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GRIN Verlag. Paperback. Book Condition: New. Paperback. 76 pages. Dimensions: 8.2in. x 5.8in. x 0.2in. Thèse de Master de l'année 1985 dans le domaine Psychologie - Psychologie du développement, note: -, - (UNIVERSITY OF PARIS VIII, Paris, France), langue: Français, notes: research concerning the class inclusion problem of Piaget and the Montessori method. The question is to find out if the Montessori matériel enhances or not the resolution of the class inclusion problem. A comparative study on the class inclusion problem in comparison to children following a Traditional and a Montessori preschool program. The comparative results are discussed in relation to those two kinds of preschool experience: traditional and structured cognitive-oriented Montessori programs. The findings are interpreted in terms of a quantitative model and a qualitative . . . , rsum: ABSTRACT: This paper on research concerning the class inclusion and the Montessori method includes a brief review of this method for educating preschool-age children, and criticisms leveled against or in favor of it. A review of comparative research studies in relation to the class inclusion problem of Piaget in comparison to Traditional non-Montessori preschool program with middle-class children. The comparative results are discussed in relation to two kinds of preschool experience: traditional early childhood oriented programs, and structured cognitive-oriented Montessori programs. The findings are interpreted in terms of a quantitative model and a qualitative conceptual analysis. ABSTRACT (in french): La présente recherche concernant le problème Piagetien d'inclusion des classes et la méthode Montessori comprend un bref examen de cette méthode au niveau pré-élémentaire et les critiques portées contre ou en faveur de celui-ci. La question est de savoir si le matériel pédagogique Montessori aide les enfants de cet âge à résoudre le problème d'inclusion. Une analyse des recherches antérieures concernant ce sujet est effectuée ainsi qu'une...



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