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PEDAGOGICAL CONDITIONS FOR THE REALIZATION OF MARIA MONTESSORI'S IDEAS IN THE NEW UKRAINIAN SCHOOL

The mission of the New Ukrainian School is to help reveal the personality, individuality, abilities, talents and capabilities of each child. Modern Ukrainian society needs the education of a developing person, who understands himself/herself. This is a free person in a free country [1]. Montessori's pedagogical model is a model of humanizing education, educating a self-aware person. This is the idea of education through the practice of life, through freedom of action and this is one of the components of the idea of the New Ukrainian School.

The ideas of M. Montessori were studied by many scientists: S. Rusova, O. Hiltenen, T. Mikhalchuk, Yu. Fausek, S. Yakimenko, N. Lubenets, T. Mikhalchuk, G. Milenina, D. Orlova, T. Ponimanskaya, V. Zolotoverkh, M. Chepil, A. Ilchenko, I. Dychkivska, N. Kravets, M. Levkovsky, G. Milenina. The leitmotif of M. Montessori's method is that the pupil should enjoy learning. Ukrainian educator Vasyl Sukhomlinsky also shared her ideas and dwelt on them. Many scholars and educators turn to these immortal methods nowadays.

The social orientation of M. Montessori's pedagogical idea resonates with the ideas of modern education – the formation of children's values of a democratic society, a free individual. This process of forming students' competencies necessitates using of certain pedagogical conditions. This will help to find the most optimal way to implement educational tasks [2: 49].

The purpose of the article is to justify and determine the pedagogical conditions for the implementation of M. Montessori's methods of education in the pedagogical process of the New Ukrainian School. Integral parts of pedagogical conditions are integrated components. This is a set of different forms and methods of training and education, pedagogical situations, material and technical base, the creation of an innovative communication, educational and developmental educational environment. These conditions are a prerequisite for the implementation of the key components of the formula of the New Ukrainian School.

The purpose of primary education is the comprehensive development of the child, his talents, abilities, competencies and cross-cutting skills in accordance with age and individual psychophysiological characteristics and needs, the formation of values, the development of independence, creativity and curiosity [1].

Modern teachers, followers of M. Montessori's methods, modernize the theory on the basis of experiments, complementing it with the practice of using, taking into account the requirements of scientific and technological progress, trends in the social development of society [3:30]. Maria Montessori believed that "any reform of education should rely on the personality of a person. A human must become the center

of education himself, and we must never forget that man begins his intellectual growth not at the university, but from birth [4:38].

Realization of M. Montessori's ideas in the modern educational process of Ukraine is based on the principles of personal development. Montessori's pedagogical system is holistic, humanistic, integrative. It is based on three main components. The first is *the freedom of development and actions of the child*. In this case the individuality and personality of the child is manifested. The second component states that *each child has its own driving force to move forward*. The teacher only pushes and does not require movement. The third element is based on the statement that *each child needs an individual approach*. The child is a person, therefore, you need to focus on the characteristics, capabilities, needs and abilities of each child [5:123].

Thus, the realization of the primary education's purpose is based on the statements where each child is unique and gifted, has his/her own way and term of development. A free personality develops through the support of independence, the development of thinking and the maintenance of self-confidence. This personality will be able to self-actualize successfully in the future. The child discovers himself/herself and masters the world around him/her in active activity. Learning in a playful way in a specially created environment allows to acquire new knowledge. The teacher needs only to push and prompt, stimulate self-development, create appropriate pedagogical conditions. The motto of Montessori pedagogy is "Help me do it myself."

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