

Normalization of a Child in Montessori system

Each small child undergoes an adaptation process when entering any group of children for the first time. In Montessori pedagogics this process has its own name – normalization.

Until a new child who arrived to a group undergoes adaptation stage he or she is unable to act independently. Only after normalization the child demonstrates qualities which prove his or her readiness for intellectual work.

The goal of this article is to illustrate the conditions which are the prerequisites for child normalization and research of normalization process with children who attend Montessori class for different periods of time.

Maria Montessori herself had thought that the content of “normalization” term shall be explained to teachers. The process of normalization takes place in any Montessori-group at the beginning of the school year when children return to school after long summer vacation and when the classroom is entered by many new small children (approximately one third of the group). Children enter a new unknown surrounding and have to get accustomed to it and to a completely different way of life which radically differs from the previous one. This process of adaptation is called normalization and it takes place individually for each child reflecting main characteristics of each child personality.

The reaction of a small child to unknown surrounding can be different: somebody will look at everything around with interest; somebody gets excited so much that he or she starts running, shouting and grasping everything under his hand, somebody cries firmly holding his mother but somebody occupies oneself at once. But after several weeks each of these children quietly enters a classroom, chooses an individual task and gets into work not receiving any directions or scores.

So what does a pedagogue guided by Montessori-method knowledge do to get twenty children between 3 and 6 years of age to work at the same time, to fulfill their own tasks purposefully and in a meaningful manner and how does the miracle of such child self-education begin?

The basis of Montessori pedagogical system is the philosophy which will help to find an answer to this question. Maria Montessori considered normalization that is transforming child behavior from “deviated” to “normal” as one of the main results from applying her method related to upbringing and education of children which in itself can be considered as a transformation to higher level of development.

“When children of 3 years of age come to us, almost all of them demonstrate abnormal but changeable personal characteristics” [1].

So what is the reason for a behavior which deviates from the norm?

“We know that all negative personal characteristics take place from wrong behavior towards a child during the first period of his or her life. If during this period the child is neglected, his mind will be empty as it was not provided with an opportunity to form” [1].

Maria Montessori considers the following as the main reasons for deviation in behavior: 1 – lack of intellectual nourishment for the mind; 2 – lack of spontaneous activity which is prompted by internal impulses.

A child coming to Montessori classroom has chaotic impression from surrounding environment. There is a need in time until the child brings his feelings, movements and finally his mind into order. This takes place due to free work. Transition from one stage of development to the other takes place only after the child masters work with objects and when the work of his hands is followed by mental concentration. This psychological phenomenon of changes which take place in a child is named by Maria Montessori as normalization. This is the period of working co-relation: child-environment-pedagogue; understanding rules governing the life of the group; knowledge of what is allowed and what is not, etc. According to the data of observations for many years made by M. Montessori the normalization process lasts approximately six weeks.

What is the normalized child? “Normalized child develops at optimal rate to himself, he is active, balanced, able to work for the long time keeping concentration, disciplined because it possesses self-control; social” [1]. It is exactly such children who can create firm and healthy group.

Since M. Montessori was not only a pedagogue but also a physician, scientist-anthropologist, psychologist, she was able to explain and prove from scientific point of view how exactly the process of child normalization is going on. In the process of post-embryonic development from the birth and until 3 years different bodily functions are formed in a child, each of them – in strictly determined time. This process depends on and is conditional upon the level of brain development. Finally there will be a moment when they start to interact. This takes place on the next stage – from 3 until 6 years: hands work and the brain control their work. Child internal energy stimulates the development of these functions but if external circumstances prevent their integration the goal will not be achieved.

“Hands do not know what to do, thoughts go beyond the reality, conversations lack sense, the movements of body are disorderly. Not having an egress the diverse powers provoke wrong development of a child, deviations, disturbances and other complications. These deviations are not caused by internal vices. They are a consequence of unfulfilled internal organization [1].

And although these phenomena are of temporary nature they will not disappear on their own. In order to get rid of them it is required to direct all actions to certain goals. And this chief goal for the child will be work.

Previously nobody was making special observations and nobody was discovering how a child spontaneously chooses a type of activity. “Conforming to their own internal dictate our children (each in his own way) were occupied by those activities which gave them carelessness and joy. And then something really striking took place: in the group of children a spontaneous discipline took place” [1]. M. Montessori observed this phenomenon during 40 years in different countries.

This proves that “arriving into situation which allows engaging into ordered activity children demonstrate new qualities. A new type of mentality characteristic of all persons but until this moment hidden under layers of other qualities develops in them [1]. Such change in children takes place each time when a child becomes absorbed by any activity. “To achieve this a teacher will not have to force a lazy child – it is enough

to facilitate a contact with surrounding objects. As soon as a child masters one or another activity all her deficiencies will disappear. He or she will not need to be convinced in anything – just something is opened inside of him for external activities, prompts energy and directs it to continuous and repeatable work” [1]. To facilitate this direction of activity it is not enough to give a child various objects for occupations. It is also required to organize an environment in a special way to produce an “increasing interest” with children.

According to psychologists researches cognitive activity is developed during practical activity which results into necessary mental qualities of a person which evidence an ability to think. “Practical school which develops an ability to observe and think logically is much more important than the whole massive of theoretic knowledge”. [2]

The basis of Montessori method which is based on experimental pedagogics is observation as a method of research of physical and mental new formations in a child. Highlighting observation as one of pedagogue professional functions M. Montessori took certain steps in the development of observation methodology under conditions of free work of children with didactic material.

The appearance and creation of signs of child mental activity which is connected to mental upbringing begins from characteristic phenomenon of attention. That is why Maria Montessori sets attention which is a main sign of child psychological reactions as a subject of research. “Attention is bearing point which is the source of all development of human thinking... Fostering attention means bringing up a person as a whole because without attention there is no logical thinking, no creativity which is closely related to perception of the outside world” [5]

Maria Montessori has defined conditions required to fulfill such upbringing which is related to the development of child attention. First condition – it is things, the object of didactic material. The attention of a small child is attracted not by skills of a teacher but by objects which catch and fix his attention. Second condition – it is freedom as an experimental condition for learning attention in a child. This freedom consists of the freedom to choose the material and freedom to choose time to work with material: if a child is occupied with a chosen object from the material for a long time with full intensity of attention it evidences mental health of a child. Third condition – preparing mental centers in relation to the external object which stimulated strong attention of a child. The task of a teacher is to bring child attention into intensive working state. To fulfill this he shall bring pupils from known to the unknown, from simple to complex in such a way that known things always precede unknown that simple will be always present in complex. Finally the fourth condition is an interest. Not all objects of the outside world attract our attention in the same way. The interest is stimulated by objects which correspond to internal sense of our life – each takes something to which he is pushed by mysterious internal power [5].

“An object which absolutely absorbs one child will not cause any interest in another; children are different from each other by signs of attention” [1].

A new method of upbringing appears which is based on knowledge of laws of child mentality development as well as on analysis of processes of formation of child personal characteristics.

Normalization takes place when child mentality returns to the normal. The norm corresponds to the situation when a person develops according to its genetic program.

Each has his own norm as well as his own genetic program but qualities which are characteristic to the normal state are natural to all: general emotional joyful state.

M. Montessori defines the following as the signs of normalized behavior of a child between 3 and 6 years of age: ability to work with concentration and intensity and be engaged in independent activities. Normalized child is social: he or she is friendly to adults and other children, sociable, ready to offer assistance, disciplined and possesses self-control.

In her book "The Mind of a Child" Maria Montessori provides a diagram – "fan" of child character: "Norm and deviations in child character" (figure 1).

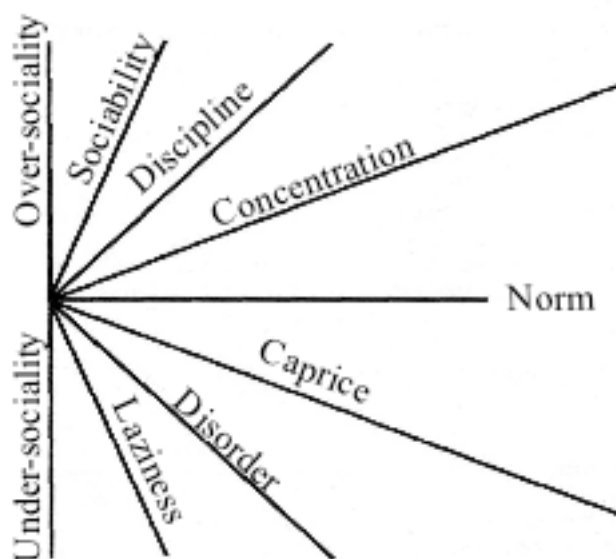


Figure. 1. Norm and deviations in child character.

Personal characteristics which are located above the norm line characterize over-sociality of a person and those which are below – under-sociality.

A child comes to pedagogue after three years of interaction with home environment. If things and people surrounding a child prevent a child from natural activity then such a child can come to a pedagogue already having deviations from the norm. These deviations (or under-social characteristics) arise because some of child needs are not met. Montessori has considered that there is a whole range of factors which lead to such deviations and they can be divided into two groups. The first group includes those of them which are considered as abnormal by a majority of psychologists. The other group of deviations – types of child behavior which are considered as deviations by Maria Montessori but considered as normal by a majority of psychologists.

Deviations of the Ist group.

For strong children the characteristics are caprices; outbursts of anger; aggression towards other children, adults or surrounding things; egoism; envy which is revealed as attempts to take some subjects from other children; carelessness; problems with coordination of movements; chaotic thinking, thoughts skipping from one to the other; urge towards making noise; brutality towards weaker children and animals.

For weak children the characteristics are apathy; lying as a passive form of defense; sluggishness; passive state; attempts to make others to care about them; tendency to be near an adult; anxiety (hesitancy and fears of different types); theft as an

attempt to unnotedly appropriate things not belonging to him or her; negativism; autism, stuttering, enuresis, etc.

Deviations of II group: imagination games or withdrawal into fantasy when a child lives as if in own fictitious world communicating with non-existing relatives or friends; asking question without expecting answers; depending on another person up to a feeling of whole helplessness without him or her; unstable attention which the most psychologists consider as natural quality of a childhood.

But the most important for us is not the exact list of deviations but the method of their elimination. In order to stimulate changes in child behavior and change his behavior to the normal it is necessary to eliminate the above-mentioned causes that is to give the mind of the child an intellectual nourishment and give it an opportunity to work independently in a developing environment with materials which presume self-control of mistakes subject to freedom of the type of activity. If the conditions for free work are created, a child will start to demonstrate an ability to concentrate very soon which in its turn stimulates harmonization of his or her personality.

According to Montessori opinion proven by many pedagogues who work according to her system the most effective remedies are free work in friendly classroom atmosphere with specially prepared environment.

First from over-social characteristics is concentration of attention. "If a child is able to concentrate then all personal characteristics referred in the lower part of the diagram will disappear. It is not an adult who releases a child but the child himself releases from alien deficiencies. He or she approaches a medium line and his or her development becomes normal" [1].

In order to turn child development in this direction an adult who coordinates the normalization process shall have correct understanding of child freedom. Wrong interpretation of freedom is negative because it assumes simple refusal from compulsion. "Reaction to such "freedom" is very demonstrative: a child whose impulses were previously controlled only by adults, simply "breaks loose". If we allow a child whose will is not developed to do everything we inevitably distort the essence of freedom. In such a way we bring up inaccurate children since the order for them was imposed by adults; little idlers since the work was also imposed by adults; disobedient children because obedience was forced necessity. Freedom shall be achieved through disclosing motives hidden in a child and shall be based on studying" [1].

Wrong understanding of freedom also includes a danger.

"If we understand freedom as giving a child an opportunity to do anything including – working in a wrong way with surrounding objects then in the result we will achieve" free development of deviations" and anomaly of each child will only get stronger" [1].

In order to prevent the above-mentioned development of situation it is necessary to know that freedom has reasonable limits. The role of this limits belong to standards – rules which shall be observed by all members of the classroom group – adults and children. These rules are set at the beginning of the school year – during the period of normalization. The work of the group during the whole school year depends upon the degree to which classroom group accepts these rules and on the basis of them creates really good, friendly, harmonic relations.

Summarizing all above-mentioned we can make a conclusion: the normalization process is formed under child will which in its turn is based on self-discipline, which is

impossible without concentration of the attention and concentration during the period of free work with Montessori material in developing environment specially prepared by a pedagogue.

“One of the reasons why our schools have received widespread development is visible disappearance of deviations in behavior as soon as children were given an opportunity to accumulate their experience from surrounding world and satiate their minds from free activity” [1].

As was already noted considering attention as an object of the observation M. Montessori makes accent on such its characteristics as “concentration” and “polarization” of attention. M. Montessori connects appearance of “concentration” and “polarization” of attention with development and improving all other psychological process and considers them as a pre-requisite condition for the beginning of child behavior normalization process. According to M. Montessori observations the process of changes in the level of “concentration” and “polarization” of attention passes certain stages.

Is it possible to check experimentally how the characteristics of child work change following the development of his ability to concentrate that is to check how the transition of a child to higher level of development is carried out? M. Montessori proposes to draw a graphic curve of dependence between the level of concentration and engaging into work from time. On the basis of large amount of individual curves from observation of individual children M. Montessori builds a typical curve (diagram) of child individual work.

The diagrams include the following: line A-B depicts rest state; state of order (work) is depicted above the rest line; state of disorder – below rest line.

1 diagram corresponds to the level of the development of non-normalized child (figure 2).

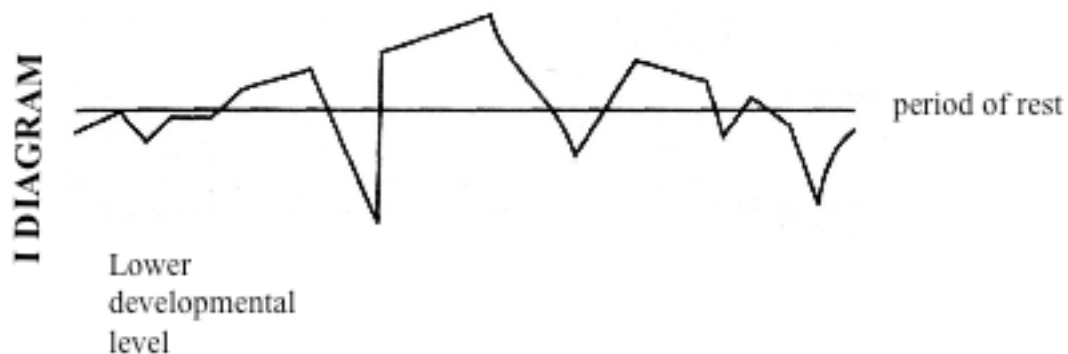


Figure 2. Level of development of un-normalized child.

The characteristics for un-normalized child are disorderly behavior and inability to concentrate attention that is this period is characterized by changes in disorder. In this case there is no actual work line and the major part of the diagram is below the level of rest. Records of observations during this period are short and monotonous: “does not work”. “does not listen”, “does not react to appeals”, “does not do anything”, “disturbs all others”, “cries and ask for his mother”, “sits quietly with empty face and is not interested in anything”, “in full disorder”, “scatters things around, disturbs his fellows”, etc.

Normalization takes place under condition of children attention concentration on some activity. This means that in the space surrounding a child there shall be motives which are capable of attracting his or her interest. It is important that objects-motives can be used according to their destination which creates certain “mental order”. It is also important to use them exactly since it develops coordination of movements. “Mental order and coordination of movements prepare readiness to concentration after achieving which a child becomes free in his actions and loses vices. It is necessary to say that concentration is not a just simple occupation with anything. If children transfer from one object to the other even not working with them properly than such an activity does not lead to eliminating defects. It is required that the working process shall prompt sincere attention and interest [2].

Ability to concentrate is not a final result but a starting point for a development of an ability to concentrate. Development of concentration is also assisted by motivation which has a child who chooses a material; motivation which is supported by obvious interest of a teacher during demonstration-presentation under this material, duration of work with the material which is determined by the child himself.

At first when a child still can not concentrate for a long time he or she is offered more simple materials demonstration of which does not require much time (pouring or spilling over). When a child successfully does first steps another working cycle shall begin with gradual expansion of choice and diversity of types of activities. Later a child gradually achieves an ability to look carefully and memorize the order of actions of a pedagogue even if this requires quite long time.

Actual work with material for small children starts after normalization period.

2 diagram of normal (organized) work of the first level which corresponds to the stage of development when a child shows an ability to concentrate attention on certain exercise that is the stage which precedes the period of order (figure 3).

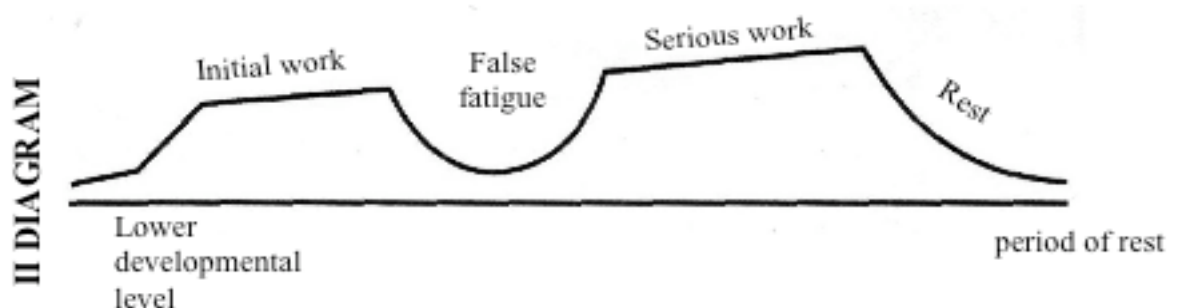


Figure. 3. Normalization level "On the way to the order".

2 diagram is characterized by two waves of work: first way is called a preparatory one. During this period children and especially the small ones can not really concentrate their attention on serious objects. It can be said that they “untwist” gradually getting into the work.

After preparatory simple work approximately in one hour an agitation period begins which is so called period of “imagined fatigue”. A child demonstrates signs of

agitation, moves around the classroom, it can be said that he or she is in the state of determining what gives him or her most satisfaction. Phenomenon of imagined fatigue is characteristic for the behavior of not only one child but for the whole group of children. For Montessori teacher it is very important to know about this specific period and about correct reaction to children behavior.

After the period of imagined fatigue another wave of concentration begins which is characterized by its culmination which was called by Maria Montessori as polarization of attention. Polarization of attention can be determined as a stable reaction related to external conditions. Polarization of attention is characterized by the phenomenon of concentration, high focus, deep involvement into work. M. Montessori has observed this state in children who attended her kindergartens systematically. And each time when such polarization took place a child started to change entirely.

During the second wave a child chooses most complex work and works especially persistently and intensively. When this work is finished, child activity is exhausted and the stage of rest begins: a child is released from his internal focus. During this period a child thinks over his work and then shares his mind with a teacher and other children. A child has a satisfied and calm appearance.

Graphically waves or the periods of concentrated work look as horizontal “plateaus”. During normalization process these “plateaus” have the tendency to expand since the duration of child work with the material increase and the intervals between them decrease. Maria Montessori has called this effect as the “tendency of smoothing the curve of child individual work” [2].

3 diagram of II level of organized work, is characterized by disappearance of the period of imagined fatigue (figure. 4).

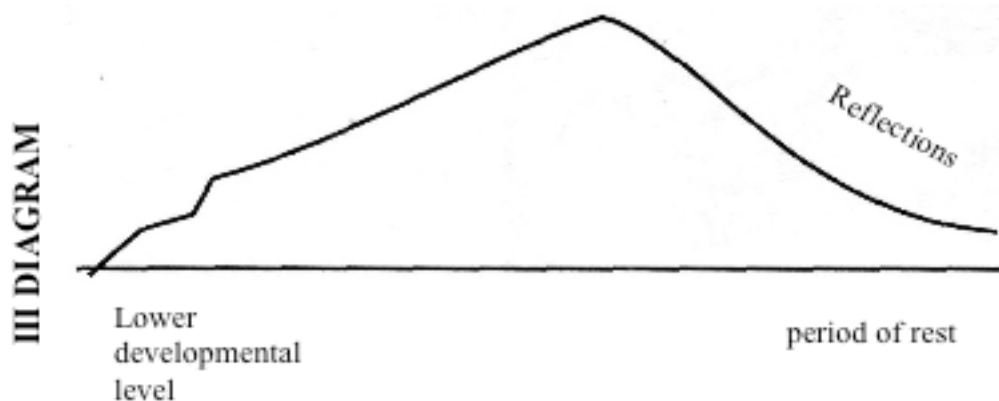


Figure 4. Level of normalization “Intellectual cycle”.

On this stage of normalization a transition period from more simple and more complex, “main” work begin to disappear, a child appears more self-assured – he or she chooses “main” work more quickly and confidently. Thus two consequent stages of continuous work show up: one can be called as preparatory stage and the other – the stage of serious work. On this stage having a high focus a child receives satisfaction from multiple repetitions of exercises, one work can repeat with a child two, three or six days one after the other. After forced interruption in work children on this stage return to previously chosen or not finished work and engage into it with the same intensity. Everyone goes to normalization on the way which is the simplest for him: one child perfects oneself in writing, another in calculating, third in chromatic exercises, etc.

The second characteristic of the diagram of the second level of organized work presumes that serious work initiates thinking. After a child finishes the work he or she thinks it over for quite long time. After gathering the material or finishing thinking a child observes the work of others. This is a relaxation stage and the work on this stage becomes a habit.

4 diagram corresponds to higher level of general development which develops in the choice of more complex preparatory work and the discipline becomes a habit (figure 5).

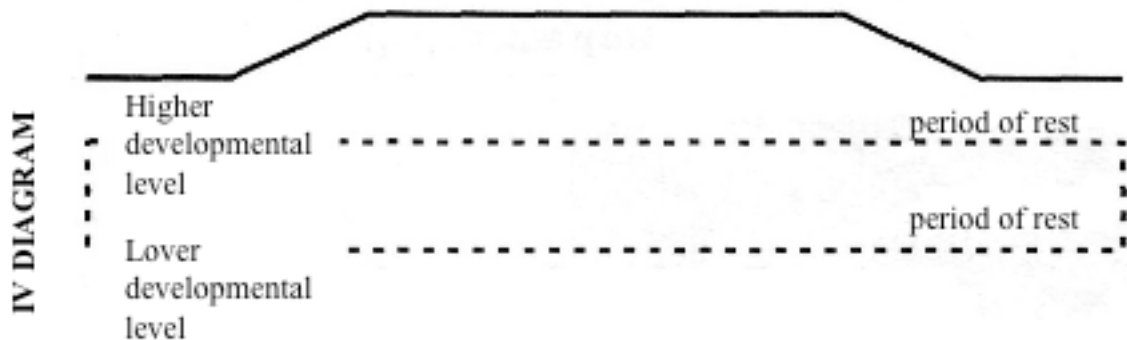


Figure. 5. Highest level of normalization “Phenomenon of obedience”.

Increase of the rest level to the fourth stage of normalization points on qualities of more complex mental work. An interesting and important fact is the parallelism of the work level with the level of rest. During the whole period a child acts almost in the same way, the only difference between preparatory exercise and second serious work lays in their different duration. This straightening of the curve is an evidence of internal concentration and formation of personality. A child becomes a personality who achieves higher level in his gradual evolution. This is the period of development when a child masters self-control and demonstrates a characteristic quality which Maria Montessori calls “a phenomenon of obedience”. A child wants and can obey that is he or she can control his or her actions and consequently subordinate them to the will of another person. A child can stop a work if he is prevented from it not demonstrating signs of fatigue or disorder. When a work becomes habit and intellectual level quickly increases and organizing order makes good behavior a habit.

But in order for this state to change and for the personality development to continue it is required to have some actual work, actual occupation for each day. Thus the main axis of such formation of personality is a fork in freedom. Freedom in intellectual work is a basis of internal discipline.

“Only after “normalization” developing in contact with surrounding environment children demonstrate to us their unique qualities: spontaneous discipline, ability of long and joyful work, urge towards helping each other, mutual understanding” [4].

According to the stages of normalization development a learning-upbringing process in Montessori class is organized and accordingly has 3 stages: 1 stage – adaptation; 2 stage – corresponds to the stage which precedes the period of order;

3 stage – intellectual cycle. Contents of the environment and the role of a teacher change correspondingly on each stage.

During conducted diagnostic research of the conditions for child normalization formation four levels or stages of normalization were discovered:

1 – disordered behavior which is characterized by inability of a child to make independent choice.

2 – «on the way to the order » – appearance of interest to the work, choice of familiar materials, unwillingness to work with materials of increased complexity, cleaning own workplace, intention to observe generally accepted rules, absence of conflicts with friends.

3 – «intellectual cycle» – appearance of an effect of focused work, entering the stage of multiple repetition, finalizing the work, observing rules, mutual help, attentive attitude to the work of others.

4 – «phenomenon of obedience» – stable concentration of attention, continuous independent work and returning to it after forced interruption, increasing the level of chosen work, ability for creativity and experiment, strict observance of the rules.

Due to different ages of children in preschool classes Montessori was interested in observing the normalization process with children with different school age and make comparative analysis of the rates of normalization.

In order to fulfill the first part of the research in Montessori classrooms there were researches over normalization course carried out and control forms filled in and a report-characteristic of an individual character of adaptation period for each child prepared.

Control form recording the normalization process is prepared according to “Main Principles of Observation on a Child” provided by Maria Montessori in the work “Self Upbringing and Self-Education in Elementary School” [2] and has three main areas of observation: work, behavior and obedience.

Work

Note, when a child has started to work with one or another task (material) for any length of time.

What was the task and how long a child works it out (is there a decrease in the rate of work at the end of work and does a child repeat an exercise).

Individual qualities which are demonstrated by a child during work.

Which types of work the child chooses during the day, which are preferred and does he work persistently.

Does a child demonstrate the periods of highest workability and how long (how many days) such periods continue.

In which ways a child demonstrates his wish for the progress.

What is the consequence of child’s chosen exercises and does he or she work persistently?

Is a child capable of persistently continuing the work even if something in the surrounding environment distracts his attention?

Does a child return to the same work after his attention was distracted by something else?

Behavior

Note down how well-ordered or disorderly are the acts of a child.

Which disorderly actions did you notice.

Do you notice changes in the behavior of a child due to phenomenon of the law of work.

Do you observe exclamations of joy and demonstration of love in case of demonstrating ordered acts.

Obedience

Note down does a child react when you refer to him or her.

When a child starts working with other children does he or she do it intelligently.

When a readiness to listen is demonstrated at once (ring, musical instrument, light or teacher's voice) and becomes a habit.

When a child notices requests and commands and clearly demonstrates readiness to fulfill them.

When a child obeys willingly and with joy.

How related are the levels of obedience with the law of child work and changes in the behavior.

From the provided scheme of observation it can be seen that during observation of a child there is a goal: to find a connection between an interest to the work and child behavior, how ordered is his behavior in connection with an interest to the work and gradual concentration of attention and repetition.

«Choice of attention as an object of the research can become a basis for an observation in general since during observation a pedagogue notices memory; development of imagination; relations with children of the same age; attitude to didactic material, game, nature, etc. Development of concentration of attention and as a consequence ordering activities of children leads to emergency of spontaneous discipline in the group of children which is characterized by mutual respect, observing group rules and setting working environment with children» [4].

Observations were carried out during years 2000-2007 in Montessori school of the city of Kyiv, annually children of five different pre-school classes of different ages were observed with total number of approximately 100 children. Average quantitative number of children of each age group is provided in Table 1. Children of the first year of studies correspond to 3 years of age, children of the second year of studies correspond to 4 years, children of the third year of studies correspond to 5 years.

Table 1.

Average annual number of children of each age
(period of the research – years 2000-2007)

Year of school studies		
1 st year	2d year	3d year
32	35	34
Total 100 children		

Actual application of Montessori observation diagrams in practice allowed us to improve them through strict definition of the marks of vertical scale of the diagram.

Thus, for example, the upper part of X axis which correspond to the working state received such marks: “1” – work already mastered by a child (easy, familiar work) – for a child of 4 years such a work can be pouring water over; “2” – easy work (lowest level of difficulty corresponding to the age) – for a child of four year of age such a work can be a work with mathematic rods; “3” – intellectual work which corresponds to the age – for a child of four years of age such a work can be a work with movable alphabet,

“4” – complex work (highest level of difficulty corresponding to the age) – for a person of four years of age it can be a mathematic game “Bank”; “5” – advanced work – for a child of for year of age such a work can be reading texts.

Marks of the lower part of X axis which correspond to the state of disorder have a double meaning: dotted line stands for the characteristics of child behavior, direct line – for use of Montessori material: “-1” – behavior – talks; use of the material – chooses a material but does not work with it; “-2” – behavior – distracts, prevents others; use of the material – does not finish a work: “-3” – behavior – runs around, makes noise; use of the material – does not return a material to the place; “-4” – behavior – affronts children, pushes them; use of the material – uses the material for other purposes than designed; “-5” – behavior – makes fights, destroys work of other; use of the material – destroys the material.

Analysis of diagrams, control forms recording normalization and reports-characteristics describing groups have allowed to discover a regular pattern: during 1.5 – 2 months after the beginning of work in the classroom an ordered working atmosphere is worked out in the group which is characterized by a continuous independent work, observing the defined rules by all members of the group, attentive attitude to one another. Children of 3 years of age (first year of studies) achieve the second level of normalization in 1.5 – 2 months after beginning of work; children of four years (second year of studies) – in 1-1.5 months; children of five years (third year of studies) – in 0.5 – 1 month. Average indicators of behavior normalization are provided in table 2.

Table 2.

Average indicators of normalization
for children дітей with different years of stay with Montessori classes

Level of normalization dates	10.09	20.09	30.09	10.10	20.10	30.10
3 years (1 st year of studies)	1	1	1-2	2	2	2-3
4 years (2d year of studies)	1	1-2	2	2-3	2-3	3
5 years (3d year of studies)	1-2	2	2-3	3	3-4	3-4

Speed of passing normalization stages by children with different years of stay in Montessori classes is shown on Figure 6.

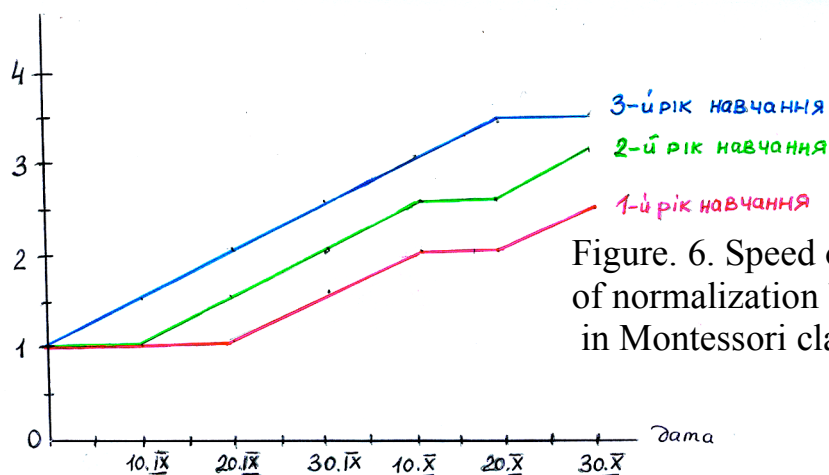


Figure. 6. Speed of passing stages of normalization by children with different years of stay in Montessori classes.

It can be said that at the end of adaptation period in Montessori classes a friendly constructive atmosphere is created, children go to school willingly, work in positive psychological microclimate. In relation to each other the children are tolerant and can cooperate. Significant problems related to observing the rules of positive discipline are absent. Behavior of some of newcomers requires certain correction since their cognitive ability is blocked by a habit to play and not to work. These qualities show a non-finished normalization process for some children which is caused by irregular attendance of classes and requiring longer period of time for putting their mentality in order.

“Finally there is be a moment when a child will step on the way of independent discoveries. From this moment he progresses in his development – sometimes gradually and sometimes – with unexpected outbursts. Discoveries are done not randomly: emotional perception stimulates imagination and just transforms into methodical and planned observation which pushes a child on the way of experiment. These discoveries are very simple in form but are very deep and valuable by content because they arise in children consciousness independently on the basis of their own and often long and repeatable observations. They are easily missed by mentors who are used to listen only to children chatter but not to simple and clear child words which demonstrate a pure work of thought” [5].

Summing up all above-mentioned a conclusion can be made: research and experimental work during 7 years has clearly shown that normalization of children takes place according to the stages of child normalization described by M. Montessori. Stable growth of the level of children behavior normalization during independent individual work with didactic material in conditions of free choice in specially prepared developing environment.

We have noticed a rule of increase of the level of behavior normalization in line with increase of attention concentration and level of the complexity of work chosen by children.

Children of third and fourth level of normalization demonstrate stable motivation for studies and positive social behavior.

With many children the fourth level of normalization does not take place or is unstable that is breaks by slightest deviation in normal daily routine or by influence of unexpected events.

The level of normalization and the speed of passing its level are increased with children according to increase of the years of stay with Montessori classroom.

Literature:

1. M. Montessori. Child Mind (articles from the book).- M.: Graal, 1997.-176 pages.
2. Montessori M. Self-upbringing and Self-Education in Elementary School.- M.: Rabotnik prosvescheniya,1922.-200 pages.
3. Tykhomyrova L.F., Basov A.V. Development of Logical Thinking with Children. – Yaroslavl, 1998. – 240 pages – C. 7-79.
4. Fausek Yu.I. Montessori Kindergarten. Experiments and Observations During Seven Years of Work in Kindergartens According to Montessori System
5. Fausek Yu.I. About Attention of Small Children (according to Montessori). – Pg.,1922.