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DEVELOPMENT OF MARIA MONTESSORI'S IDEAS IN THE EDUCATIONAL AND SCIENTIFIC SPACE OF UKRAINE (20TH – EARLY 21ST CENTURIES)

РОЗВИТОК ІДЕЙ МАРІЇ МОНТЕССОРИ В ОСВІТНЬО-НАУКОВОМУ ПРОСТОРИ УКРАЇНИ (XX – ПОЧАТОК XXI СТОЛІТТЯ)

Abstract. The article provides a comprehensive analysis of the process of studying pedagogical ideas and concepts of the Italian educator M. Montessori in Ukraine and their implementation in the national scientific and educational space. It has been revealed that M. Montessori's pedagogical system is the subject of active research and discussions by specialists, and it has its critics and supporters in different countries. The main problems of the Ukrainian Montessorianism have been identified. The article analyzes the key areas of research on the figure and legacy of M. Montessori in historical retrospect from the beginning of the 20th century to the present day. The problems of scientific studies dedicated to M. Montessori's activities and pedagogical ideas, published during 1991–2025, have been specified. The article states that in Ukraine, the practical application of M. Montessori's pedagogical system and humanistic ideas precedes the research of her heritage. The ways of introducing M. Montessori's experience and pedagogical concept into the scientific and educational space of Ukraine through the creation of a national model of the Montessori education have been considered. The peculiarities of the functioning of Montessori institutions in Ukraine (preschools, schools, educational and rehabilitation centers) have been highlighted. The activities of the Ukrainian representative offices of the International Montessori Association and public organizations popularizing the Montessori system (Ukrainian Montessori Educational Center, All-Ukrainian Association of Teachers, «Montessori. UA») have been specified. The state and functioning of Montessori institutions in Ukraine in the conditions of the Russian-Ukrainian war have been revealed.

Key words: Ukraine; Maria Montessori, history of education, historical and educational research, educational and scientific space.

Анотація. У статті здійснено комплексний аналіз процесу вивчення педагогічних ідей і концепцій італійської педагогині М. Монтессорі в Україні та їх упровадження у вітчизняний науково-освітній простір. Виявлено, що педагогічна система М. Монтессорі є предметом активних досліджень і дискусій фахівців, має своїх критиків і прихильників у різних країнах. Визначено основні проблеми українського монтессоріанства. Проаналізовано ключові напрями дослідження постаті та спадщини М. Монтессорі в історичній ретроспективі – від початку XX століття до сьогодення. Уточнено проблематику наукових студій, присвячених діяльності та педагогічним ідеям М. Монтессорі, опублікованих у 1991–2025 рр.

Зазначено, що в Україні практичне застосування педагогічної системи та гуманістичних ідей М. Монтессорі передує ґрунтовному науковому осмисленню її спадщини. Розглянуто шляхи

впровадження досвіду й педагогічної концепції М. Монтесорі в науково-освітній простір України через створення національної моделі монтесорі-освіти. Висвітлено особливості функціонування монтесорі-закладів в Україні (закладів дошкільної освіти, шкіл, навчально-реабілітаційних центрів). Охарактеризовано діяльність українських представництв Міжнародної Монтесорі-асоціації та громадських організацій, що популяризують систему Монтесорі (Український Монтесорі-освітній центр, Всеукраїнська асоціація педагогів «Montessori. UA»). Розкрито стан і функціонування монтесорі-закладів в Україні в умовах російсько-української війни.

Ключові слова: Україна; Марія Монтесорі; історія освіти; історико-педагогічні дослідження; освітній і науковий простір.

Introduction. The relevance of the research. With the declaration of Ukraine's independence, development of the Ukrainian statehood in the direction of the European integration, and now, in the conditions of the Russian-Ukrainian war, reforming of education is taking place in line with the best foreign experience. There is a constantly growing interest in pedagogical concepts which promote the formation of an independent, free and practical person, revealing his or her spiritual and intellectual potential through creation of a special educational environment. Due to this, the personality, creative heritage and views of the outstanding Italian educator Maria Montessori (1870–1952) are undeniably interesting. Despite a fairly thorough study of various aspects of pedagogical development, active practical implementation of M. Montessori's ideas in the system of preschool and school education, special pedagogy and rehabilitation in Ukraine, her name remains little known to the Ukrainian general public. Nowadays, when the attention of the international community is focused on Ukraine, it is important to introduce the history of the Ukrainian education into global narratives.

Analysis of the recent research and publications. Scientists and teachers in different countries of the world constantly focus their attention on M. Montessori's life path, creative heritage and educational system. The most popular objects of modern scientific studies of various levels include certain aspects of the scholar's biography, experience of introducing her philosophy and authorial methodology into the system of school and preschool education and the use of educational subjects in learning foreign languages, exact and natural sciences.

In recent years the analysis of M. Montessori's biography, pedagogical methods, philosophy and heritage form the basis of the scientific work done by foreign scientists and biographers: Cristina de Stefano, Patrick Frierson, and others. The work of the Italian writer and journalist Cristina de Stefano «The child is the teacher», prepared on the basis of M. Montessori's epistolary heritage, diaries, notes and works, presents the scientist's complex biographical portrait (de Stefano, 2022). The French pedagogue and psychologist Catherine L'Ecuyer focused her attention on comparing pedagogical systems of M. Montessori and J-Z. Rousseau (L'Ecuyer, 2020).

Since 2018, professor of philosophy Patrick Frierson from Whitman College (USA) has been actively researching and teaching the philosophy and metaphysics of M. Montessori's life, positioning her as a sophisticated but largely ignored thinker (Frierson, 2018). His articles study the Italian educator's moral and ethical theory concerning upbringing of character through concentration and hard work as the basis of an individual's self-improvement, as well as the influence of life situations on the formation of his or her behavior (Frierson, 2021).

Some researchers in Italy, France, Greece, and other countries are currently focusing on the practical application of the Montessori's method in the environment of different age groups, conducting monitoring and experimental studies. This is evidenced by the works by E. Tympa, V. Karavida, A. Charissi, and A. Siaviki (Tympa et al., 2022), P. Courtier, M.L. Gardes and J. Prado (Courtier et al., 2021), M. Efe and I. Ulutas (Efe & Ulutas, 2022), Scippo, S. (Scippo, 2023).

The problems of implementing M. Montessori's pedagogical principles in the system of education, preschool education, in the field of developmental psychology, teaching and learning of foreign languages and exact sciences are actively investigated by US scientists, in particular by A. Lillard. In 2017, A. Lillard's most famous work «Montessori: The Science behind the Genius» was republished for the third time, analyzing the theoretical principles and practical application in preschool and school institutions of M. Montessori's eight fundamental ideas and methods (Lillard, 2017). The scientist presents the Montessori education as an alternative to traditional educational practices, studying the reasons for its effectiveness based on proven practical research.

A. Lillard's articles (personal and co-authored) thoroughly describe the schemes of using M. Montessori's methods for the formation of a preschool and school educational environment, identify factors that prevent their widespread implementation, as well as prospects for their implementation in the context of school education reforms at the national level (Lillard, 2021; 2019).

The above-mentioned problems of studying the biography and introducing the outstanding Italian educator's methodology into the system of preschool and school education also attract attention of Ukrainian scientists and educators. One of the popular areas of scientific studies is complex historiographical research that summarizes information about the evaluation of M. Montessori's ideas and methods in Ukrainian pedagogical thought throughout the 19th – beginning of the 21st century. In particular, V. Kushnir analyzed implementation of M. Montessori's pedagogical system on the Ukrainian lands at the beginning of the 20th century and evaluated the works of the first Ukrainian researchers dedicated to her creative heritage – S. Rusova and N. Lubenets (Kushnir, 2017). Yu. Chopyk and I. Strazhnikova, the authors of the monograph «Foreign Reform Pedagogy in the Assessments of Ukrainian Scientists of the second half of the 20th – early 21st centuries», investigated the scientific understanding of the Montessori pedagogy in Ukrainian scientific and educational literature (Chopyk & Strazhnikova, 2017).

A comprehensive historical and biographical study dedicated to M. Montessori in Ukraine has not been made yet. Implementation of M. Montessori's pedagogical ideas in preschool and primary education of Ukraine is a leading area of scientific research. This is evidenced by publications in periodicals, press and dissertations. I. Dychkivska, N. Dudnyk, O. Svyontyk analyze the ways of forming the subject-spatial environment of preschool institutions in line with M. Montessori's technologies (Dudnyk & Svyontyk, 2019; Dychkivska, 2022). P. Milenina's article examines the technology of preschool children's sensory development as the basis of the Montessori pedagogy (Milenina, 2020).

At the same time, it is necessary to single out the works dedicated to the scientific substantiation of feasibility of M. Montessori's technologies and methods for

organization of inclusive education at educational institutions and rehabilitation centers in Ukraine. They include M. Rodnenok's dissertation study (Rodnenok, 2018), A. Ilchenko's publication (Ilchenko, 2017). In this regard it is becoming more relevant to organize appropriate training programs, special courses, manuals for education seekers majoring in «Special Education», «Preschool Education», which is evidenced by the methodological developments of M. Chepil, N. Dudnyk (Chepil, & Dudnyk, 2017a; 2017b; 2017c).

Currently, three bibliographic indexes dedicated to the figure of Maria Montessori have been published in Ukraine: «Maria Montessori's Ray of Light» (2015), «Maria Montessori (1870–1952): biobibliographic index» (2016), «Maria Montessori (1870–1952): Biobibliographical index» (2025). The first two are journalistic style, and the last is a comprehensive scientific reference publication (Berezivska, L. D. et al., 2025).

Thus, with the proclamation of Ukraine's independence in 1991, the scientific-theoretical and practical studies of M. Montessori's creative heritage, pedagogical ideas and technologies were renewed and deepened – primarily in the context of formation of an alternative model of preschool education, primary education, inclusive education and improvement in the system of teachers' and pre-school teachers' professional training.

The purpose of the article is to highlight the process of dissemination, study and implementation of M. Montessori's ideas in the educational and scientific space in Ukraine in the 20th – at the beginning of the 21st centuries.

Research methods. The research is based on the principles of historicism, objectivity and systematicity. We used a complex of general scientific (analytical, synthetic, logical, classification, retrospective), historical and source studies methods (biographical, historical-comparative, problem-chronological, heuristic, critical).

Research results. On the territory of Ukraine M. Montessori's ideas and pedagogical developments became very popular at the end of the 19th and at the beginning of the 20th centuries.

M. Montessori's activities and views became the subject of active discussions and debates in the columns of pedagogical publications («Doshkilne Vychovannia» [Preschool Education], «Uchitelske Slovo» [Teachers' Word]) and at meetings of

aristocratic salons. Her contemporaries – the famous Ukrainian pedagogues S. Rusova (1856–1940) and N. Lubenets (1877–1943) were among the first who actively studied, evaluated and implement the methods of the Italian professor in the system of preschool education.

N. Lubenets drew attention to M. Montessori's works and methods in 1913–1915. In the works «Doctor Montessori» and «Froebel and Montessori», she comprehensively analyzed the content of the Montessori method and the prospects of its use at educational institutions of Ukraine. Natalya Lubenets compared pedagogical approaches to the organization and ways of raising a child, proposed by F. Froebel and M. Montessori, because, to her mind, they complemented each other. In the pedagogue's opinion, in M. Montessori's system the most valuable thing was upbringing of a child's freedom, personality development, formation of independence skills, use of discipline (Lubenets, 1915: 74–83). On the other hand, N. Lubenets was not impressed by minimal use of favorite toys by children during their games and replacing them with various didactic materials. She also did not approve mastering literacy in kindergarten, as far as she believed that 4–5-year-old children should be brought up in the environment which is natural for them (Lubenets, 1915: 110, 135–136).

The founder of the first kindergarten in Kyiv, S. Rusova, had similar opinions. The pedagogical system of the Italian educator became the object of research in her works «Preschool Education» (1918) and «New Methods of Preschool Education» (1927). Sofia emphasized that «the Montessori principle is true but it is not necessary to go to the limit in its implementation» (Rusova, 1996: 173–174). She was impressed by M. Montessori's «careful attitude towards a child's soul», «respect of a child's complete independence», a restrained attitude of a teacher, observation of a child's psyche development, «the atmosphere of self-respect and calm work». At the same time, S. Rusova identified a number of shortcomings of the Montessori system, as she believed that satisfying only mental needs of children was not enough (Rusova, 1996:174, 219). She emphasized that at preschool age, considerable attention should be paid to children's mental development – by involving them in arithmetic, grammar, natural science, literature, music classes. Therefore, she doubted that 4–5-year-old children could independently direct the process

of their education in the right way. Noting the effectiveness of preparatory exercises for reading and writing, S. Rusova called this method too technical. At the same time, she was critical of didactic materials of the Italian educator, because they were far from nature, artificial, too automated. The “lack of factors for the child's moral and intellectual development” was called another shortcoming of the Montessori system – that is, little attention is paid to reading children’s literature and observing natural phenomena. Also, S. Rusova did not agree with M. Montessori’s emphasis on an individual child’s education. She believed that the social principle of education should be introduced at children’s institutions as early as possible through common games, exercises, excursions, children's holidays, choral singing (Rusova, 1996: 221).

As we can see, the Ukrainian pedagogical community of the beginning of the 20th century accepted M. Montessori’s pedagogical ideas with respect and interest. However, the Ukrainian educators did not consider her pedagogical system to be universal, stressing the need for thorough study and adaptation to the realities of Ukrainian preschool institutions, mentality, national characteristics and traditions of the Ukrainian education system. During the Ukrainian Revolution of 1917–1921 educators relied on the European democratic values and used the ideas of M. Montessori. Preschool institutions, working on M. Montessori’s system, continued functioning.

After the defeat of the Ukrainian revolution and Bolsheviks’ coming to power, the cultural sphere, and especially education, turned into an object of ideological struggle and a means of establishing the socialist system. Educational programs were formed taking into account socialist ideas and propaganda of communist narratives.

Under such circumstances, M. Montessori’s pedagogical ideas preserved their popularity in Ukrainian pedagogical circles only until the mid-1920s. In the conditions of the development and popularization of collectivist approaches to personality’s education in the USSR, M. Montessori’s creative output was removed from the educational and scientific space. The interest to this issue gradually revived in Ukraine since 1990 (Chopyk & Strazhnikova, 2017: 90–95, 100).

Since 1991, in the conditions of political upheaval, active pedagogical searches in the field of national education and upbringing have begun, and the concept of the

Ukrainian national school was developed. During the 1990s and in early 2000s a network of educational institutions of various levels was formed in Ukraine, the prestige of universities was revived and their modernization took place. The development of independent Ukraine created a wide space for pluralism of opinions, pedagogical creativity and innovation. The research of figures and scientific heritage of outstanding teachers of Ukraine and the world, who were undeservedly forgotten and «banned» during the years of soviet power, in particular M. Montessori, were intensified. In Ukraine, a network of alternative schools and preschool institutions was being actively formed, aimed at creation of educational space based on integration of the European and Ukrainian pedagogical ideas.

Understanding M. Montessori's creative heritage is one of the popular areas of scientific studies in Ukraine. During the 1990s–2000s, various aspects of the pedagogical concept and practical implementation of the Italian educator's system became the object of research in the scientific works by V. Horyunova, I. Dychkivska, B. Zhebrovsky, T. Ponimanska, O. Storonska, V. Dmitrieva, M. Rodnenok, etc. (Horiunova, 2007; Dychkivska, 2022; Zhebroskyi, 2007; Dychkivska & Ponimanska, 2006; Storonska, 2013; Dmitrieva, 2019; Rodnenok, 2018). Numerous articles, textbooks and monographs were published (Dychkivska & Ponimanska, 2006; Bondar & Ilchenko, 2009; Chepil & Dudnyk, 2017a; Yakymenko & Milenina, 2015; Dychkivska, 2016). Dissertation studies were dedicated to M. Montessori's pedagogical activities and heritage (Dychkivska, 1996; Ilchenko, 2007; Storonska, 2013; Milenina, 2015).

The content of the mentioned works shows that the following urgent problems of Montessoriism were in the focus of attention of the Ukrainian scientists: 1) M. Montessori's pedagogical activities, practical implementation of the methods, technologies and forms of training, developed by her; 2) Creation of the Ukrainian Montessori model of education; 3) M. Montessori's innovative pedagogical technologies and their implementation in the field of preschool and primary education; 4) formation of an educational space based on the principles of the Montessori pedagogy; 5) training of pedagogical personnel for institutions working on M. Montessori's system; 6) the use of the Montessori therapy and Montessori pedagogy for rehabilitation and upbringing of a

child with special educational needs; 7) the historiographical aspect of the study of M. Montessori's creative heritage; 8) comparison of M. Montessori's ideas and the ideas of outstanding Ukrainian educators.

Therefore, the humanistic orientation of Ukraine's education system has created favorable conditions for a thorough theoretical understanding and active application of the personality-oriented Montessori methods in educational practice.

In Ukraine, educational institutions working according to the Montessori system appeared in 1992. On September 1, 1992, on the initiative of the Creative Union of Teachers of Ukraine, with the support of the parliamentary commission and the President of Ukraine, the first Montessori school was opened in Kyiv, where children from 3 to 7 years of age were taught. Today this institution does not only fruitfully cooperate with the International Montessori Society (AMI), the Montessori Society of Italy, the Montessori Society of the USA (AMS), the Princeton Center for the Training of Montessori Teachers and pedagogues-specialists in the field of the Montessori education from various countries, but also actively popularizes this method among Ukrainian educators. As a result, Montessori institutions were opened nearly in all regions of Ukraine; regional Montessori centers were created, which in 1997 merged into a public organization called the All-Ukrainian Association of Montessori Teachers. More than 500 teachers were trained on the basis of the school, and 60 people received certificates as qualified Montessori teachers (Horiunova, 2007: 34–36).

For more than 30 years the Ukrainian Montessori school model was created and adapted to the national mentality, culture, customs and traditions. It is characterized by the following features: 1) reliance on a thousand-year experience of Ukrainian education; 2) learning in organic unity with art; 3) children's physical health as a priority direction; 4) information and communication technologies and multilingual education; 5) humanistic pedagogy was born under the strict state control (Zhebrovskyi, 2007).

Currently, there are more than 150 educational institutions working on Maria Montessori's system in Ukraine. They include state kindergartens, private primary schools, clubs of children's early development, homes for orphans. A network of medical institutions, where the Montessori therapy is implemented in combination with

Montessori pedagogy, is spreading. Quantitatively, the share of Montessori institutions in private sector is bigger than in public sector. At the same time, the number of Montessori preschool institutions is many times bigger in Ukraine than the number of schools. Montessori kindergartens accept children under the age of 6 and they have been in constant demand among parents during the last decade. Ukrainian Montessori schools are mainly educational institutions of the 1st degree for children aged 6-10 and schools-educational centers that provide narrow-profile education and provide useful leisure time for children (arts, acting, language, mathematics courses, groups of general physical training). The information about the existence of classic Montessori schools for teenagers (age group 13–17) in Ukraine has not been found. The All-Ukrainian Association of Montessori Teachers (President Borys Zhebrovskyi, Head Tetiana Vakulenko) is the coordinating center for the popularization of Maria Montessori's pedagogical system, the implementation of her ideas and experience in Ukrainian education (Zhebrovskyi, 2014).

In most children's preschool institutions and primary schools of Ukraine, the educational process is implemented in accordance with the current state program «Child» and adapted Montessori methods. An important aspect of the work is the combination in practice of the State Education Standards of Ukraine, the Montessori method, and the authorial educational teaching methods. The key features of the children's preschool Montessori institution of Ukraine include: 1. The main rule: «Help me to understand this by myself»; 2. Availability of an effective educational environment (divided into zones, according to types of activities); 3. Different age groups; 4. Use of special didactic materials; 5. Absence of assessment; 6. Individual approach to the child; 7. Learning in a playful way; 8. The presence of clear rules of conduct, etc. (Udartseva, 2018).

Private kindergartens and Montessori schools in Ukraine are concentrated mainly in large cities. They provide thorough educational training, ensuring comprehensive harmonious development of a child's personality, promoting discovery of talents and abilities. The most common forms of such institutions are kindergarten + primary school, groups and centers for children's early development, specialized educational institutions for children with special needs (rehabilitation centers). They accept children from the age of 1.5 years (KidsCan Montessori children's house, 2025).

Private Montessori schools in Ukraine work on the basis of Maria Montessori's methodology, authorial programs and necessarily in accordance with the Law of Ukraine on comprehensive general secondary education (2020), State standards of primary basic and comprehensive secondary education (2019, 2020), the concept of «The New Ukrainian school» (2017). The curriculum integrates a set of subjects of the state school program and additional academic disciplines, electives, master classes and clubs. In particular, pupils can choose sports clubs, classes in photography, acting, computer animation and design, cooking and others. Most Montessori schools are full-time, but some offer half-day stays. The tuition fee is calculated in proportion to the selected time. After graduating from a private primary Montessori school, a child receives a state-standard education document and can continue studying at a traditional school.

In the last two decades M. Montessori's pedagogic system and philosophy have become an integral part of training students of pedagogical specialties at Ukrainian universities. They include, in particular, such specialties as «Educational and pedagogical sciences», «Preschool education», «Primary education», «Special education», etc. Some universities developed programs of individual academic disciplines and special courses dedicated to the outstanding Italian educator's legacy. They include: 1) «Montessori pedagogy in special education» (specialty 0.16 «Special pedagogy», Department of special and inclusive education; Lesya Ukrainka Volyn National University, Lutsk 2021; author V. F. Serheieva, Candidate of Pedagogical Sciences, Associate Professor); 2) «Maria Montessori's pedagogical technology» (specialty «Preschool pedagogy»; Department of Preschool Education, V. O. Sukhomlynskyi Mykolaiv National University, Mykolaiv 2019–2020; author I. M. Kardash, senior lecturer); 3) «Maria Montessori's Pedagogy» (specialty 0.12 «Preschool Education»; Department of General Pedagogy and Preschool Education, Ivan Franko Drohobych State Pedagogical University, 2017–2022; authors: M. M. Chepil, Doctor of Pedagogical Sciences, Professor, Head of the Department of General Pedagogy and preschool education, N. Z. Dudnyk, Candidate of Pedagogical Sciences).

We also managed to find the Program of corrective and developmental work for the preparatory class and for 1-4 classes of special general educational institutions, for

children with musculoskeletal disorders named «Montessori's World. Correction of development» (Ministry of Education and Science of Ukraine, Institute of Special Pedagogy of National Academy of Sciences of Ukraine, Kyiv 2015, author T. B. Dyshlyuk).

A significant role in the implementation of Maria Montessori's philosophy and technologies in the educational and scientific space of Ukraine is played by the teams of scientists of the departments of higher educational institutions in Ukraine (Rivne State Humanitarian University, Ivan Franko Drohobych State Pedagogical University). M. E. Rodnenok, a teacher, works in the field of special education, with children with special needs. He is a therapist of Kyiv City Center for Social Rehabilitation of Children with Disabilities and an employee of the laboratory «Early intervention technologies. Montessori therapy» of the Faculty of Special Education and Inclusion of M. P. Drahomanov Ukrainian State University.

An active study of M. Montessori's ideas and methods in Ukraine, dissemination of the experience of the First Kyiv School of this type contributed to the consolidation of Montessori teachers from different regions within various public organizations. On March 15, 1996 the Association of Montessori Teachers of Ukraine was established, which later became part of the Creative Union of Teachers of Ukraine. Since its creation, the Association of Montessori Teachers of Ukraine has been monitoring information on the activities of similar institutions in the international education system, publishing their own journal «Visnyk», providing methodological assistance to educational Montessori institutions of Ukraine, cooperating with global Montessori organizations (AMS, AMI). In 2007, a legal re-certification of the Association took place, which received the name «All-Ukrainian Association of Montessori Teachers», uniting 11 Montessori centers.

In 1998, with the assistance of the Association, LLC «Ukrainian Educational Montessori Center» (now UMC) was established on the basis of Kyiv pilot Montessori School. Its main goal is the professional training of Montessori teachers. The UMC implements two training programs for specialists: «Teacher for work with children from birth to 3 years» (Infant-Toddler); «Teacher for work with 3–6-year-old children» (Early childhood).

The training courses consist of two stages: theoretical and practical. During the first stage learners attend lectures, work with primary sources, participate in workshops, conversations, discussions, observe lessons at Kyiv educational institutions that work on M. Montessori system, receive a complete set of methodological materials, create their own works, pass current tests and exams. At the second stage (internship), the trainee works independently in the classroom under the guidance of a master teacher and instructors of the Center, applying the acquired knowledge in practical work with children. The graduates receive the «Montessori teacher» certificate. The UMC also conducts training in the specialty «Administrator (head) of a Montessori institution» (Horiunova, 2007: 33–36; Ukrainian Montessori Center, 2025).

In the conditions of the Russian-Ukrainian war, the UMC continues working. In the summer of 2022, educational Montessori institutions in Kyiv resumed their work, some of them changed their location, having moved to the western regions of Ukraine. The UMC constantly organizes various online and offline events for teachers.

Another area of activity of the UMC is holding special seminars, webinars and events for improving qualifications of Montessori teachers with the participation of leading specialists of Ukraine and other countries and educational events, master classes, seminars for teachers and parents. Before the beginning of the Russian-Ukrainian war the representative office of the Ukrainian branch of AMI was located in Odesa. It is called the Public Organization «Support and Development of the Maria Montessori Method». It is the branch of the AMI in Ukraine.

With the beginning of the full-scale Russian-Ukrainian war, in the spring of 2022 the public association «Montessori UA» was also created in Ukraine. This is a powerful team of like-minded people (Montessori teachers, therapists, psychologists, school owners, local equipment manufacturers) who decided, in response to Russian aggression in Ukraine, to provide support and development of the Ukrainian Montessori community (Montessori UA, 2025).

The efforts of the coordinators of the public association are aimed at realization of these goals: 1) Creation of an electronic Ukrainian-language library of Montessori materials: translation into Ukrainian of four books by M. Montessori «Education and

Peace» (published in October 2023), «The Montessori Method», «The Secret of Childhood», «The Absorbent Mind»; 2) Popularization of the Montessori method: completing Montessori programs for public educational institutions. The project «Lessons of Peace» is in the process of development; 3) Materials and culture (supporting Ukrainian craftsmen who manufacture Montessori materials; 4) Help for children; 5) Quality Montessori education; 6) Support of schools (promoting communication with colleagues abroad) (Montessori UA, 2025).

Conclusions. The results of the study prove that the ideas of the outstanding Italian educator M. Montessori have become widespread in the educational and scientific space of Ukraine. At the beginning of the 20th century Ukrainian educators (S. Rusova, N. Lubenets, etc.) studied and implemented M. Montessori's ideas into the educational process.

During the 1920s–1990s, the research of M. Montessori's biography and pedagogical concept was prohibited due to their humanistic orientation. With the declaration of Ukraine's independence, a revival of democratic values took place, that is why personality-oriented Montessori methods have returned to educational practice. The growing attention to Maria Montessori is evidenced by the numerous works by the Ukrainian researchers (I. Dychkivska, B. Zhebrovskyi, A. Ilchenko, M. Chepil, N. Dudnyk, etc.). The most popular objects of modern scientific studies at various levels include certain aspects of the scientist's biography, the experience of introducing her philosophy and authorial methodology into the system of preschool and school education, as well as their use in the process of studying certain educational disciplines. A comprehensive historical and biographical study dedicated to the personality of the outstanding Italian educator has not been created yet in Ukraine. The scientific-theoretical and practical studies of M. Montessori's creative heritage, pedagogical ideas and technologies are being renewed and deepened in the context of the formation of an alternative model of preschool and primary education, inclusive education, improvement of the system of professional training of teachers and educators.

At the same time, it is necessary to note that the practical application of Maria Montessori's pedagogical system and humanistic approaches precedes the study of her

heritage. The introduction of pedagogic ideas in the Ukrainian educational and scientific space is carried out by forming a network of the Montessori educational institutions. Regional Montessori centers have been organized in almost all the regions of Ukraine, which in 1997 were united into the «All-Ukrainian Association of Montessori Teachers». For more than 30 years, the Ukrainian Montessori school model has been created. Its features include reliance on thousand-year experience of the Ukrainian education; learning in natural unity with art; the priority area is children's physical health; information and communication technologies, multilingual education, etc. Quantitatively, the share of Montessori institutions in private sector is bigger than in public sector. In Ukraine the number of preschool institutions of this type is many times bigger than the number of schools. Ukrainian Montessori schools are mainly educational institutions of the 1st degree and schools-educational centers that provide narrow-profile education and provide useful leisure time for pupils. The All-Ukrainian Association of Montessori Teachers is the coordinating center for popularization and implementation of Maria Montessori's ideas and experience in Ukrainian education.

It is important that the educator's pedagogical system and philosophy became an integral part of the training course for students of pedagogical specialties at Ukrainian universities.

In the realities of the Russian-Ukrainian war public organizations play a significant role in the popularization of the Italian educator's ideas and Montessori teachers' professional training: LLC «Ukrainian Educational Montessori Center» (UMC), the Ukrainian branch of AMI – Public Organization “Association Montessori International”, public association “Montessori UA”. Of course, we could not cover all the aspects of the topic in one article. In the future, it would be pertinent to deepen the research on dissemination of M. Montessori's ideas in Ukraine and the world in a comparative aspect.

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