

The Effect of Montessori Classroom Practices on Children's Empathy and Prosocial Skills

Lila Alhashim

Prince Mohammad Bin Fahd University, Dhahran, Saudi Arabia

Abstract

Teaching empathy and prosocial skills are essential for children's socio-emotional development starting at a young age. The purpose of this literature review is to present some Montessori classroom practices that are intended to shape children's empathy and prosocial behaviors. These practices are usually viewed as the domain of early childhood education teachers. The main framework guiding this literature review is Montessori philosophy and its practices. Many of the reviewed results indicated that employing one or more Montessori practices in the classroom and at home had a positive impact on developing children's empathy and prosocial skills. These skills were mainly improved through the use of three key practices: Montessori Mixed-Age Play, Montessori and Nature, and Montessori Life Practice Activities. Implications and applications for other student populations are discussed, thereby fostering a broader implementation of the Montessori philosophy and practices.

