ALTERNATIVE EDUCATION APPROACHES AND THEIR EFFECTS ON THE LEARNING SPACE

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Abstract
The history of alternative education started from the ideals of social reformers and individualists, who shared the same interest in social, moral, and emotional development intellectual development of young people and who have practiced innovative educational approaches that have aimed primarily at insufflation and that education should follow the natural growth of the child rather than the requirements of society, requirements which in his opinion tended to frustrate all that is organic, natural and spiritual. This emphasis on the innate development of human nature has become the primary philosophical basis for many alternative movements in education. It has influenced progressive educators as well as generations of libertarian thinkers.

Key words: *Alternative education approaches, educational space, learning space, educational methods.*

JEL Classification Codes: A

1. INTRODUCTION

In the current conditions in which the school is no longer the only provider of education and the need to provide quality educational services in step with the present and future needs of a constantly evolving society, European education systems are looking for solutions to meet the particular needs of children and educational communities of which they are part, starting from the idea that it is essential to offer them to their parents the freedom of choice regarding the educational path of one's own children but also attractive options for a successful educational path.

Questions like: What kind of learning environment is right for my child? What kind school to choose for my child? To choose to educate my child outside the institution of tuition? What risks do I take in this case? they involve a number of important decisions for parents and in the current context, characterized by a lot of options available with significant differences in approach teaching and learning processes, each parent must decide which approach would best meet the needs of his child and the values of his family. Alternative education is a form of organizing the teaching process, which provides a another organizational variant than the one from the official school.

The term alternative education describes different approaches to teaching and learning, others than education provided by the state, usually in the form of public or private schools,with a special, often innovative curriculum and a flexible curriculum that is based largely on the individual interests and needs of the student. Practically, alternative education covers all educational activities that do not fall into traditional school system, including special programs for school dropouts and students gifted, home schooling, as alternatives to education systems provided by the state.

All over the world, we find a wide range of alternative forms of education, rooted in different philosophies. Thus, the landscape of alternative education is very fragmented, which makes it difficult to quantify the number of students in schools and alternative programs. Networks large, global, alternative schools, based on particular educational concepts, such as Montessori and Waldorf / Steiner pedagogy, coexist in alternative education, as well as in individual alternative schools. In addition, several states have created one legislation that makes room for and funds alternative schools and education programs alternative.

2. LITERATURE REVIEW

The best known educational alternatives are Montessori, Freinet, method Charlotte Mason, Step by Step, Waldorf / Rudolf Steiner, Plan Jena, Regio Emilia, Theory of multiple intelligences, homeschooling, etc.

2.1 Montessori pedagogy

Montessori education wants to help the child develop into an adult human being complete, comfortable with herself, with society and with humanity as a whole. In time what the traditional approach of current education remains focused on transmitting a prescribed volume of knowledge, Montessori education focuses on supporting and supporting the natural process of human development. This is done by understanding that the human being has a great predisposition to learn things he needs to become an integrated member of society. For education Montessorri, the essence of the human being, character development and personality integration as a whole, they are approached as values that must be instilled in children through education.

2.2 Freinet pedagogy

In Freinet's vision, the student is the one around whom the whole activity takes place. Teachers need to adapt to the needs of students and take them into account their interests and inclinations. The essence of Freinet pedagogy has the individual at its center as well as his interpersonal relationships. The typology of education promoted by Freinet is learning focused on solving problems by groups of students, below guiding teachers.

2.3 Pedagogy through the Charlotte Mason method

The Charlotte Mason method is based on the firm belief that every child is a person and we must educate his whole person, not just his mind.

2.4 Pedagogy Step by Step

It is based on the individualization of education, on the organization of the activity on centers activity and the involvement of the family and the community in the activities of these schools.

2.5 Waldorf Pedagogy / Rudolf Steiner

Waldorf School is a school where the education of the student is done in a way integrative, by maximizing the individual potential, both cognitive and aptitude, harmonizing the inside and

outside of the human being through the whole educational process carried out. School subjects are not seen as an end in themselves, but as educational means, for which students are not awarded grades or grades receiving at the end of the school year a characterization written by the teacher or teachers.

2.6 Pedagogy through the Jena Plan

Education based on the principles of the Jena Plan develops and puts into practice the idea of linking directly the school life of the student and the entire educational community, to base learning from the direct experiences of the student, thus appealing to natural learning and to individualization in the educational process and to treat global reality as it is perceived by the student.

2.7 Pedagogy Regio Emilia

The principles of the Reggio Emilia education system start from the idea that students must to have control over the learning process, they must have the chance to discover the world through touch, movement, hearing, seeing and listening and must have the chance to collaborate with other children and have materials that they can explore.

2.8 Pedagogy through the method of the theory of multiple intelligences

The theory of multiple intelligences starts from the idea that for the choice of strategies it is necessary to know the intelligence profile of students and find out their strengths and weaknesses.

Thus, we need to expose students to some early different learning environments, belonging to the fields that determine different intelligences, thus students will focus on those areas that suit their intelligence and which it gives them chances for evolution and development.

2.9 Home-schooling pedagogy

Represents the process by which a child learns at home (does not go to school) with a parent or teacher, according to traditional or alternative methods. "Between 1 July 2018 and 1 July 2019 there was an overall net increase of 275 students; 1,347 students entered into homeschooling and 1,072 students finished homeschooling.

The average age of the 1,347 students entering into homeschooling was 9 years old, 82.6% were aged 12 or under and 1.1% were age 16 or above. Of the students entering homeschooling during the year ending 1 July 2019, 71.8% identified as European/Pākehā, 15.1% identified as Māori, 3.3% identified as Pacific, 2.6% identified as Asian, and for 0.4% of homeschoolers ethnicity is unknown.

The average age of the 1,072 students finishing homeschooling was 13 years old, 44.8% were aged 12 or under, and 23.5% were 16-years old or above. Of the students finishing homeschooling during the year ending 1 July 2019, 28% had been in homeschooling less than a year, 37.9% had been in homeschooling for 1 – 5 years, and 12.2% had been in homeschooling for 10 years or more. The average time spent in homeschooling of leaving students was 3.9 years."

3. RESEARCH METHODOLOGY

Alternative education, emphasizes respect for children's rights and is based on Innovative educational projects involving a range of educational materials that encourages collaborative, participatory and personalized teaching methods. Schools that offer alternative education are organized as community schools, involving a wider community, as well as the families of

students who are invited to play an active role in the school activities and in the learning activity of their children. Besides schools alternatives that are part of the wider networks, there are many alternative schools individuals around the world such as:

- Brockwood Park School, founded by Indian philosopher and educator Jiddu Krishnamurti in 1969, which is based on a strong ethic and which focuses on both academic excellence and spiritual development through exploring the balance between freedom and responsibility, meditation that frees from egocentric action and inner conflict, as well as appreciation and nature conservation;
- Schools modeled on the pedagogy of the French educator Célestin Freinet, who considers the child's natural interest and curiosity as a starting point for learning and try to use children's real experiences as opportunities authentic learning;
- In Freinet schools, students are familiar with democratic self-government to take responsibility for themselves and their community. Today, Freinet schools exist mainly in France, Belgium and Germany, often as schools alternatives within the public school system;
- Jena plan-Schule, founded as a progressive education project in 1927, is it is based on three basic ideas: autonomous student work, living and learning in a community, and the participation of students and parents in school life. Learning takes place in mixed age groups. A typical school day consists of a 100-minute block in which students work on an interdisciplinary project, while the autonomous student works on self-chosen projects as well as a series of ritualized moments of deliberation, play and celebration. Today, modeled schools on the original Jena plan it exists in Germany and the Netherlands, but it does not form a network organized;
- PROTIC, an alternative school within a Quebec City state school, Canada was founded in response to parental demand for modern forms and constructive learning. Organizes the development of social skills, cognitive and meta-cognitive through sustained interdisciplinary learning projects of ICT. In small groups, students solve interdisciplinary problems through active research, investigation and experimentation, works complementary group and presentation of results. Evaluation using headings and portfolios serve to develop meta-cognitive skills seen as a a prerequisite for lifelong learning.

All alternative schools have learning environments designed to offer a wide range learning resources and to facilitate individual learning as well as collaboration.

Because alternative models of education tend to emphasize the relationship between learning effective and the emotional well-being of the student, they pay special attention to the side aesthetics of learning environments. The architecture of the Waldorf school reflects the wide range of creative and artistic approaches to learning through color and shape (using paint, clay, wood and metal), song and dance.

In Montessori pedagogy, learning takes place in bright, warm classrooms welcoming, full of plants, art objects and books, especially comfortable and which offers maximum independence, with a wide variety of materials ready to use as students select them. In addition, most classrooms include a library, as well as ways in which children can interact with the natural world, by usually through a pet or a small and beautifully landscaped garden.

Instead Waldorf education opposes the use of computers in learning environments up to eight classes, while modern Montessori rooms even at elementary level, they often include ICT learning opportunities. Because students in alternative schools are given considerable freedom to choose the subjects to study, alternative education often uses community as a deliberate

extension of class hours, and students use various school and community resources, human resources, natural resources and institutions to enrich their own education. Given the range of different conceptions about learning and teaching in schools whereas all models of alternative education are student-oriented, the teachers of these schools are never seen as mere teachers teaching curriculum, the role of the teacher ranging from being a coach on the side that students take can rely on a provider, organizer and manager of personalized learning in environments of experimental learning.

Basically, it is the teacher's responsibility to work on the balance between support and intrusion and know when not to interfere with a child's activity. Any activities initiated by teachers must be introduced in a non-invasive way, because teachers need to recognize and pursue the interests and needs of the child and beyond case, to help the child in solving them.

Thus, if Waldorf-Steiner pedagogy with a strong emphasis on development emotional and ethical development of students, is based on long-term student-teacher relationships, which allows teachers to better respond to emotional and emotional needs development of each child, the role of teachers in Montessori schools is more indirectly, one of their main tasks is to prepare a learning environment stimulant, consisting of independent learning materials suitable for certain stages of children's development.

Most alternative schools enjoy considerable freedom in design educational programs. A visible community among most alternative schools it is their attempt to teach an integrated curriculum that does not strictly separate the fields rather, it emphasizes the interconnections between disciplines.

Thus, if the Montessori curriculum follows an integrated thematic approach, linking together separate disciplines in the study of the physical universe, the world of nature and experience human, Waldorf school curriculum is organized as an upward spiral, a lesson long begins each day with a focus on a topic for a few periods weeks, each subject being subsequently taught over a period of several weeks at a slightly higher level each year and all students participate in all core subjects, regardless of their talent or interest, because Waldorf education is committed to the idea that every human being needs a basic understanding of the world.

Dalton schools try to individualize learning as much as possible into one defined but flexible curriculum. In all areas of learning, the study takes place from one to one, in small groups or as part of whole class activities. Whenever it is possibly, children are encouraged to become active and independent, to write their own books to carry out independent research projects in social studies and sciences, to lead community service projects, paint a mural or do shows in a dance project.

At the Beatenberg Institute in Switzerland, the program is transmitted through elaborate sections which define the levels of competence in various fields. With the help of teachers, students are encouraged to identify their level and set goals specific and measurable for themselves so as to reach the next level. to At the beginning of each week, students write down their goals in a plan weekly learning and with the help of teachers formulate specific activities for work alone or in small groups.

All these learning activities are completed with intensive trainings led by teachers and with special study days that help skills development and knowledge acquisition. In terms of student assessment, alternative schools share the belief that all students learn most effectively when they are interested and motivated for a particular subject or project and this basic paradigm of alternative education shapes form, function and culture of evaluation in alternative schools. All alternative schools are focuses on the student and on talents, interests, and learning style its

specific learning speed. The social comparison between children is discouraged and for this reason, traditional forms of summative testing and evaluation are common. Alternative schools tend to focus on individual and criteria-based forms of assessment, such as learning reports, learning journals and portfolios, in which students documents and reflects their own learnings.

In Waldorf pedagogy for example, standardized testing is considered problematic, especially in elementary years, because it is believed that such testing does not measure children's valuable attributes, such as curiosity and initiative, creativity and imagination, goodwill and reflection ethics and in Montessori schools traditional models of evaluation are discouraged it would be grades and tests, which could damage a child's self-concept.

In terms of their critical perspective on traditional summative assessment, schools Alternatives have devoted considerable thought and creativity to development, testing and improving alternative forms of evaluation appropriate to their general philosophy. schools alternatives have developed elaborate forms of feedback and qualitative analysis of student performance, which tends to be provided as either skill lists or headings, activities and critical points, either as narratives of achievements, strengths and needs development of a student, providing the student and his parents with detailed information about improving these needs or the need to develop these needs.

4. CONCLUSIONS

The alternative education approaches are called new educational approaches. The spatial arrangements of these educational approaches are the most noticeable points. In this study, three alternative education approaches are discussed. These three approaches focus on spatial arrangements caused by educational philosophies. The main purpose of the study is to examine the close relationship between educational philosophies and educational spaces.

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