

# The Montessori philosophy is a good foundation to education of new generation

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## Abstract

The purpose of the paper is to present the philosophy of reform of education in Albania during the post-communist transition.

Reforming education is a priority, but has been neglected by governments over the last 25 years.

Over the last five years, the new curriculum and the new textbook system are being implemented according to the European standards. The core of reform is "have human beings learnt" (E. Ultarur, 2012).

The constructivist philosophy of learning is a sure foundation that guarantees the new quality of the educational process.

The Montessori's philosophy guarantees high quality and safety for the future because:

First, this philosophy serves as a theoretical basis and serves as a method. Montessori has discovered the stages of natural development of the thinking human beings from childhood to adolescence, basing on scientific evidence, from childhood to adolescence.

Secondly, Montessori's constructivism moved the knowledge from the product into the process.

Montessori illuminates the way of building human values during educational teaching process at school and in the

community by the falling down of the classic wall that separates school from the community (public).

Our research is based on the study of curricular experiences and on data from consultations with students, parents and specialists. The search method is holistic. By the holistic education the children need not only to develop academically, but to develop the ability as well in order to survive in the real world. The real world in our era is in front of the virtual world. In this contexts, we must teach children to learn not what?, but how? (How does it work/learn?). The teacher must learn his/her students how they construct the values by their immediate relationships with their friends and family as well as social development, health, and intellectual development.

**Key words:** Syncretic thinking; childhood; abstract thinking; rational thinking, values;

## 1. Introduction

“I do not know if we do as we like, but I know that we like what we do”  
Marie Montessori (1870-1952)

Today, we are experiencing the challenge of the objective changes that require re conception the quality of education of the new generation at the twentieth century. To realize it, is quite necessary to base on of the classical and modern pedagogical philosophy and theories that are proven to be true during for more than 2000 years. A new good "stoa" ????? for this heritage is the Maria Montessori (1870-1952) pedagogy and the education philosophy.

It is not waiting for a new "intellectual revolution". This means that educators will not become the "disciples" of any school or philosophy. Teachers and parents will find in the Montessori methodology and methods for educating of human being "wise" and "good".

Reducing the number of students, classes, and teachers that puts Montessori pedagogy into place during the last decades is a subjective phenomenon. The argument for re conception of education by the Montessori pedagogy is the new Curricula based on the philosophy of constructivism.

The education in my country, Albania, has been introduced in this reform. Our system, now, has been distanced from the transmission of knowledge and is at the level of knowledge building.

The "pre-university education creates conditions and opportunities for students to build and develop knowledge, skills, attitudes and values required by democratic society; to take place in an independent and comprehensive way; to contribute to building and personal well-being and of Albanian society and face constructively the challenges of life". (P. Karameta, 2014)

## **2. Rationale and contextualize**

The qualitative transition of education imposes by the objective changes that are taking place in our time. They are the deepest and developing with the unimaginable and unrecognised speeds.

Meanwhile, the development of information technology is accompanied by modern illiteracy. The new generation is reading less and more less the serious books. Of course, this is not only Albanian phenomena.

The post-totalitarian transition that began with the fall of the Berlin Wall (1989), the phenomena following the collapse of the Twin Towers in the USA (September 11, 2001), spring and the Winter Arab (2010- forth), as the spread of radicalism and terrorism in many countries are the objective factors of our contextualize.

Totalitarian systems have damaged the critical thinking by breaking the golden ratio between abstraction and values. In this system, the public opinion and consensual truth have been only propaganda and the vehicle of the governing by the political populism.

The future and the ensured life can to guarantee by the peaceful education. The realization of this model can be done by the educating educators and through the new quality of mental development the new generation.

The solution is based on the harmonization of two factors: objective and subjective. It is realized through the new curricula for teacher education in:

- The high school where the initial teachers for the pre-university education system are being prepared.
- The education system for professional development and lifelong teacher training.

### 3. The focus of our action to achieve the high quality education standards basing on Montessori pedagogic and philosophy of education?

The answer to the question is based on Kant's philosophy. He has used the concept of early childhood and the concept of the human mind (intellect, judgment, and brains). In the German language, Kantian language the word is "Verstand" (I. Kant. Westdeutscher Verlag) 2004).

Considering the primitive man as the early childhood modern human being, we can consider the primitive thought (syncretic thought) as with the child's thinking of modern society. At this stage of development man (the early childhood), has the mind but does not put it "to work" (1).

#### 3.1. The transition from syncretic thought to rational thought

The philosophical meaning of this transition is the result of the comparison between the thought of the primitive man (primitive society) and the human thought on the time of the first civilizations.

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 (1) *A child 3 to 4 year old has rich imaginations, have strong fears, and love to play.*

*"Our knowledge begins with information present at birth, as a result of our species membership and any congenital conditions that may obtain. In the early months of life, knowledge grows out of our actions upon the world and information assimilated through our several sensory organs (Piaget 1983). But as early as the second six months of life, our knowledge is already being augmented by what we learn from others, through what they do, what they show us, and what they tell us" (H. Gardner. 2006)*

This comparison is based on the similarity between the development of society and the development of the social individual.

The period of primitivism is called the infancy of humanity. The maturity of mankind is the period of rational thought.

Education begins with communication (communication competence). It is the processes of permanent exchange the oral and the written messages.

This process developed between students and teachers, between students themselves, between students and the community within and outside of the school.

In every case the essential understands the content of the message.

Oral communication is more effective in group work and harmony of individual environments. It promotes the values and oriented them.

The written communication is begins to work after the oral communication. It is a instrument that needs to be used accurately and clearly. It is the time when the child begins to draw.

Building a communication competence according the Montessori is a transition from an unconscious or absorbent form of language acquisition to a deliberate learning process (Montessori, 2006).

The transition from syncretic thinking (singkret'ik) to rational thought is the time period of a child aged 2 and 7 (Piaget's classification).

Methodology Montessori is one of the most successful for this stage of mental development.

Man is the most delicate being of nature and the most powerful being!

To understand this we compare the baby elephant's new born with the baby of human mother.

The first once is born and stands up.

The second baby requires a lot of fatigue and hardships until he is stands up.

There is a popular word in the Albanian culture: "The education of child is equivalence with the building a church or a mosque!"

This saying has a double meaning:

First, the child education is the sacred mission that has in the foundation the love.

Second, the child's education is a giant job. It requires professionalism and great will.

### **3.2. By the play, construction and design starts the meaning-making and communication**

Though the human being is so delicate, he rules the earthly world! He does this miracle through the mind. Ever since infancy, man wants to explain the world and tries to understand what to change.

Children explain the world the naively. The child does not differ from an individual, does not distinguish the time from the space. The child's mind is based solely on personal and empirical physical experience. The child is still an inherent part of nature. Still his mind does not conceive, so does not abstract or divide the naming of the thing from the very thing.

In this case, let us make the following reflection:

We all have passed our childhood. And now, we are parents and

grandparents of children and grandchildren. The baby just starts to stand up holding a pencil and white paper on his hand and begins bad writing on paper! Then he begins to "paint".

He still does not know the cat, the rabbit wears over, are animal (concept) but draws them and laughs and rejoices (syncretic thinking).

Let your kids draw what they like. Let your child, having seen the sun draw on the paper, after stretching out his hands to grab the moon, draw it on the paper after seeing the soccer ball draw it and then crash over it, though I do not know how to play football.

Create the opportunity to watch colourful children's magazines (not for adults) and then do what you want.

Do not give in to your child who has not gone to school your phone to watch the virtual world. He needs to experience the real world of things and the virtual world in its own way because it is disappointed to understand the differences between them.

If a child from 2-3 years of age begins to train his hands and fingers through drawings and toys, touching the world of concrete items (certainly not at the age of 5-7) he will be successful in the writing of spoken language and the formation of abstract concepts through childhood words and thoughts.

Think of a child who has not trained his hand this way, because at the beginning of infancy he used only the mother's "touch" phone. At age six, it seems impossible to exercise his hands and form more trouble confusing forms of mother tongue alphabet characters.

Writing the script for this case is a true storyline. This he has done in three years, with just a touch of the phone screen, the computer, the tablet.

It is also necessary to respect natural order in the education of human infancy. Drawings are syncretic thoughts. They are primitive "art".

Don't we say that a sketch on the wall of a cave inhabited by primitive people, our fathers, is beautiful? Yes and we want to photograph it.

Also, save your child's first drawings. Even after 80 years, when he looks at you, he will reflect on his infant mind-set and will congratulate you silently in that world that none of us has a lifetime experience.

### **3.3. During the educative process we construct the value**

Education and human values have a rightful link. The word value in most cases names something that is carried by man because it deserves it. So, it implies the importance, the weight, the usefulness of something.

For example: I met Edmund, when he left the hospital, and was accompanied by friend and said, "Your support is of great value to me".

Value name is a subtractive concept. His substance or essence is man's daily life. Values regulate, and guide the human behaviour in every moment of life. They are embedded in every word we speak, in our outfits in all the actions and interactions in our perceptions, and in how we euehred and responded to them by word or by any means or way.

When asking the teachers what their values are and how they educate them in their students through the educational process, most of the answers are incorrect, wrong, and unsupported. The same question gets no response from students.

The word human value is a very broad concept that is part of every concept. Is not having a concept without any value. Therefore, there is also human value, monetary value, moral value, religious value, aesthetic value, material value, and so on. All of these are closer concepts and are a subject of study for different and specific areas of knowledge. Disaggregation such as economics, ethics, industrialism, aesthetics, etc., deal with the study of the values mentioned above.

In our case, I am referring to the definition: "Values are the ideas, beliefs and norms that a society or a society holds most of the members of a society." (Kane (1962)

In the field of human knowledge and the discipline of social life, the word value indicates the principles or standards of behaviour; marks one's judgment of what is important in life: "They are good children; they adopt their parents' rules and values."

The school should build not only the knowledgeable but also the good intellectual. It is the source of community members with knowledge and value.

At school community members: students and students look at how teachers work for their education with human-oriented values. So they try to ease the school's work by themselves.

In school, the socialization of children and adolescents is realized, the group spirit is formed and the soul of the team is formed. It educates the values of national, public and private property, the social responsibility of the individual, respect for the dignity of the other, the work is handled with your hand: do what you know.

Some of the activities that are recommended and can be developed in schools for the education of community values can be:

Cleaning of classrooms and school facilities, by students and teachers;  
Maintenance of playgrounds or other facilities for non-teaching activities;

Prepare and maintain parks and trees around the environment and around the school;

Decoration of schools and classes for the celebration of national and local feasts;

Maintenance and washing of furniture; paintings of the walls and windows;

Training, counselling by helping children in homework, or learning second-tier languages;

Help with the library and other cabinets;

Help in preparing meals for student;

School excursions;

Camping and workshops about various educational topics, etc.

### **3.4. The community as ownership of the school. The school as core social centre**

In our time there is no wall between the school and the community outside the school.

This wall has collapsed from digitizing the educational teaching process. This reality obliges us to use the technology as an opportunity to increase the quality and performance of work in the education of the younger generation.

The Montessori idea is putting to life on our time by the defining roles of the three actors of the educational process: School, family and community (Montessori in Krawer 1976; 123)

Education cannot be left alone in the hands of the state and the labour market because its actors are students, teachers, parents and the community. Therefore, "School as a Community Centre" and open to the community, is put to the full service of the community.

In our context, education is firstly a process of forming the personality of each individual. The process starts from infancy to mature teens. In the field of human rights, education continues to be outdated. School and Teacher Parents and other actors continue to play the role of counsel and moralization. The new generation is very exposed to the open world. Social media and the internet have replaced reading of books and have made the most vulnerable youth to news of lies. Neither school nor family can afford

the wise and good man model.

Another major concern brought by the study is the fact that nearly half of the children are exposed every day on pornographic material on the Internet. The Internet is also hurting children psychologically, because it is often used as a form of bullying, by introducing into their social network photos of their friends, with negative and insulting words.

UNICEF plans to co-operate with the Albanian government to draft a law to set up filters that block pornographic sites so they will not be accessed by the children.

The school is the most peaceful place where all democratic principles and values are taught.

This is the Montessori vision. "This vision of "education for peace" is an essential part of her evolutionary approach to the education of children, which she called "cosmic education" (Barbara Isaacs, 1949).

### **3.5. Montessori in the projection of two realities of our age**

Thesis: The aim is understanding (learning) of the real world (material) and not the meaning of the virtual world. This is the final aim of the educational process. The virtual world is the instrument.

The time when contemporary generations are living is the era of information and the internet. The education process is influenced by all-inclusive developments in information technology.

The current data in the field of human resources and in the interdisciplinary disciplines lead us to the conclusion that the educational teaching process in the school will have two unchanged actors in the future that are still today as they were 20 years ago. They are students (students) and teachers. This means that it is not utopian the imagination of the supposed reality: there will always be non-virtual pupils in the classroom and there will be teachers among them. No pair will be a robot.

The child, the student and the student in the educational teaching process are material punishment. Here begins the understanding of the world and the discovery of truth. Hence the synthetic thought and then the rational thought. The question that man puts is "What is the world"? It refers to the real world. The world where man lives a real life. The virtual world is the second. It is illusory.

The mission of education is to bring forward a good and knowledgeable one. This mission is realized in the material reality of the student.

The three-dimensional virtual reality can be brought to class and

becomes part of the student's learning environment. An Egyptian temple can be recreated in a 3D environment and the learner can walk through it in the real environment within the classroom. But this is not the same as in Egypt.

On the computer screen students see a full Roman House, with all its rooms, and move its image to see all the sights. A stark student cannot perceive him as well as his home.

Pedagogic Montessori also in this objective context is useful to illuminate our method and ways of education.

Through this methodology, pupils are trained in Grammar School by moving around the world; walk in the ocean surrounded by dolphins. They can see a full-blown heartbeat between classes.... These are just some of the opportunities that technologies provide to the world of education. They are already fully feasible and the equipment does not cost so much.

#### 4. Conclusion

It is necessary:

- to review the curriculum of faculties of education, which prepare young teachers;
- to build a new relationship between theory and practice of preparing the young teachers. This report on the master cycle should be in favour of the practice.

In the bachelor's cycle, needs more space, the field of communication, especially communication in mother tongue and bilingualism.

The new report between theory and practice is the report between the fields of didactics, special pedagogy, anthropology and psychology, especially for the experimental psychology.

#### Small dictionary

**Absorbent mind** - conception to six (birth to three: unconscious absorbent mind; three to six: conscious absorbent mind)

**Abstract thinking** involves a mental process.

**Adolescence** - twelve to eighteen (twelve to fifteen is as unpredictable as the first stage) (*Barbara Isaacs, 2010*)

**Childhood** - six to twelve (considered to be calm and conducive to learning) (*Barbara Isaacs, 2010*)

**Syncretic thinking** is the thinking of child from 2 to 7 year. In this period the child is incapable of reasoning beyond the observable. He can't construct deductions yet. His idea is the combining with naive beliefs.

Syncretic thinking isn't the same the concrete thinking. The **concrete thinking** is to descriptions facts about every day, tangible object.

**Rational thinking** is the ability which begins to be built after age 6-7. He can analyse relevant information and to arrive at a sound conclusion.

**Values** are standards or ideals with which we evaluate actions, people, things, or situations. Same kinds of values are: personal values, moral values (freedom, fairness, equality, etc., well-being), political values, aesthetic values (values associated with the evaluation of artwork or beauty). Values are the principles or standards of behaviour; one's judgement of what is important in life.

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