschool education can be fully demonstrated, the basic achievements of the education system can be realized, and the ultimate value of preschool education can be demonstrated. However, in some preschool activities at this stage, children's subjectivity is difficult to stimulate, unable to meet the needs of children's ability to improve. In this context, preschool teachers should combine the Montessori concept to innovate the form of activities. The study found that through the creation of Montessori's preschool education theory, we can gradually improve the clarity of the theoretical education system, show the clarity and principled characteristics of the theory of preschool teaching activities, change the restrictions of previous teaching, and promote the stable development of preschool education.

Preschool education is a kind of education mode in which teachers use various methods to develop children's physical and psychological elements such as intelligence. This kind of education is carried out in the initial stage of children's development of intelligence and various aspects of physical and mental state. At this stage, it needs to be cultivated in many ways. Teachers need to use effective and targeted means to systematically and systematically stimulate the growth

potential of children's qualities in all aspects. Here, Montessori's educational theory and method must be mentioned.

1. Montreal's Humanistic Thought of Preschool Education

1.1 Children's potential

Montessori systematically described the process of children's physical and psychological development in her 1949 book *The Absorptive Mind*, revealing the relationship and connection between physical activity and psychological activity, physical development, and psychological development. She pointed out that the "psychological embryo" of a child must absorb nutrients from its surrounding environment as it develops, just as the "physiological embryo" absorbs nutrients in the mother's embryo. The difference between the two is that the child's physical organs are formed in the mother's body, while the "psychological embryo" is formed after the birth of the baby. At this time, although there is nothing in the child's brain, it has a positive and active ability to absorb all kinds of impressions from the surrounding environment (Zhang Baijia, 2019).

Montessori's important thought is based on the inner vitality of children, that is the inner potential. She believes that children are born with "inner vitality", or "inner potential", which has the characteristics of positive, lively, and developmental, and has infinite development space and strength.

1.2 Children's learning motivation

In Montaigne's theory, most children's learning motivation runs through a sensitive period of development. Montessori explained that the "sensitive period" is that at different stages of development, children show special sensitivity to certain things or activities, or develop a special interest and hobby, during which learning is particularly easy and rapid, which is children's learning motivation and the best time for adults to educate them. This phenomenon will appear at a certain age, but it will disappear at a certain stage.

Sensory training and intellectual development in the sensitive period of children's development are the focus of Montessori's research. Based on the inspiration of the "sensitive period" from animal experiments in biology, she observed and studied children's sensory activities and psychological characteristics at all ages, and found that children also have a "sensitive period" in the process of psychological development and learning. Therefore, we have learned that teachers and parents should always pay attention to children's daily life performance, discover and grasp the psychological phenomena of children at all stages, and help, encourage, and guide them in time. Failure to do so will result in irreparable defects in the development of the child, and some of his special talents will be buried without his knowledge (Guo Hui, 2015).

1.3 Individual characteristics of children

Montessori famously said, "The nobility of the human being comes from the fact that you are you, and you are not a copy of someone else". She emphasized that children are developing individuals, and this development is the result of the integration of individuals and the environment. Driven by children's vitality, they will produce a spontaneous activity, and then constantly blend with the environment to gain experience and accumulate experience, thus promoting their own physical and psychological development.

Therefore, children's development is a continuous process of progress, the full development of the previous stage is the basis of the next stage, and the development of the next stage is the accumulation and continuation of the full development of previous stages. With the growth of children's age, this kind of development will gradually develop from the unconscious state to the conscious state, from spontaneous activity to free selective activity. However, in this process, children's unconscious spontaneous activity will be maintained throughout the development process, but the inner psychological needs will gradually increase, while the instinctive impulse of life will gradually decrease. Montessori emphasizes the importance of children's early environmental experience for their later development, especially for their intellectual development. Special attention is paid to enriching children's early experience and early childhood education.

2. The Importance of Putting People First in Preschool Education

2.1 People-oriented as the Source of Building a Harmonious Class Atmosphere

Any state of society, whatever its social nature and kind, is essentially composed of all kinds of people. The role of human subjective initiative has made an increasingly important contribution to the development and progress of today's

society. As an integral part of the scientific concept of development, the people-oriented development concept reflects the objective requirements of today's society and the connotation of keeping pace with the times and also lays a solid value foundation for us to realize the four-in-one society and the all-around development of human beings.

2.2 Adhering to the concept of people-oriented education can promote the healthy growth of children

Under this concept, we give full play to the guidance and influence of the people-oriented concept, help children and primary school students to form good world values and educational concepts, and also help young students to better participate in preschool education, truly realize people-oriented, make full use of technology, and follow the idea of dissemination and expansion. Preschool education is a very special comprehensive subject, which mainly faces preschool children aged 0-6. With the rapid progress of society, parents pay more and more attention to children's education, especially to children's early education, almost all require teachers to educate children (Xu Wen, 2014).

3. The Current Situation and Problems of Preschool Education in China

3.1 The Influence of Montessor's Educational Thought on Preschool Education in China

The Montessori education method has exerted a vital influence on early childhood education in China. Firstly, the Montessori education method urges educators to change their educational ideas to a great extent. The Montessori education method emphasizes the reorientation of teachers' self-role, from classroom leaders to guides and inspirers of children's learning life, and creates an educational environment conducive to the mobilization of children's potential, so as to achieve the purpose of a happy education. Second, the Montessori education method is conducive to changing the development model of early childhood education in China and provides important reference experience for the new development of early childhood education in China. Teachers can carry out a series of educational activities according to children's self-development, and conduct correct observation and scientific research on children's behavior, so as to promote the standardized development of children's lives. In addition, the Montessori Education Law has greatly accelerated the reform and development process of China's early childhood education system. The introduction of the Montessori Education Law has injected new vitality into China's early childhood education system, constantly summing up experience and improving it in the process of practice.

3.2 The Problems of Preschool Education in China

Under the guidance of the Guidelines for the Development of Children Aged Three to Six, China's early childhood education is gradually developing in a scientific, standardized, and humanistic direction, but the reform is not achieved overnight. There are still some problems that restrict the sustainable development of early childhood education. First, at this stage, China's early childhood education is still using the traditional teaching mode, through incentives, penalties, and other ways to strengthen the level and quality of early childhood education, and can not fully mobilize the initiative and enthusiasm of children's learning. It will have a very negative impact on the promotion of children's enthusiasm for learning, seriously frustrate children's learning interests, and then affect children. For example, in the process of early childhood education, for some children with excellent performance, some educators will use the form of small safflower reward and language praise to educate them; while for some children with relatively poor performance, some educators will neglect the overall development of children, and even some educators will ignore them. This kind of polarization can easily lead to the unhealthy development of young children. Secondly, there is a lack of environmental construction in early childhood education in China. Educational institutions have not paid attention to the important guiding role of environmental construction in the physical and mental development of young children. Therefore, insufficient material delivery and improper environmental construction are common phenomena. For example, in the process of early childhood education, because people's understanding of environment creation is one-sided, subjectively, children's environment creation is simply understood as the layout of kindergarten space and wall painting, etc. It leads to insufficient attention to the creation of a spiritual environment, which to some extent limits the organic combination of material environment and spiritual environment, and also limits the healthy development of children. Neglecting children's sensory education, influenced by the traditional exam-oriented education concept, most educators focus on children's intelligence education in the process of education, attach importance to scores, and despise the cultivation of children's other abilities, which is not conducive to the overall development of children. From the perspective of educational psychology, this kind of cognitive activity in which multiple senses participate in collaborative work. It is called the law of sensory synergy in psychology. For children, a variety of sensory participation activities have more profound significance, such as in the process of early childhood education, the vast majority of early childhood educators pay attention to the transmission and

inculcation of children's knowledge, but neglect the cultivation of children's hearing, touch, perception and other aspects, although some children have been able to acquire knowledge. However, as far as other aspects of sensory ability are concerned, there are still some problems, because children's mental development is not yet mature, and lack experience. It is difficult to achieve an accurate understanding of things only by relying on visual information (Wei Hongyun, 2018).

3.3 The Application of Montessori Education Method

Montessori education has a high application value in preschool education, which mainly includes the following four aspects: First, in physical education, it promotes the healthy development of children's physiology, attaches importance to children's muscle training, and combines children's sports with their daily life education activities. Second, in sensory education, the core link of Montessori education is sensory education. Pay attention to the comprehensive development of children's multiple abilities in order to lay an important foundation for the development of children's behavior and intelligence; Thirdly, knowledge education, on the basis of sensory training, improves children's abilities in listening, speaking, reading, writing, and arithmetic. At the same time, teachers should strengthen communication with children and develop their language communication ability through daily communication. Fourth, the practice of life behavior. Focus on cultivating children's independence and autonomy, and guide them to develop in an independent direction in life.

4. The Application of Montessori's Humanistic Education in Preschool Education under Different Background

4.1 Pay attention to heredity and guide children's spontaneity

We should advocate heredity and attach importance to guiding children's spontaneous impulses as a countermeasure to practicing Montessori's educational thought. In the process of education, preschool teachers should reposition their self-role, realize the effective liberation of their self-role from the traditional mode of preschool education, actively change their educational ideas, deeply understand Montessori's educational ideas, formulate matching preschool education strategies according to the actual situation of preschool education in China, and respect the teaching subject status of children. We need to mobilize children's self-development potential to the maximum extent and guide children to improve their spontaneous impulses. Under the guidance of Montessori's educational thought, preschool educators should urge children to concentrate their attention, turn passive acceptance into active learning, optimize the development of children's internal structure, and then maximize the development of children's internal strength.

4.2 Emphasizes the importance of the environment to the development of young children

Montessori's educational thought emphasizes the importance of the environment to children's development in environmental construction. The creation of an environment is also very important on the basis of advocating heredity. At present, whether it is the family environment, living environment, or learning environment can influence the future development direction of a child, so in the process of environment creation, we should reasonably combine the family, living, and learning environment to create a scientific space for children's growth. At present, it is very important to infiltrate Montessori's educational thought into the mechanism of "home cooperation" so that children can become the key to promoting their development in both family and school, as well as in normal daily life. For example, when carrying out children's etiquette education on campus, kindergarten teachers need to communicate and coordinate with parents, build a good etiquette environment together, take teachers and parents as models of etiquette guidance, use polite language in activities between teachers and children, parents also use polite language in daily life, build a space for polite education, and guide children to use polite language.

4.3 Pay attention to sensory education

Early childhood education is the initial stage of human teaching, how to make the rapid development of children's human senses is also an important task of current teaching. In the current process of early childhood education, strengthening the participation of children's senses is the main means to achieve early childhood education, teachers should be based on Montessori's educational thought, through the reasonable creation of corner activities. It is necessary to let children interact in all aspects of hearing, touch, and vision, through the stimulation of relevant sensory organs, develop multiple areas of children's brain, strengthen children's brain development, and improve intelligence. In addition, in the creation of district corner activities, the theme should be clearly set up, and in the theme environment, open up thinking.

At the same time, teachers should actively interact with children, provide a warm environment for children, let children become the main body of education, in observation and communication, discover the law of development of things, and let children's characteristics at this stage be highlighted, facilitate parents and teachers to discover children's specialties, so as to carry out targeted training. In order to realize the diversified development of children's sensory abilities.

5. Conclusion

To sum up, the scientific development of modern society has made social groups gradually attach importance to the important role of early childhood education in children's growth, in which a series of practical activities of early childhood education based on correct concepts are the key to improving the level of education. Therefore, relevant educators should pay attention to the promotion and influence of Montessori's teaching thought on children's physical and mental development, starting from three aspects of promoting heredity, guiding children's spontaneous impulse, emphasizing the importance of environment for children's development, and paying attention to sensory education, so as to improve the level of early childhood education and effectively ensure the practical application of Montessori's teaching thought.

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