

ENRICHMENT OF VOCABULARY

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INTRODUCTION

Vocabulary is the totality of words in a language. Vocabulary refers to many terminologies and the different kind of expressions that we use. Enrichment of vocabulary means we give the child a Bank of words. Through this they would be able to express themselves, their ideas, their feelings and thoughts with clarity.

IMPORTANCE

Early on in life children realise that everything around them has a name. The absorbent mind of the child absorbs and takes in things from the environment in totality. In the first plane of development they question everything around

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them, they keep asking what? This is because the child is very inquisitive and wants to know the name of the object. The child does not get tired at all; he keeps on repeatedly asking us the same question many times. They keep pointing out and keep asking again and again for confirmation. They associate with things in the environment by learning their names, names are essential for everyone and it's very important for children too.

According to Dr Montessori the spoken language is a result of inner construction, language is not learned it is created within the child. The child absorbs the words associated with things in the environment and recreates the language within him. The child understands much more than what we would think, the child takes in everything and one day they suddenly start talking and Montessori refers to this as explosion of words.

EXPOSURE TO RICH LANGUAGE

Children start understanding language from a very young age, and if we start using rich words and vocabulary the child takes in everything in totality. It is important that we cultivate the ability to know the precise terms for the things around us and use it appropriately because children absorb everything around them. We need to be careful as to what we speak around children because they tried to keep our attitude, expressions, and words. We don't realise this until it comes out of their mouth suddenly one day. They might look that they don't understand anything but the truth is they understand everything and they try to speak as well. They just repeat whatever we say children don't filter. So it's important that we must use rich vocabulary and beautiful words.

RETRIEVAL AND CLASSIFICATION

The child needs to classify the vocabulary around him for easy retrieval. They need to actively and regularly use the vocabulary otherwise it settles down that is they forget. The child who comes to the Casa at 2 and a half has already seen things and is an experienced child, so it's important for him to know the names of the things around him precisely, it is an urgent need for the child to build his vocabulary. It is important that enrichment happens both quantitatively and qualitatively.

ABSTRACT MIND

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Absorbent mind finds nothing complicated it doesn't find anything difficult everything is simple for the absorbent mind. Montessori says that words that humans use are so powerful because it expresses abstract knowledge and ideas. Words that are created by humans are very powerful. The child enters into the world of vocabulary since birth. For the child to take these words and use them efficiently there must be experience. It is always experienced first followed by language. The child is under the influence of sensitive. For language so the desire to repeat and come back for more language is essential.

LOVE FOR THE ENVIRONMENT

Environment is the only source for enrichment of language so the connect with language happens automatically. The child gets rich language from the environment, the relationship between the child and the environment is love and the relationship is also emotional. The child is creating the language and adapting himself to the environment. The objects that are related below to his life and his culture must be a part of his environment because foundation for good language can be laid only early on in life. Montessori compares the language to a good silk fabric likewise we need to feed the children good quality of words she also goes on to say that language is a marvel of humanity. This will help them to express with clarity and deepen their understanding

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It is important to give children appropriate vocabulary, what they experience everyday is somehow connected to appropriate vocabulary. It builds the ability to express their feelings and thoughts. This is something that is unique in us humans. It helps us to express complex terms with a lot of clarity, this kind of effective communication is important and we must give children such opportunities to express their ideas and thoughts. Because of this they grow on to become adults who express confidently. It's important that we offer precise words it must be spoken and offered with lot of clarity, also the language must be clear and simple, it need not be fancy, and we need to use the right words instead of generic terms.

CLEAR SPEECH

Indirect speech affects the child the most. In the Montessori environment such speech can come from adults and other children too. There must not be any distractions for the child when we speak. We adults generally speak so fast with our mind so cluttered so that it sometimes doesn't make sense at all. We

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must just forget everything when we enter the Casa and we need to go down to the level of the child and talk to the child with clear language. We need to go down on our knees or bend down and talk to the child so that the child can watch our lip movements. We should never shout but talk gently. Our speech should not overwhelm the child. We need not simplifying terminologies because the absorbent mind can absorb everything. If it is too complex we can just avoid it. We must always remember to use extensive and beautiful language. When we offer vocabulary it must be associated with their experience and life, we don't have to expect anything from them or ask them too many questions, and it comes to them with experience. We offer precise terms in practical life activities like jug tray Mat

Usually before the presentation we layout the materials and give the child language so that they become familiar when they use it this is a good way of offering language to children.

SENSORIAL AREA

Another important aspect is sensorial. We need to use precise words along with names and colours of the objects. In the sense oral activities we offer names before using materials. We only offer names after the child gets enough experience using those materials. We also give them comparatives and superlatives. All this knowledge is given only through experience not as grammar lessons, or not as teaching because it only comes through experience. This helps them to understand the idea with precision later on we can start giving them words so that their experienced mind can understand it well.

KNOWLEDGE

Chemistry geography botany etc are areas derived from experiences of human knowledge, these are cultural aspects of everyday. These are also offered with experience. Names of Animals, birds, paintings etc should be should be something they are familiar with and easily found in their environment. it must be from their immediate world. We can begin with things founded their environment and later on go onto complex things.

PATRIMONY OF WORDS

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Patrimony of words is the vocabulary or language that passes on through generations. It is the birthright of the child. It must be offered to the children. These are the words that are used by the child in the environment. These words are absorbed by the child and it is passed on to the next generations. Just like how we would inherit wealth, the children inherit words.

HOW DO WE OFFER THESE EXPERIENCES?

A) Naming objects in the environment

When they come into the Casa at two and a half years, we can take them around the environment and name the objects in the environment. Take them in a small group and Orient them about their environment. Offer names in context you can also play a game, roll out a mat and ask them to bring an object, this game is played in a group and we must establish the ground rules prior to starting the game.

By playing this game we familiarise them with the environment which leads to forming a good bond with the environment and developing security.

b) Social language

We can teach them how to function as a society we can create a situation where we can tell them how to ask a question? How to say things that will help them live congenially in a social atmosphere.

Qualities in the environment it is mostly related to sensorial areas, it is offered through a three period lesson. We use a lot of descriptive words when we talk it is always precise. These are the qualities we use with the children we offer have oral presentations nothing is written.

c) Parts of speech

We can offer words casually through a game and give each child a turn to do actions. We can introduce verbs. In this game we say something and the children have to do it. We are isolating parts of speech and offering to the children. We can also play games with adverbs. Likewise we can also use prepositions conjunctions etc. We only offer the concepts to the children and this can be done at the age of three and onwards, we do not have to explain it to them. We can offer objectives like bring me a pink towel or bring me a blue

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pencil. We need to use the outdoor environment too not only the indoor environment.

CONCLUSION

The Childs experiences are like a basket, the rich language that we offer are like the handle of the basket which is full of experiences. The child holds on to the experience throughout their life, they can carry them and use them whenever they want.