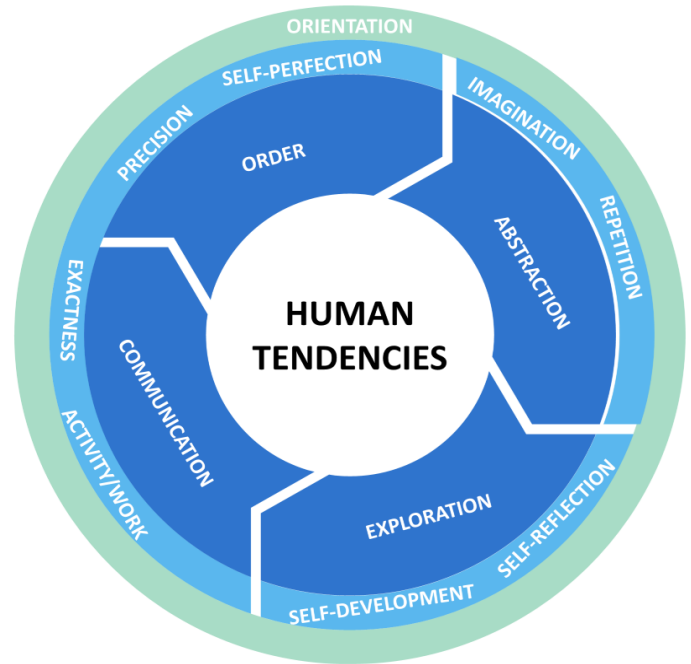


HUMAN TENDENCIES

Considerations:

1. Human tendencies are universal human traits.
2. Prepare the environment to support tendencies, by understanding the child's needs we can support the human tendencies and therefore help the child to thrive and to reach their full potential as a human being.
3. Human tendencies are order, activity, imagination, self-development, orientation, abstraction, self-reflection, exploration, communication and concentration with repetition, precision and exactness.

Montessori, and her son Mario, believed human tendencies support the child with their development. These universal human traits lead a human in their development and are all interconnected. These tendencies are present from birth and last throughout a lifetime (Montessori, 1936/1983; Montessori, Mario, 1956). These tendencies consist of order, activity, imagination, self-development, orientation, abstraction, self-reflection, exploration, communication and concentration with repetition, precision and exactness. Mario (1956) argued that tendencies can be fostered or impeded, depending on the educational approach. The characteristics develop depends on the conditions of our lives, as in nature and nurture are constant partners of human development. The tendencies manifested themselves in sensitive periods, unique windows of opportunity when children develop certain skills and interests driven by the 'hormic impulse' – an inner drive that is present particularly during the first years of life.



How parents can support their child's human tendencies.

An orderly environment, helps a child develop sense of internal order which brings security; activity & exploration is supported by providing a safe, sensory rich environment; with orientation a child wants to know where they can go and how to get back; painting, crafting, drawing, music, storytelling are all constructive ways to use imagination; child's innate need to manipulating/self-development to touch, hold, and shape their environment; repeating certain tasks over and over again helps them work toward mastery of that task, and develop focus; children have an innate tendency to seek "perfection" in their work and use manipulation of objects, order, repetition to achieve a satisfying sense of exactness; communicating by sharing inner thoughts, feelings and passing information. A child uses facial expressions, gestures, and speech to communicate their basic needs.

The child explores his environment and is drawn to a certain material or task. This idea of perfection is in the mind of the child, not something assigned by a parent or teacher. Children experience a deep sense of satisfaction and joy when they are allowed to work until they have achieved what they feel is perfection. Self-motivated children are calm, focused, and satisfied than those being steered against their inner currents.

References:

- Montessori, M. (1936/1983). *The secret of childhood*. London: Sangham Books Ltd.
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