

Research on the Introduction of Montessori Educational Thought in China

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Abstract: *At the beginning of the 20th century, China introduced the Montessori educational thought, The introduction of Montessori educational thought has changed China's traditional concept of preschool education, made China's reform in the field of preschool education a reference object, and accelerated the progress of China's preschool education reform. This paper attempts to study the current situation of the introduction of Montessori educational thought in China before the founding of the People's Republic of China based on historical data. It is hoped that this research will enable people to have a more comprehensive understanding and understanding of the current situation of the introduction of Montessori educational thought in China before the founding of the People's Republic of China. At the same time, it provides richer historical materials for scholars who are committed to Montessori education research.*

Keywords: Montessori, preschool thought, introduction, influence

1. Introduction

At the beginning of the 20th century, the emergence of Montessori educational thought caused a huge sensation in countries all over the world. Looking back on its 100-year introduction process, it can be found that China has two peak periods in the process of introduction. This paper mainly studies the first peak period of the introduction of Montessori educational thought in China, that is, the introduction of Montessori educational thought in China before the founding of the People's Republic of China, and summarizes the characteristics of its introduction.

1) Reasons for the introduction of Montessori preschool education in China

After the publication of Montessori's "The Montessori Method", it caused a huge sensation in countries all over the world. In 1909, the United States published the first paper explaining the Montessori educational thought. From 1909 to 1913, 76 related articles were published one after another[1]. From 1913 to 1916, there were 189 Montessori schools verified in the United States, and more than 2,000 schools using Montessori teaching methods and schools directly named after Montessori. Montessori educational thought is even more popular in many European countries, and its teaching materials are used by most schools in the UK, laying a foundation for European and other countries. China in the 1980s was facing the danger of fragmentation and disintegration. The outbreak of war further catalyzed the development of this situation. Under such circumstances, the advanced intellectuals in the society at that time rose up to resist, and they proposed various social reforms and educational reform measures, Such as learning advanced scientific knowledge and technology from other countries, establishing new schools, referring to the excellent educational ideas and methods of other countries, etc. Under such a social situation, China has introduced and learned many excellent educational ideas, and

Montessori educational ideas have attracted public attention at this time.

Changes in social and economic systems made advanced intellectuals aware of the need to start building a new educational system. Due to the influence of the social background at that time and the limitation of traditional thinking, Most of the education for young children is the behavioral requirements and moral learning in the feudal society, and the teaching method is single and boring. At this time, the introduction of Montessori preschool education in China just met the needs of the development of the education system.

2) The introduction of Montessori preschool education thought in China

a) Status of introduction

The "Latest Education Law of Montessori Women's History" written by Zhihou in April 1913 is the earliest article on Montessori ideological education in China that we know so far[2]. In the article, he introduced in detail the use of teaching aids, activity characteristics, curriculum implementation, environment creation, etc. of the Children's Home, and questioned the teaching methods of four or five-year-old children in kindergartens in China at that time. Such as literacy, character recognition, holding a pen, etc., think that in the education of young children, the game materials that children operate are very important.

In the same year, in the "Facility of Montessori New Education", Yusheng explained in detail the development of Montessori education methods in Europe and other countries. At the end of the article, it explained the Montessori teaching aids and how to use them by combining pictures and words. At the same time, it also concluded that the new Montessori education method attaches great importance to teaching aids, children's freedom, and sensory training. The following year,

Gao Fengqian wrote the "Preface to the Montessori Education Law" after visiting the Montessori Children's Home in person, she shared her personal experience after visiting the Children's Home. Dantao translated and published the Japanese "Montessori Education Law", which gave a comprehensive explanation of the Montessori education method. In the following two years, intellectuals and scholars have conducted a lot of research on Montessori educational thought. For example, the book "Montessori Education for Children" co-edited by Gu Shusen and Wang Weiyin proposes to focus on cultivating children's gregariousness, willpower and imagination. In 1916, in "Mrs. Basti's Speech on Montessori Education Law", Jing Yu believed that China's development of Montessori education should be fully integrated with China's actual situation. In 1917, in a public speech at Nankai School, Chen Duxiu criticized the educational situation in the field of preschool education in China at that time, and highly praised the Montessori education method. At the same time, Chen Heqin and others also conducted research on the localization of Montessori educational thought. In practice, Montessori teaching aids were officially released, and some kindergartens began to set up Montessori classes and implement Montessori teaching methods [3]. The peak period of the introduction of Montessori educational thought at this stage was between the 1900s and 1930s, and then it gradually became dull.

b) Imported content

Describe the life of Montessori and the "Casa Dei Bambini" founded by Montessori

Read through the literature on Montessori preschool education ideas introduced in China during this period, almost all of them introduce the life of Montessori, mention the Casa Dei Bambini he founded, and describe the facilities and environment of the children's home.

The idea of autonomy and freedom in Montessori education

The theme of freedom of operation and children's autonomy in Montessori thought is desired by people, and it is also the key content to be introduced. In the article "The Facility of the New Montessori Educational Law", the student expounds this idea from three aspects: "educational characteristics", "teaching aids used in Montessori education" and "implementation effect" [4]. Make people have a deeper understanding of Montessori education thought.

c) How to use Montessori teaching aids

Many articles that introduce Montessori thought mention the use of its teaching aids. The teaching aids fully demonstrate Montessori's educational thought and allow us to have a more comprehensive understanding. Such as Yusheng explained the Montessori teaching aids and how to use them in the article "Facility of Montessori New Education" by combining pictures and words. In the explanation, it also concluded that the new Montessori education method attaches great importance to teaching

aids, children's freedom, sensory training and other characteristics.

d) Montessori teaching method and teaching content

Of all the content introduced, the most important is the Montessori pedagogy and educational content. For example, in the Japanese book "Montessori Education Law" translated by Dan Xi, the author made a very detailed introduction to the teaching content of Montessori from the aspects of sensory education, physical education, arithmetic, etc. At the same time, its corresponding teaching methods are also expounded, and the publication of this book also gives us a more detailed understanding of Montessori thought than before. Zhihou also introduced these contents in detail in his article "The New Education Law of Montessori Women's History", and expounded on Montessori's schoolwork schedule, from a theoretical point of view, to ensure that children can be taught in terms of time. For the most effective education. From this, it can be seen that during this period, the focus of the introduction content was the Montessori educational thought, the use of teaching methods and teaching aids, and the setting of course time.

3) Way of introduction

Under the background of social science and technology at that time, the main way for China to introduce Montessori preschool education thought was the translation of articles and newspaper publications. For example, "Tsinghua Journal" has published articles on Montessori educational thought, which has a promoting effect on its development. The "Education Magazine" founded in 1909 provided an important way for the introduction of Montessori educational thought into China. The "Montessori Educational Law Research Association" established in Jiangsu Province in 1914 is a platform for research and discussion on Montessori educational thought, and it also plays an important role in the introduction and promotion of its thought in China.

4) The Characteristics of Montessori Educational Thought Introduced in China

a) Slow Development

In the 1900s, the Montessori educational thought was introduced into China. Compared with countries such as Europe and the United States, the introduction in China was relatively early. However, at that time, the ideological research on Montessori in China was only limited to the theoretical research part of a few educators and advanced intellectuals. There are not many kindergartens adopting Montessori teaching method in the practical field, and they started relatively late. From the practical point of view, before the founding of New China, China did not establish a real preschool education institution related to Montessori education. Only two Montessori experimental classes were established in 1923, but only two Montessori experimental classes were established. It ended in failure in three years, and compared with European and American countries in the field of practice, it is relatively backward. Therefore, China's introduction time was earlier, but the development speed was extremely slow.

5) Single way of introduction

Newspapers and books about Montessori educational ideas were the most important and important way for China to introduce Montessori preschool education ideas during this period, but compared with European and American countries, the number was small. Since the introduction of Montessori thinking in other countries, various schools and institutions have been opened. Therefore, compared with other countries, China is influenced by social background, social economy and politics. The introduction process of Montessori educational thought is relatively simple, and there is also a certain influence in the process of development.

6) Theoretical research is on the surface

At this stage, there are countless articles about Montessori educational thoughts, but most of them focus on translation texts and introductions to Montessori's life, without relatively objective evaluation and in-depth research, and lack of depth and practice.

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