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MIĘDZYNARODOWA SZKOŁA SZTUKI „CENTRUM MONTESSORI” – EUROPEJSKI WEKTOR EDUKACJI POZASZKOLNEJ NA UKRAINIE

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Adnotacja. Autor opracowania ujawnia koncepcję współczesnej Międzynarodowej Szkoły Sztuki „Centrum Montessori” jako wzór i platformę rozwoju autorskich podejść i metod edukacji artystycznej dzieci, a także praktycznego wykorzystania zasad Marii Montessori w początkowej edukacji artystycznej. Metody badań naukowych opierają się na własnych praktycznych doświadczeniach związanych ze wdrażaniem metod Marii Montessori w procesie początkowej edukacji artystycznej na Ukrainie, a mianowicie muzycznej, artystycznej i choreograficznej edukacji podstawowej. W opracowaniu literatury naukowej stosuje się metody badań historiograficznych, biograficznych i źródłowych. Badanie ujawniło możliwość praktycznego wykorzystania metod Marii Montessori w początkowej edukacji artystycznej, a także zbadało autorską koncepcję stworzenia wieloetapowego systemu zachęt w nauczaniu: od granic szkoły artystycznej po ogólnoukraińskie konkursy artystyczne. W ramach organizacji takich zawodów wdrożono we własnej praktyce stosowanie zasad Marii Montessori dotyczących stymulowania pragnienia samorozwoju i samokształcenia dziecka środkami artystycznymi.

Słowa kluczowe: wychowanie estetyczne, artystyczna edukacja podstawowa, edukacja pozaszkolna, system Marii Montessori, szkoła artystyczna, koncepcja autorskiej szkoły artystycznej.

ART SCHOOL INTERNATIONAL “MONTESSORI CENTER” – EUROPEAN VECTOR OF OUT-OF-SCHOOL EDUCATION IN UKRAINE

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Abstract. The author of the research reveals the concept of the modern Art School International «Montessori Center» as a model and platform for the development of the author's approaches and methods of art education for children, as well as the practical use of the principles of Maria Montessori in primary art education. The scientific methods are based on hands-on experience introducing Maria Montessori's methods into primary art education in Ukraine, namely music, art, and fundamental choreographic education. The research of scientific literature uses historiographic, biographical, and source study research methods. The study reveals the possibility of the practical use of Maria Montessori's methods in primary art education and the author's concept of creating a multi-stage reward system in education: from the boundaries of the art school to the All-Ukrainian art competitions. Within the framework of organizing such competitions, in our practice, we implement Maria Montessori's principles to stimulate the craving for self-development and self-education of a child through art.

Key words: aesthetic education, primary art education, out-of-school education, Maria Montessori's system, art school, the concept of the author's art school.

МІЖНАРОДНА ШКОЛА МИСТЕЦТВ «МОНТЕССОРИ ЦЕНТР» – ЄВРОПЕЙСЬКИЙ ВЕКТОР ПОЗАШКІЛЬНОЇ ОСВІТИ В УКРАЇНІ

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Анотація. Автор дослідження розкриває концепцію сучасної Міжнародної школи мистецтв «Монтессорі центр» як зразка та платформи розробки авторських підходів і методів мистецької освіти дітей, а також практичного використання принципів Марії Монтессорі в початковій мистецькій освіті. Методи наукового дослідження ґрунтуються на власному практичному досвіді впровадження методів Марії Монтессорі в процес початкової мистецької освіти в Україні, зокрема музичної, художньої та хореографічної початкової освіти. Під час опрацювання наукової літератури використовуються історіографічний, біографічний та джерелознавчий методи дослідження. У дослідженні розкрито можливість практичного використання методів Марії Монтессорі в початковій мистецькій освіті, досліджено авторську концепцію створення багатоступеневої системи заохочення в навчанні (від школи мистецтв до Всеукраїнських мистецьких змагань). У рамках організації таких змагань на власній практиці реалізовано використання принципів Марії Монтессорі щодо стимулювання потреби саморозвитку та самонавчання дитини засобами мистецтва.

Ключові слова: естетичне виховання, мистецька початкова освіта, позашкільна освіта, система Марії Монтессорі, школа мистецтв, концепція авторської школи мистецтв.

Introduction. The principles of art education and aesthetic cultivation are well-studied in the global scientific literature. Nonetheless, the possibility of applying the system of an outstanding teacher Maria Montessori in primary art education is not explored at all. The works of P. Ebbs, E. Storr, R. Gibson, J. Bentok, and many others underline the importance and necessity of aesthetic education of every person. Many scholars emphasize the positive role of art education that attracts the individual to cultural values. It is an effective method of developing the individual's abilities and a path to self-realization. In this regard, the stage of primary art education becomes especially relevant. The goal of the study: on the example of the author's Montessori Center International School of Arts, we propose to consider the author's concept of multilevel student encouragement and reveal the unique possibility of applying the methods of the outstanding Italian doctor and teacher Maria Montessori in the initial stages of art education.

Main part. At the end of the XIX century in Italy, Maria Montessori became the first woman doctor and proved from her own experience that it is possible to achieve high results in education and upbringing with unique methods of working with children. The study of Montessori's work became the subject of scientific works of foreign and domestic scientists: Z.N. Borisova, I.M. Dychkivska, V.U. Kuzmenko, T.I. Ponimanska, R.O. Semernikova, V.D. Shulgina. The methodological principles of the outstanding pedagogue and philosopher are globally recognized nowadays and used in preschool education. A significant number of professional teachers emphasize the effectiveness of the author's system and successfully apply the work of Montessori in educational work, achieving the best results. Well-known teachers of the initial stage of education O.P. Usova, M.M. Poddyakov, N.P. Sakulina, R.I. Zhukovskaya, V.G. Nechaeva, and other experts consider it necessary to use the methodological principles of Montessori in the system of preschool education.

In 1988, UNESCO recognized Montessori as one of four teachers who determined the vector of pedagogical thinking of the twentieth century. This recognition tells us about the great potential of her methodological developments, which are in demand even at the beginning of the XXI century. Several thousand schools globally, which today work according to her methodology and promote the concept of self-development and self-improvement, reinforce our claim. M. Montessori herself considered education a «weapon» of the world. She devoted all her life to improving the educational process and introducing effective teaching methods in the primary education system. Her books have become tabletop for today's leading educators and bestsellers in the scientific world.

In the modern period of pedagogical science, when the individual personality comes to the forefront of scientists' attention, an important place is occupied by the education of a self-thinking person capable of self-learning and self-improvement. Because of this, the modern teacher faces the significant task of continuously motivating a student, providing him with such information that will be his driving force to work independently. Independence and freedom of choice are crucial methodological principles of M. Montessori. In addition, encouragement and the absence of criticism, continuous respect and support, organization, and provision of a friendly and conducive environment for the child are a must.

M. Montessori's authentic system divides the educational environment into so-called «zones». This method of arrangement is the most popular among modern preschool educational institutions. The possibility of implementing

the principles of Montessori methodology in art education is the International School of Arts «Montessori Center», where we offer music classes, art classes, choreographic halls, and foreign language classes for the child.

The «Montessori Center» began its work as an out-of-school educational institution in Kyiv in 2011 and now has about 1,000 students each year (mainly preschool and elementary school children). This educational institution is the first Ukrainian introduction of the principles of the Montessori system as a method of teaching art to children and youth.

«Many Montessori schools complement the child's environment: music, fine arts, dance, woodworking, foreign language, which further enrich the overall development of the child» (Montessori, 2000, 7). «... success in music education ... is connected with the environment, which promotes the development of musical feeling and teaches to understand music» (Montessori, 2000, 72). At the «Montessori Center», students choose their field of study themselves. If it is a music school, the list of courses is varied: piano, vocals, violin, cello, guitar (classical, electric, and bass guitar), saxophone, drums, flute. The students also determine whether their study program involves academic music or pop music.

The author's methodological approaches instill motivation and desire to work independently. As a result, they create a concept of a continuous multi-stage learning process: from music lessons to All-Ukrainian competitions. Schematically, the list of training activities is as follows:



The «Montessori Center», represented by the director – the author of this study – is the organizer and founder of all the activities listed. Art music is about a performer and listener, which means there is a need for an audience in the learning process. Elements of competition – participation in competitions – give the students motivation to mobilize their skills and boost a desire to compete with peers. Professional music education and polished skills do not have to be a student's goal. The main task of primary art education is an upbringing of a musically aware personality, musical taste, love for the art of music, and a bold creative personality.

The project activities of the «Montessori Center» are a necessary component in the process of teaching performing arts. Unlike those in other institutions, our students must take part in contests, both in-school and All-Ukrainian. Encouraging students to participate in school projects, as well as in the All-Ukrainian music competitions, is an essential pedagogical task. Such brand events as the All-Ukrainian Open Competition named after S.S. Prokofiev and the All-Ukrainian Music Olympiad «The Voice of the Country» are of great importance in the artistic activity of the «Montessori Center». Hundreds of talented young musicians unite in the creative performance process every year. The Music Olympiad became a prestigious forum for young and recognized musicians and revived the Olympic music movement in Ukraine, which began in 1931 in Kharkiv. As for the music events at Montessori Center, they happen monthly, combine performances on stage or remotely and allow each student to perform with an individual program determined by the teacher, depending on the readiness for public performance.

The most popular field at the «Montessori Center» among preschool and primary school children is fine arts. In addition to a variety of traditional painting techniques, graphics, and crafts, students have the opportunity to create

cartoons and paintings using graphics tablets and computer technology. Information technology and digitalization in art play a crucial role in the educational process. The computer programs allow artists to vividly convey their ideas and add characteristics that one cannot achieve utilizing traditional art materials.

The principles of Montessori state that while working in a team on a cartoon, canvas, or collective scenery, it is vital to learn from the older generation. The main task of the teacher in such lessons is to help students concentrate and teach them to keep their attention on their work and as soon as possible become unnecessary to them in that process. The inaction of a teacher is considered a sign of success in this situation. Participation in exhibitions, art competitions, and publication of digital copies in online gallery «Montessori Center» serve regular motivation and support of interest in fine arts. Placing students' drawings in the online gallery helps them review and analyze their masterpiece. More than that, students can explore the work of their peers and friends, increase their visual experience and look for new creative ideas. At the moment, the gallery has about 20000 children's works of art, which are made in the fine arts classes of the «Montessori Center» making the gallery the most abundant collection of children's art on the Internet.

Both in the music teaching and the educational process of fine arts in the «Montessori Center», an important role is played by the link of education to self-improvement: from a lesson at the art school to participation in All-Ukrainian competitions. In fine arts, participation in exhibitions and biennials is a traditional form of presenting one's masterpiece. The «Montessori Center's» creative project is the All-Ukrainian Open Fine Arts Competition #MYSTETSTVO. The author of this study co-authored the concept of the event and several rules for the event, involved partnerships and the organization of the competition-exhibition leading Ukrainian artists and leading art institutions: National Academy of Arts of Ukraine, National Academy of Fine Arts and Architecture. The jury consists of a graphic artist, winner of the Taras Shevchenko National Prize of Ukraine, Academician A.V. Chebykin. Furthermore, it consists of outstanding teachers, honored and folk artists of Ukraine, as well as representatives of the teaching staff of the Montessori Center. Since 2017, students have presented 300 to 600 exhibits of art: paintings, sculptures, designer clothes, mosaics, photographs, dolls, etc. Participants compete in 57 nominations and 13 age categories. A jury determines winners in 6 groups of nominations: «Painting», «Graphics», «Decorative and applied techniques. Dolls of the peoples of the world. Clothing design», «Sculpture. Pottery. LEGO», «Paper», «Computer Graphics», Cartoon. Sand techniques. Art photo».

A distinguishing feature of the competition is the calculation of team results among art schools and teachers of fine arts. Computer technology and a database allow you to accurately and quickly display the competition's results based on the jury's evaluations. We developed several rules that established the relationship between the winners and their teachers and the educational institutions they represent in the competition. We borrowed the idea of team competitions from the Olympic Games since the author of this study is engaged in the revival and promotion of the Olympic music movement in Ukraine since 2014 and boldly applies elements of Olympism in other areas.

Participation in All-Ukrainian projects transforms into positive personal qualities: self-confidence as an artist, aesthetic and artistic taste, appropriate self-esteem, ability to assess art and develop artistic skills. The motivational chain in teaching fine arts at the «Montessori Center» consists of the following elements: lesson, completed creative work, scanner or camera, online gallery, school awarding of gallery winners, participation in the All-Ukrainian Open Art Competition #MYSTETSTVO.

Parents always play an essential role in the formation of a child as a creative, independent personality. According to M. Montessori: «In the first place is the mother, followed by her father and, finally, all teachers and educators» (Montessori, 2021, 7). Working with parents is very important in the educational process at the Montessori Center: it is the responsibility of a parent to help a child through exhibitions, and most importantly – respect and not criticize the child.

The next area of extracurricular education at the Montessori Center is choreography. «Movement is not only an expression of one's self but a necessary factor for building consciousness» (Montessori, 2012, 55). A student can independently choose classes in classical or modern choreography, participate in open lessons, concerts, and festivals organized by the school of arts. The list of works in the field of dance art, which inspire the child to self-improvement and motivate the regular learning process includes the following: a choreography lesson, open lesson, «Montessori Center» concert, author's choreography festival «Petit Pa Fest». Public concert activities are regular and are an integral part of the educational process. Performing arts require continuous performing practice, gaining stage experience. Thanks to students' concerts and competitions, creative projects, and leading domestic artists, students of the «Montessori Center» have a unique opportunity to communicate and creatively exchange with the best representatives of the profession, learn their latest achievements, and stay tuned for more.

In addition to these popular types of art extracurricular education, «Montessori Center» offers the study of foreign languages: English, German, Japanese, Spanish. The achievements of world pedagogy in learning foreign languages have an abundance of methods, courses, audiobooks, tests, self-teachers, which must be studied and structured. In her works, M. Montessori pays special attention to the initial period of teaching children to read and write. Foreign language teachers at the Montessori Center are guided by an individual approach to each student, creative lesson plans, methods of visual and auditory perception of the material, methods of parallel creative activity of children.

Conclusions. The experience of the author's International School of Arts «Montessori Center» for the first time in Ukraine proves the possibility of using the methods of the Montessori system in primary art education. Among such pedagogical techniques, we have freedom of choice, discipline, lack of criticism, collective learning, the desire of a teacher to «become unnecessary», continuous motivation for regular studying.

Analysis of the basic principles of the author's school of arts showed the possibility of creating a multi-level system of aesthetic education for children. Instilling motivation through concerts, exhibitions, and festival activities in children is a priority for a teacher. Establishing school-level and All-Ukrainian creative projects has a tremendous positive impact on the educational process. The student has an opportunity to participate not only in small school events but also in All-Ukrainian events organized by his school. With the help of such competitions, we have implemented the basic principle of M. Montessori that promotes a desire for self-learning and self-improvement through art.

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