

## IMPLEMENTING THE MONTESSORI METHOD WITHIN THE UZBEKISTAN EDUCATION SYSTEM: OPPORTUNITIES AND CHALLENGES

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### Abstract:

This article explores the theoretical and practical frameworks for integrating the Montessori pedagogical system into the educational landscape of Uzbekistan. As the nation prioritizes the development of autonomous, creative, and critically thinking youth, the Montessori approach provides a robust alternative to traditional instructional models. The paper examines the synergy between Montessori principles and the National Curriculum, identifies potential cultural and economic barriers, and proposes a localized model for vocational and language education.

**Keywords:** Montessori Method, Uzbekistan Education Reform, Learner-Centered Pedagogy, Vocational Education, Didactic Materials, Autonomous Learning, EFL (English as a Foreign Language).

### ANNOTATSIYA:

Ushbu maqolada Montessori pedagogik tizimining nazariy va amaliy asoslarini O'zbekiston ta'lim tizimiga tatbiq etish masalalari tadqiq qilinadi. Mamlakatimizda mustaqil va tanqidiy fikrlaydigan yoshlarni tarbiyalash ustuvor vazifa etib belgilangan bir davrda, Montessori yondashuvu an'anaviy ta'lim modellariga samarali muqobil sifatida ko'rib chiqiladi. Maqolada Montessori prinsiplarining O'zbekiston Milliy o'quv dasturi bilan mutanosibli tahlil qilinib, uni professional ta'lim va til o'rgatish tizimiga joriy etishdagi madaniy va iqtisodiy omillar yoritilgan.

**Kalit so'zlar:** Montessori metodikasi, O'zbekiston ta'lim islohoti, talabaga yo'naltirilgan pedagogika, professional ta'lim, didaktik materiallar, mustaqil ta'lim, ta'limiy innovatsiyalar.

### 1. Introduction

The contemporary educational reforms in Uzbekistan, driven by the "Strategy for the Development of the Education System until 2030," necessitate a transition from passive learning to active student engagement. For educators at institutions like the Namangan Advanced Vocational Skills Technicum, the challenge lies in preparing students who are not only technically proficient but also self-motivated. The Montessori Method, established by Maria Montessori, offers a "scientific pedagogy" that aligns with these requirements by emphasizing independence and respect for a learner's natural psychological development.

#### 2. Core Principles of the Montessori Philosophy

The Montessori method is built upon three fundamental pillars:

**The Prepared Environment:** Classrooms are organized into specific activity areas (Practical Life, Sensorial, Language, and Culture) where materials are accessible to all students.  
**Freedom within Limits:** Students choose their own work but follow community rules, fostering internal discipline.

**The Role of the Guide:** The teacher acts as a facilitator and observer rather than a traditional lecturer.

### 3. Analysis of Practical Implementation in the Uzbek Context

Integrating this method into the Uzbek system, particularly in vocational and language training, requires a strategic shift:

#### 3.1. The Linguistic Zone (EFL Focus):

In an Uzbek context, the linguistic zone should be equipped with bilingual Montessori materials. For example, "Sandpaper Letters" should include both Latin-Uzbek and English alphabets to help students internalize phonetics through tactile memory. This reduces "language anxiety" often found in traditional classrooms.

#### 3.2. Cognitive Impact on Learners:

Montessori materials are "self-correcting." When a student uses a "Movable Alphabet" to form English words, the physical mismatch of letters acts as a silent teacher. This aligns with the "Active Learning" requirements of New Uzbekistan's educational standards.

### 4. Comparative Analysis

To understand the transformative potential of this method, the following table compares the traditional model with the Montessori integrated approach:

Table 1: Comparative Analysis of Traditional and Montessori Models

<b><i>Feature</i></b>	<b><i>Traditional Uzbek Model</i></b>	<b><i>Montessori Integrated Model</i></b>
<i>Teacher's Role</i>	<i>Role Central authority (Lecturer)</i>	<i>Facilitator and observer (Guide)</i>
<i>Student's Role</i>	<i>Role Passive recipient</i>	<i>Active participant / Explorer</i>
<i>Learning Pace</i>	<i>Fixed pace for the whole class</i>	<i>Individualized (Self-paced)</i>
<i>Environment</i>	<i>Desks facing the board</i>	<i>"Prepared environment" (Zones)</i>
<i>Motivation</i>	<i>External (Grades/Fear)</i>	<i>Internal (Joy of discovery)</i>
<i>Error Correction</i>	<i>Immediate by teacher</i>	<i>Self-correction through materials</i>

### 5. Challenges and Localization (The "Namangan Model")

While beneficial, the transition faces obstacles such as the cost of authentic materials and the need for specialized teacher training. We propose a "Triple-S" Strategy:

**Sustainability:** Utilizing local Namangan resources (wood and textiles) to manufacture didactic materials locally.

**Sociability:** Adapting individual work to include small-group collaboration, fitting the collective nature of Uzbek social culture (Mahalla spirit).

**Standardization:** Aligning Montessori freedom with CEFR levels used in Uzbekistan's national exams.

### 6. Conclusion

The integration of the Montessori method into Uzbekistan's teaching system represents a significant step toward humanizing education. By focusing on the "Prepared Environment" and the "Absorbent Mind," educators can create a learning atmosphere where students at the Namangan Advanced Vocational Skills Technicum become lifelong learners. This methodology does not replace national values but provides the tools to realize the full potential of every Uzbek student.

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