

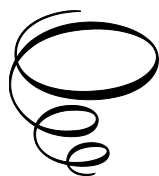
Student-Friendly Teaching Approaches

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Edited by

Asim Ari

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CONTRIBUTORS

Asım Arı has a PhD in curriculum & instruction. He is the editor-in-chief of The International Journal of Instruction and The Anatolian Journal of Education. He worked as a visiting professor in Switzerland. He is currently working as a Professor of curriculum and instruction at Eskişehir Osmangazi University. He has many published articles and books. He conducts courses in the fields of learning-teaching methods, curriculum development and educational studies.

Asım Arı's fields of study are of particular interest:

- Curriculum & Instruction
- Learning & Teaching
- Learning Processes
- Curriculum Development
- Teacher Education

Eren Akdağ Kurnaz was born in 1983 in Kütahya. She received undergraduate education in the field of English Language and Literature. She has a master's degree and a PhD in curriculum & instruction. She is currently working as an English instructor in the foreign languages department of Kütahya Dumlupınar University, School of Foreign Languages.

Eren Akdağ Kurnaz's fields of study are of particular interest:

- English Language Teaching
- Curriculum & Instruction
- Transformative Learning
- Learning Activities

Gökhan Kayır is an English Teacher and Project expert at the Turkish Ministry of Education. He has a bachelor's degree in English Language Teaching; a master's degree in Educational Administration and Planning. He has a PhD in Curriculum and Instruction and another PhD Educational Research Methods and Statistics.

Gökhan Kayır's fields of study are of particular interest:

- Educational Assessment
- Statistics
- Qualitative Research Designs

- Alternative Teaching Approaches
- Bilingualism
- Multicultural Education.

Çetin Toraman is an educational expert. He received undergraduate education in the field of guidance and psychological counseling. He has a master's degree in education assessment. He has a master's degree in curriculum & instruction. He has a PhD in educational research methods and statistics. He has a PhD in curriculum & instruction. He is currently working as an assistant professor in the medical education department of Çanakkale Onsekiz Mart University, Medical School.

Çetin Toraman's fields of study are of particular interest:

- Educational Assessment
- Statistics
- Statistical Discourse Analyses
- Research in Education
- Curriculum & Instruction
- Medical Education
- Qualitative, Quantitative and Mixed Method Research
- Cognitive Flexibility
- Learning Approache
- Usage of Statistical Package

Özgür Sirem, PhD, he was born in 1985 in Çorum, Turkey. He worked as a teacher and administrator in Turkey. He is currently working as Ministry of Education Board of Education and Discipline Curriculum Department Education Specialist. Bachelor's in Primary Education, Master's in Education Programs and Teaching; He holds doctorate degrees in Primary Education.

Özgür Sirem's fields of study are of particular interest:

- Reading
- Reading Difficulties
- Reading Comprehension
- Motivation Towards Reading
- Reading Attitude
- Turkish Education
- Special Education And Inclusive Education
- Curriculum & Instruction
- Research in Education

Ayhan İncirci, PhD, he was born in 1981 in Zonguldak, Turkey. He worked as an English teacher, curriculum expert, material designer, international agreements negotiator, and administrator for the Ministry of National Education. He is currently working at the Ankara Yıldırım Beyazıt University as a Lecturer Ph.D. He has two bachelor's degrees. One of them is Public Administration and the other one is English Teacher. He holds MSc and Ph.D. in curriculum and instruction.

Ayhan İncirci's fields of study are of particular interest:

- Works on Foreign Language Teaching
- Writing
- Reading
- Contemporary Approaches, and Methods
- Turkish Education
- Curriculum & Instruction
- Research in Education

CHAPTER 1

EMMI PIKLER'S APPROACH TO EARLY CHILDHOOD EDUCATION

GÖKHAN KAYIR

Introduction

The most devastating war in human history was the Second World War, which caused seventy to eighty-five million deaths directly or indirectly. Fifty million of these losses were innocent civilians. The war left thousands of children orphans; even in East Prussia and Lithuania, some say there were up to twenty-five thousand. Other children suffered severe psychological problems even though they still had their parents.

This atmosphere led to new sprouts in different parts of the ex-war zones. In Italy, Loris Malaguzzi founded a kindergarten in Reggio Emilia. Likewise, in Budapest, Emmi Pikler formulated her ideas and took over the Lóczy Institute. Like her contemporaries, Emmi Pikler brought a new approach to child education and is still being followed by educators from all over the world. The purpose of this chapter is to introduce Emmi Pikler, her approach to early childhood education, and her institute in Budapest.

Emmi Pikler (1902–1984) was a child doctor who formed her exemplary ideas on childcare, which are still in practice at the Pikler Institute in Budapest, Hungary. She and her colleagues' research widened the knowledge of the developmental capacities of young children. Pikler formalized the systematic observation of the infant's motor behavior and game periods. Those observations provided precious information about infants (Tardos, 2015). Her approach can not be restricted to institutional classrooms or schools, also a strict curriculum can not be followed to achieve goals. The key is the interaction between infants and the adults who are taking care of them (Zeanah, 2010).

What makes the Pikler approach different from the other early childhood approaches is that Pikler focuses on 0–3 years. This age range is seen as the most important years of development by many scholars. The children need more attention in this first cycle of early childhood education (Herrán Izagirre et al., 2013).

For Pikler, physical health and emotional health form an inseparable unity during the first years of life. In a family, the mother promotes the mental development of the baby by satisfying the baby's physical needs. This relationship is the first condition for healthy mental development. So, if someone plans to give education to children of 0–3 years, they must accept that care and education are not separated, both are intimately intertwined (Kallo 2016).

Pikler was a child doctor and studied medicine in Vienna in the 1920s. She was influenced by the reformist ideas, which originated after World War I. She was greatly influenced by Marxism, psychoanalysis, the back-to-nature movement, and the new education movements. The last two movements have their roots in the thinking of Jean-Jacques Rousseau. The new education movement considers that education is a tool for social change. Maria Montessori, Rudolf Steiner and Janusz Korczak were the leading practitioners of this movement (Mason, 2018).

The Pikler approach is favored and appreciated by Montessori and Waldorf academicians and teachers as it is congruent with their philosophies. These two early childhood approaches are interested in the over three years of age and the Pikler approach fills the age gap from birth to three years of age (Mason, 2018).

According to Tardos (2015), Pikler was against institutionalization as these institutions apply traditional methods, which she strongly resists. However, her successful approach to early childhood has gained much attention from all over the world and many schools and institutions were opened following her methods. Also, a lot of academicians and teachers visit the Lóczy Institute to learn more about the Pikler approach.

Emmi Pikler's Life

Emmi Pikler was born in Vienna in 1902. She was the only child of an Austrian mother and Hungarian father, who moved with her to Budapest when she was six. Her mother was a kindergarten teacher and died when

she was twelve. This early death may influenced her views on the educations of orphan children (Mason, 2018).

After studying medicine at the university. Pikler worked with Pirquet and Salzer, who are experts in physiology and health prevention approaches. She applied these learnings in her professional life by observing the children in their natural environment. By doing so, she aimed to associate specific diseases with pre-defined movements of the children (Herrán Izagirre et al., 2013).

Pikler studied in Vienna. At that time, Vienna was a cradle for reformist ideas. After completing her medical studies and the birth of her first child, Pikler and her husband moved to Trieste, where her husband worked as a mathematics teacher and applied reformist pedagogical principles. She could not work as a doctor because of her Jewish origins. Pikler (1902–1984) moved back to Hungary with her husband in 1932. She became a family pediatrician with very precise ideas on how to bring up children. She survived the Holocaust with the help of her patients, who hid her and her family (Vamos 2015; Tardos 2015).

Pikler didn't publish many books or articles as a formulation of her approach but she tried to disseminate her findings with a series of publications. Her first book, *Mit Tud Már a Baba? (What Do You Know About Your Baby?)*, was published in 1940. In this book, she explained the basic ideas for raising children. She followed many of these ideas throughout her professional life (Caro 2012).

The Pikler Approach

According to Zeanah (2010), the Pikler approach takes its roots from White's (1959) "theory of effectance" and Hunt's (1965) ideas. Both scholars suggest that individuals are intrinsically motivated and active searchers for information. Emmi Pikler was a pragmatic researcher, who fought for the well-being of babies and could not afford, at the time, to theorize about her work enough, because she was a member of a war-torn country and needed to take actions immediately. Pikler preserved the developmental resources of infants by creating a concrete reality with human and material details to satisfy their basic needs and letting the rest of the childrens' imagination. Being nourished was important for a child too, and she emphasized that a child should have the competence of auto organization (Vamos 2015).

Free and spontaneous activity is regarded as a normal and natural way for healthy child development. Children don't move as a response to external stimulants, on the contrary, they take initiative to move and they move as far as their capabilities allow. If children are allowed to do so, they will become their own capacity and become more independent (Konicheckis 2010).

Because of its period, the Pikler approach can be considered as an orphanage caregiving system. In this system, some caregivers are responsible for all children, while each one of them is also the primary caregiver of specific children. This primary caregiving system is designated to promote attachment of the children and to enhance individual identity formation. The primary caregiver takes notes about the child by continuously observing them and taking information from the other nurses about the child (Gonzalez- Mena 2004).

According to Pikler (1968), motor development is very important for a child's general development. As a child's motor abilities progress, the quality of their life changes and gets better accordingly. So, a healthy motor development leads to healthy psychological and somatic development.

While working as a pediatrician, Pikler had the chance to observe more than a hundred families between 1936 and 1946. In this decade, she noticed children could grow up independently and without direct adult interference. According to her, children learn gross motor skills by their own initiative and they were happy while doing it. She supervised many families about providing free environments for children and, as a result, those children showed better progress than their peers (Pikler 1972).

Routines are very important in Pikler's approach. As it is seen, it bounds the child and caregiver. The same caregivers apply the rituals to the same children. In this way, children feel relaxed (Belasko, Herrán, and Anguela 2019). Likewise, the emphasis is not on teaching, it is on learning. The nurses don't teach like a preschool teacher, the children learn everything during the daily activities in the institute. (Gonzalez-Mena 2004).

Before founding the Pikler Institute, she worked privately with her patients. She was not acting just as a doctor; she was guiding the parents in her weekly family visits. She would discuss any questions the parents would ask themselves, provide guidance where necessary, and co-create facilitating conditions for the infants' everyday lives. She emphasized that

an active and relaxed infant living in peace with themselves and with their environment will be a healthy adult in the future (Vamos 2015).

Emmi Pikler, based on her extensive observations during her pediatrician career, defined a “healthy relationship” between mother and child. The relationship is based on harmony between the mother and her child. The mother follows a routine and pattern while fulfilling the needs of the baby. Pikler especially remarks on feeding, bathing and diaper changing processes (Kallo 2016).

Thus, it can be said that the most important aspect of the Pikler approach is consistency; children need a routine like at home. For children in institutions, this routine provides a sense of order and predictability that allows children to develop trust. Once this is provided, children will be relaxed and know their needs will be met (Chahin 2008). To provide a sense of routine, Pikler caregivers follow similar procedures. For example, while dressing children, a caregiver follows a behavioral pattern that is without any improvisation other than that required by the child's rhythm, attention, and interest at any particular moment. This pattern is the most valuable tool at a child's disposal for learning the caring behavior of dressing, as well as new skills and behaviors, (Belasko, Herrán, and Anguera 2019).

Her ideas about early childhood education can be summarized (Tardos 1998).

- Loving care
- Undivided attention, supervisor caring for the fundamental treatment of the child,
- Free development in a well-prepared environment,

Contrary to the general contemporary belief, Piklerian educators are against accelerating the development of movements and games (Tardos 1998). Pikler suggests that a child's motor development is facilitated by their own initiative. During her consultations, she informed parents how they could help children to initiate their movements. Children should move as a result of their own efforts (Tardos 2015). In the classroom, the adult should not interfere with the routine of the baby, by sitting them up or making them stand and walk. “Furthermore, the baby should not be confined to a chair, pram, or walker. He should never be put in a situation where he is passive. He can reach different stages of motor development by himself. This gives the child an embodied knowledge and a sense of himself, as well as a feeling of security.” (Vamos 2015).

People often confuse parent roles with teacher roles. Also, they do not trust their children to make their own progress. The children should learn the main things for themselves and there should be no rush while learning a new skill (Tardos 1998).

The institute takes a comprehensive and holistic approach to child education, which requires the united effort of all staff. All the children are cared for together, whereas each of them is observed separately. For example, if a child doesn't eat his lunch properly and disturbs others, the caregivers follow a different method for him. He may be spoon-fed before the others. In such a case, Pikler educators consider this child as "not ready enough to eat with others." Also, the ones who are ready to take more responsibilities are treated differently. (Gonzalez-Mena 2004)

Daytime play should be followed by outdoor play. The children also take their afternoon naps outside (in the shade). The idea is to make the children spend time outside as much as possible.

The Pikler Institute

The Pikler Institute was founded to meet a need. After World War II, the government decided to found an institute for the orphans who had lost their parents. Pikler took responsibility and founded a residential nursery on Lóczy Lajos Street. This care center later became the Pikler-Lóczy Institute and lasted for sixty-three years. It doesn't function as a nursery now but it continues as a training center for baby observation and baby care, and has lately been transformed into the Pikler Daycare Center (Vamos 2015).

Since its foundation, the visitors of the Pikler-Lóczy Institute, in Budapest, can observe a unique atmosphere of calm and serenity (Vamos 2015). Dr. Emmi Pikler was the founder and the first director of the institute between 1948 and 1984 (Petrie 2003). Pikler (1968) defines the institute as follows.

The Institute was founded in 1946 for infants in need of extended care, such as newborn babies of mothers suffering from TB and of mothers who died giving birth. Also at the Institute, there are children and infants of various ages in need of institutional care for other reasons. The children may remain at the Institute until the age of three years. One of the chief aims, from the very beginning, has been to ensure that the children reared in the Institute should develop favorably: i.e., "hospitalism" should be avoided. Fundamentally, the Institute has succeeded. The children develop normally both somatically and behaviorally; they are active and interested in their environment. Their development and behavior are more or less similar to

that of children brought up within a family. Behavior that is typical in some institutions cannot be observed in children at the Institute.

In the first months, Pikler faced many difficulties, as her approach to childcare was very different from the contemporary understandings. She hired some caregivers who had no education in childcare before. Pikler wanted those caregivers to follow the rigid instructions of the approach. However, she had to expel them in three months (Izagirre 2013).

All of the practices in the Lóczy Institute were originated from Pikler's experiences and observations, which she had during her pediatrician career. She took over the institute knowing that the conditions were adverse and difficulties were numerous. In this new stage, she proposed three objectives, fundamental and intimately related with each other: firstly, a good instruction can provide healthy child development; secondly, infants can be well observed and tested during daycare; and, thirdly, a caregiver can see children in everyday circumstances of life (Izagirre 2013).

The daycare, research, and training center is named after the street on which it is located. Before Emmi Pikler took over the center, it had been used as a residence for orphans. The city of Budapest wanted Emmi Pikler to take over its management, and, from then, the daycare center served as a house for more than two thousand five hundred orphaned children. In 1968, this institute was found to be a successful model by the World Health Organisation and this made the institute more popular. After that, the Hungarian government requested that the institute's teachers visit and train other orphanages throughout Hungary (Mason 2018).

The institute functions as a laboratory school to apply Pikler's ideas on early childhood education. All the activities are designed to meet all the needs of children in their daily life. The main aim is to develop mutual trust and a collaborative relationship, by providing effective communication between child and adult. Children feel free in the institute and, also, they are under constant surveillance of well-trained adults (Mello, and Singulani 2014).

The institute provides the following conditions for the children (Pikler 1968).

- a. Clothing is not restrictive.
- b. There is a suitable space to facilitate movement.
- c. There are appropriate toys for the children.
- d. No "teaching" by adults.

In time, the Pikler-Lóczy Institute has become a teacher training center. In this center, teacher candidates and teachers learn to understand human beings and their development, according to the historical-cultural theory perspective. Looking with the lens of this perspective, they re-learn the role of education and school; how children process the knowledge; the roles of adults and children in the school; and the special period of life from birth to three years of age (Mello, and Singulani 2014).

In time, teacher training became an important task of the Pikler-Lóczy Institute and the institute changed its name to Nursery Home Methodological, in 1961, and, later, in 1964, the name of the institute became the Institute of Pedagogical Methods for Baby and Toddler Care. With the name, the structure of the institute also evolved and it has become the daily work of the institute to publish manuals for caregivers, train pediatricians, and others, to work in nurseries, and develop daycare programs for nurseries (Herrán Izagirre 2013).

In time, thousands of early childhood professionals and even parents from various countries have come to visit the institute to observe and attend training sessions. A lot of books and films were made about the institute and its applications (Mason 2018).

Environment

The Pikler-Lóczy Institute is completely designed to facilitate child development. In the rooms of the institute, infants can easily move around and play with the appropriate toys. The daily activities are scheduled according to infant routines.

The most important part of the day for child development can be considered to be playtime. During playtime, children play with an interesting and rich array of toys provided by the nurses. The nurses sit with them during the playtime to observe them. In this environment, children don't seem to need adult attention (Gonzalez-Mena 2004).

The building was primarily designed as a family house, so the building is more like a house than a school. Every room has direct access to the garden. In each of the rooms, and outside, there is similar equipment, like changing tables, cribs, play areas, toys and other materials (Izagirre 2013).

Carer/Nurse Roles

At a Pikler school, the time for focused attention is defined in the daily program. In this period, children are subjected to focused, close adult attention. When caring is finished, children continue their free play and enjoy freedom. The main feature of the Pikler approach is its promotion of carer and child attachment (Petrie 2003).

Vamos (2015) summarizes the teacher role as follows.

The adult caregiver's attitude and the nature of her presence is considered by psychologists and pedagogues to maintain a relationship that emphasizes respect, observation, empathy, and reflection.³ At the Institute this is worked on constantly thanks to the daily written observations and discussions. The fine line between communicating warmly, enveloping calmly, and engaging themselves with the infants is differentiated from stimulating, exciting, or seducing the baby. Once adults adapt to the infant's developmental pace and simply allow evolution to take its time, they have fewer expectations of the baby. Being in a partnership with the baby is possible because the material conditions have been carefully thought about, from the size of the changing table and bars to the length of time of care-giving and the constant proximity of adults, who have everything in their reach for providing the baby with body-care. This organization and this setting guarantee both the possibility and the limits in which the baby can move freely and create his experiments, as well as experiences in the presence of the adult. Then in these circumstances, the baby and adult spend time together in a peaceful, pleasurable atmosphere, where the adult is available to provide a space in which the infant can act spontaneously. It is difficult to admit that spontaneity is on the infant's side, not on the adult's.

As order and consistency are important in the Pikler approach, the caregivers are educated to treat the infants in the same manner, they follow standard choreographed movements. They follow the same procedure for each baby and infant. In this way, students can feel that they are secure. Elsa Chahin (2008) narrates her experience as follows.

Anna invited one caregiver to come to our classroom and demonstrate how babies are held at the Institute. We all took turns practicing this particular way of holding a baby; and even though we were holding dolls, we could feel a sense of peace and presence when being asked to talk to the 'baby.' We had a purpose, we weren't carrying a baby mechanically, we were involved, we were learning to make a difference through our touch.

Infants

Babies learn from the first day in the institute that they are capable individuals. They depend on their own skills to play and enjoy themselves. They only need adult supervision for the activities they can not get into by themselves (Gonzalez-Mena, 2004).

According to Anna Tardos, a child should feel that they belong in that place, they are being cared for, and that they are important (Chahin 2008). A healthy infant is an active, competent, and peaceful person who lives in peace with themselves and their environment. She evaluated their development and status by making regular observations during regular visits (Tardos 2015).

The infants are never pushed to make a bigger movement. Their readiness and capacities decide their learning. The teaching process is conducted according to the learner's own initiative and their independent capacities (Pikler 1971, 91). This understanding and free environment makes the students curious, interested and competent explorers. Children do not look bored or act aimlessly. They are decisive in playing and learning in their classroom setting. They even cooperate to achieve mutual goals. They are all under the surveillance of the adults (Tardos 2010; 2015).

Children possess the tools to actively connect with the environment. To use these tools, children need adult care. Parents and caregivers provide a suitable environment for children; in this environment, children can discover the world without hindrance and danger. Children are guided by their own interests (Kallo 2016).

Summary

The destructive consequences of wars lead to new beginnings in the world. After World War II, some teachers, and other people spending time with children in their professions, were founding institutions and schools. Originally a pediatrician, Emmi Pikler was one of these visionary educators. What makes her special is that she dealt with the most important years of a human being. She was asked to manage an institution for orphan children from birth to three years of age. In this institution, she had a chance to apply her ideas on child development, which can be summarized as letting children develop with their own potential and providing care like a mother would do. The success of Lóczy went beyond the borders of Hungary. Today, the institute is a teacher training center for teachers and academicians

from all over the world and there are many daycare centers and kindergartens that apply Pikler's approach.

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CHAPTER 2

MONTESSORI EDUCATION

ÖZGÜR SİREM

A Case

I once met a boy who was five years old but could gather words precisely because he learned the alphabet perfectly. He learned it in just fifteen days. He was able to write on the board, and, in his drawings, when drawing a house and a table, it was seen that he was not just an observer but, also, he intuitively grasped perspective thinking. He mixed all the shades of the nine colors that we use when doing exercises on color perception, then quickly separated sixty-three tablets of different colors and arranged them according to their colors and shades. Thus, the top of the table turned into a beam of color transitions.

I did an experiment and showed the boy a colorful card in the bright light from the window next to us. I wanted him to know it well in a way he could remember later. Then, I sent him to a table with different color tones and asked him to bring the color of the color I showed. He was making only minor mistakes. Although he often chose the same shade, he seemed to choose the one next to it. It seemed very rare that he skipped two tones. So, his color memory and ability to distinguish colors were greatly improved. Like other children, this little boy was very fond of doing exercises with a sense of color.

When I asked for the name of a white tablet, he hesitated for a long time and responded with some hesitation after a few seconds: "White." Such a smart boy could learn the name of this color at home, without the special attention of a teacher. The teacher said that he had noticed the child had a great difficulty remembering the color names, and that he limited his work to sensory exercises. He thought it would be better not to intervene at this stage of teaching yet.

It was clear that the education of this child was a little complicated and that he was released too much in terms of spontaneous spreading of his psychological activities. Speech education and perception cannot be

neglected and are just as important as sense education in terms of laying the foundation of the concepts. The teacher should avoid excessive intervention, but should also not forget what is necessary (Johnstone 1948).

** Taken from the book "The Discovery of the Child" by Mary A. Johnstone, adapted from The Montessori Method by Maria Montessori (p. 260–61).*

Introduction

To be independent, to do something for yourself, to make your own choices and to manage the results of these choices on your own. It literally means “not to hang” from another person or thing (Montessori 2016b). During her long life, Dr Maria Montessori observed little children trying to become independent. She believed that the urge to drive young children to independence was the same drive that strengthened their development (Lillard and Lillard Jesson 2003). Therefore, Montessori classes are prepared so that children can choose their activities independently. Thanks to these activities, children not only learn about their educational knowledge, but also learn how to take care of their own needs and environment. They also learn how to relate to others. A Montessori class, often referred to as the “environment” by Montessori educators, is specifically designed for a community of children to act and interact as independently as possible (Feez 2010).

In Montessori classes, the classroom environments, where children can feel comfortable, reach educational materials at any time, and learn by doing-living, are considered. In these classrooms, it is thought that children are taught and learn with the help of the senses, and their mistakes are thought to be the prerequisite for learning the truth. In Montessori classes, it is essential to have activities that will appeal to each child and support their individual learning. These experiences of the child are supported by the teachers and guided when necessary. Educational toys are available in Montessori classes.

As mentioned above, the Montessori approach can be said to be known for its contribution to our understanding of learning, with the help of the development of learning materials and senses, which are called “educational toys;” a new concept in her time (Maier-Hauser 2016). However, we have to know that tools are used to reveal the real life of children, as stated by Montessori (Gutek 2004). The key to the continued success of the Montessori approach lies in the unique relationship between respect and love, based on the child's ability to create in an environment

conducive to self-discovery (Lillard and Lillard Jesson 2003). According to Montessori, the favorable environment created is due to the fact that adults who respect the individuality and freedom of the child and follow the unique movements of each child offer the opportunity to learn (Lillard 2013).

Montessori believed that all children will make important contributions to our future. However, with her vision of peace education, she saw children as mediators of potential social change (Hainstock 1968). This vision, also called cosmic education, is an important part of the evolutionary approach to the education of children (Feez 2010). In her works with children, Montessori tried to understand their world and provided them with a free environment. Apart from that, she tried to understand the children's spirit and followed the children. Montessori has shown endless respect to children and emphasized that children hold our future (Isaacs 2014).

According to Montessori, a child is born with an almost empty mind, which has great potential, yet lacks a weak physical feature and familiar abilities. However, this success of the child, who has magnificent characteristics that surpasses other living species with her development in less than six years, is one of the biggest mysteries of life.(Montessori 2015).

In this chapter, the life, education philosophy, contribution to education, and classroom environments of Dr Montessori are mentioned. You will see the necessity of this education approach from birth, which is universally accepted today, in this section. It will also enable us to better understand and recognize Montessori, who has witnessed the understanding of child nature all over the world.

1. Let's Get to Know Dr Maria Montessori (b. 31 August 1870–d. 6 May 1952)

Maria Montessori was born on August 31, 1870, in Chiaravalle, Italy. The mother of Montessori, whose father was an accountant, was an educated woman. In Italy, Montessori, in 1896, with the support of Pope XIII Leo, received the title of the first female medical doctor. This title, which Montessori received, formed her scientific hardware and structure, which were the basis of her future successes. Maria Montessori served as a medical doctor for fifteen years, from 1896 when she graduated from the medical school. Montessori was also deemed worthy of the professorship chair in the field of hygiene and anthropology, outside of the medical field.

In 1898, she went to the children's dormitories as part of research she was doing at the psychiatry clinic of the University of Rome. In this way, the path of Montessori crossed with children and turned towards the education of children in a professional sense (Montessori 2016c).

In 1907, Dr Montessori established her first institution called “Casa dei Bambini,” children's house, which was a training laboratory, for children aged three to six years. The families of the children she had accepted / taken in to Casa dei Bambini were generally working as casual laborers. These children had more lagging characteristics than other children. Montessori applied her own method to these children and had a very successful result. The method Montessori applied to underdeveloped students showed promise that it would achieve success on normal children. Later, she had the opportunity to apply the method that she had applied to the underdeveloped students on normal children. That experimental study, carried out with normal children by Montessori, who had previously worked in the field of pedagogy, reached extraordinary results. That experimental study was recorded in the *Montessori Method* (1909), which is the most known and published work by Montessori. This magnificent work, translated into many languages, has been read in many countries of the world (Pollard 1996).

In this method, children progress rapidly in learning and adopt social, confident roles. In this method, the extraordinary success of children is not based on reward and punishment, and children are given full freedom. According to this method, applied by Montessori, in a sense, children educate themselves (Feez 2010).

This method, applied by Montessori, was followed and appreciated by the people of that time. Educators from all over the world wanted to visit the Casa dei Bambini school founded by Maria Montessori and made observations to apply the training to teaching given in their own schools (Montessori 2016b).

In 1913, Dr Maria Montessori visited the USA and gave an international conference for the first time. For this reason, the visit was very important for Montessori. Montessori has taught public lectures and published articles there. Her work attracted attention from Woodrow Wilson, the US president of that period, and his daughter. It was also supported by famous inventors of the time, including Thomas Edison, Alexander Graham Bell and Helen Keller. John Dewey, one of the famous educators of the period, introduced Montessori to the public in a speech he made (Schöfer 2006).

In the UK, the success and popularity of Montessori classes led to the establishment of the NEF (New Education Scholarship) in 1915. In 1916, her second book, *Advanced Montessori Method*, was groundbreaking and attracted many people (Montessori 2016c). However, this interest started to decrease in the USA with the First World War. Maria Montessori went to the UK in 1919 to open the International Educator Training program. The AMI (International Montessori Association) was established, in Elsinore, in 1929. The purpose of the association was to ensure that children, who have not yet completed their discovery, could support themselves in the business of perfecting their development. Her work spanned all European countries, including the UK, until the 1930s. Montessori schools and training centers were established in Spain and France (Hainstock 1968).

Spending most of her time in Barcelona, Spain, Montessori traveled across Europe to train teachers and teach. When the world entered the war again, the theme of peace was emphasized in the Montessori classes. Meanwhile, Montessori had the opportunity to introduce the model she developed by traveling to South America. With the spread of fascism in Europe, Montessori's books were burned (Pollard 1996).

Dr Montessori and her son, Mario, were invited to India in 1939. Mahatma Gandhi and poet Rabindranath Tagore thought that the Montessori method would help illiterate children in their country. Montessori continued to develop her method there with the support of Nehru. Montessori, together with her son Mario, developed a program for children between the ages of six and twelve during their studies in India. She called this program Montessori Cosmic Education. This program supported children's unlimited curiosity and imagination. Children gained the ability to explore the universe in this program. In this program, children were shown to live in unity with animals and plants, which are also a part of natural life. Montessori schools continue their activities in India to date (Isaacs 2014).

After the Second World War, Montessori schools started to reopen throughout Europe. Dr Montessori continued to develop and work on pedagogical work. She was nominated for the Nobel Peace Prize in 1948. Montessori continued to work until she was eighty-one years old and travel to introduce her own established method. The popularity of Montessori schools continues to grow steadily worldwide, a century after Dr Montessori opened her first school, in Rome, in 1907 (Feez 2010).

2. Dr Maria Montessori Philosophy

Montessori developed a new educational philosophy based on children's intuitive observations. The educational philosophy developed reflects the tradition of Jean Jacques Rousseau, Johann Heinrich Pestalozzi and Friedrich Froebel. This philosophy addresses the child's potential for innate freedom and love, while also considering environmental conditions. The lessons of Montessori, which developed a method of education by adhering to the individualism teaching of Rousseau, are completely individual. For this reason, the personality traits of the children, which have not yet developed, have been removed from the “uniformization” pressure and left to natural development (De Santis 1953).

Montessori did not adopt the idea that childhood is a stage leading up to adulthood and thought, instead, that it is another pole of humanity. According to Montessori, there is a relationship between childhood and adulthood. However, although children were dependent on adults, she believed that adults were also dependent on children (Hainstock 1968). The conception of traditional education was dominant during the Montessori period. Children memorized lesson topics and those who could not memorize were beaten for being lazy. There were several books that children could read at that time (Pollard 1996). Montessori, who intervened in the traditional education system in this period, started by creating environments where children would gain freedom. The children were kind of self-educating in the schools she opened. The teachers supported and facilitated the development of the child. Unlike traditional education, teachers were able to discover the child, rather than giving them direct information (Schöfer 2006).

Montessori stated that the freedom of children should not be restricted. Children should be able to use the organs in their bodies freely. According to her, the organs in our body are very important for our mind to develop. The way our mind develops is organs whose freedom is not limited. According to Montessori, one of the aims of education is to raise intelligent people who have control over their organs. According to Montessori, who thinks that children should act, physical activities should be organized to serve a purpose. Montessori expressed her opinion on this issue as follows.

“If the child has no purpose in his movements, he needs an internal guide; the movement tires it. Many people sometimes feel a terrible gap because they have to act aimlessly. One of the most cruel convictions invented to

punish slaves was to have them dig deep holes, that is, to operate without a purpose.” (Savard 1976)

According to Montessori, the transition from childhood to adulthood is not a successive stage. Childhood and adulthood are separate human lives that must be evaluated within themselves. She thought that these two phases should not be considered as a whole. Montessori believed that children have a very important place in the family. Children have a great influence on adults and also shape their lives. According to Montessori, what humanity should do first is the discovery of the world of children. The discovery of the world of children will enable the discovery of human personality and the stages of personality development will be better understood. In this way, the child will build himself (Lillard 2013).

3. Classroom Environment in Dr Maria Montessori Education

The child learns by doing-living in an educational environment organized according to Montessori education. The learning place of the child is organized environments. In Montessori education, the classroom environment created should be very well organized, as the child performs self-learning without any help from anyone, because the child does not take learning from the teacher, but from the materials presented in the classroom environment created by their own experiences. For this reason, materials are the most important elements of the created classroom environment.

Dr Maria Montessori claims that the materials in the classroom environment have a special importance not only for the child's learning, but also for the personal development of the child. According to her, the materials in the classroom help the child to relate to themselves. For this reason, the education of the senses in Montessori thought is through self-education (Bartolomeis 1973). The materials in the Montessori educational environments directly correspond to the need of the soul to mature. In these educational environments, the child can spend time with their chosen material at any time. The teacher does not guide the child in the selection of the materials. According to Montessori, the teacher cannot know the level and need of the child's maturity. For this reason, Montessori opposed traditional education methods and supported contemporary education methods. In traditional methods, for Montessori, showing the materials to the child meant identifying the children (Bartolomeis 1973).

According to Montessori, it is not enough for something to be attractive to be interesting. A charming toy can, of course, have a very nice appearance. However, a charming toy may not be suitable for the child to be active in the classroom. A charming toy for the child may have features that only the child can see and touch. In this case, that toy is a vehicle for the child that has not been modified. For this reason, educational materials should also include features suitable for the child to make activities and make changes (Montessori 1914). Of course, it is also important for Montessori that the items are attractive. The brightness, shapes and colors of the items in the educational environment are compatible with each other. Everything in the environment has features that may attract the attention of children. The purchase of items in educational environments causes both children to be interested in the environment and their careful and meticulous use by children (Montessori 1953). In Montessori education, together with the purchase of items, the child must also have the characteristics to do activities.

Classes in Montessori education are environments specially designed to meet the interests and needs of children of certain age groups. Montessori discovered that learning by doing, in this class by living, leads to a deep understanding of language, mathematics, science, social interactions, music, and much more (Gutek 2004). In the classes with Montessori education, each material is compatible with the child's natural interests and existing activities, supporting different aspects of child development. In such classes, children can learn at their own pace and with their own experience. In Montessori education, children have the freedom to eliminate the feeling of curiosity that exists in humans, and to form a solid lifelong basis with these experiences.

4. Teacher in Dr Maria Montessori Education

The first thing the pre-service teacher should do in Montessori education is to prepare themselves. To do this, they must first keep the imagination alive. The Montessori teacher is constantly in search of a child who is not there. The fact that each child has different types and features should not worry the teacher. The teacher should gain experience, do research and be energetic with the child (Montessori 1953).

It is a three-way work done by the teacher in the classroom.

The First Stage: The teacher is the caregiver and responsible for the environment. At this stage, the teacher does not distract the child from