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## **SENSORY EDUCATION IN MONTESSORI PEDAGOGY**

Sensory education determines mental development of any child. Therefore, many modern educational methods and techniques are based on stimulation of various analyzers of the learners. Montessori education is well-known for its sensory focus. The development of child's senses is one of the main ideas of Montessori pedagogy. The above mentioned method, based on the work and exploration of various natural materials, remains extremely relevant, effective and widely used in preschool educational institutions nowadays.

**The aim of the article** is to analyze the peculiarities of method suggested by M. Montessori, namely peculiarities of materials elaborated by the scientist.

The structure of sensorial area in a Montessori preschool classroom reflects the idea of development and stimulation the child's five senses: taste, touch, smell, sight, hearing. This allows children to use their senses to explore and understand the world around them. Montessori materials are creative tools used to boost the child's five senses. All sensorial materials are combined into two groups.

The first group - "Simple sensations" - includes materials that stimulate the development of senses, the perception of which involves single analyzer (one sense organ): sight (eyes), touch (skin), hearing (ears), smell (nose), taste (tongue). The second group of materials, called "Complex sensations", promotes the development of sensations, the perception of which involves several analyzers - thermal (the sense of temperature), pressure (weight, pressure), stereognostic (the sense by which form and solidity are perceived), and so on [1].

While working with sensorial materials, children acquire their own sensory experience. Sensorial material is a kind of alphabet of qualities and categories, which helps children to distinguish the features of objects, perceiving them with the help of the senses.

Thanks to Montessori materials, abstract concepts are able to take a certain form - to materialize, the scientist called her sensorial materials "materialized abstractions" [4]. Working with various sensorial materials, the child learns about such features of objects as length, width, height, color, texture, weight, size, shape, etc., as well as geometric shapes: square, triangle, circle, ellipse, trapezoid, cube, sphere, prism, pyramid, parallelogram etc.

One of the main functions of sensorial materials is to help the child's mind to focus on a certain quality of the objects.

How is it possible to demonstrate a single quality or feature through a number of objects? To do this, this single quality of the object should be distinguished from all others, so it is necessary to use objects similar to each other in everything but this single variable quality.

Let's refer to some concrete examples.

The teacher suggests children red rods, they have the same width and thickness, made of the same type of wood and differ only in length. As a result, the child's mind "does not notice" any other characteristics of these rods, except their length.

Another example. We can give children musical bells all look the same (like shiny metal mushrooms on wooden legs), and the only possible way to arrange them in a certain order is to hit them with a wooden hammer to determine the pitch of their sound and compare them with others. Sight is not involved here - only hearing works, because only with its help the child will be able to place the bells correctly according to the musical scale or in pairs, if they sound the same [3].

Montessori sensorial materials lead to independence of the child in learning, provide self-correction of mistakes, thanks to which the child feels independent from adult care. Mistakes in work with materials happen when the child has lack of experience in such activities.

For example, a child tries to insert cylinders into a shape – recess incorrectly because he does not see the differences between them, or for the same reason puts a large cube on a smaller one, trying to build a tower of pink cubes or colored cylinders. Such mistakes do not allow to continue the activity. It is necessary for a child to correct mistakes to continue the activity [2].

The natural need of small children for a movement is satisfied in work with materials of sensorial area too. Great mobility is realized with the help of activities connected with the transference of materials, and small (hand) movements during manipulative actions with them.

As a result of work with sensorial materials children: develop the senses given by nature; develop abstract thinking; enrich active vocabulary; develop creative abilities both in the process of finding different options for working with one material and in combining different materials.

**Conclusions.** The lessons and activities provided in the sensorial area of the classroom help children clarify, classify and understand the world around them. They allow children to work, develop and learn at their own individual pace. The use of sensorial materials gives teachers an opportunity to develop concentration, coordination of children. It is especially important to incorporate the elements of Montessori technique as well as sensory materials into our preschool classrooms.

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