THE USAGE OF GUESSING STRATEGY IN VOCABULARY LEARNING

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Annotation: *The article examines different learning strategies and gives detailed information about guessing strategy in language learning. Moreover, the use of guessing technique in vocabulary, strengths and weaknesses of guessing, practical ways for teachers to teach students about guessing principles are also discussed with clear explanations.*

Key words: *language, vocabulary, learning strategy, prediction, context.*

Аннотация: *В статье рассматриваются различные стратегии обучения и дается подробная информация о стратегии угадывания при изучении языка. Кроме того, с четкими объяснениями также обсуждаются использование техники угадывания в словарном запасе, сильные и слабые стороны угадывания, практические способы обучения учителей принципам угадывания.*

Ключевые слова: *язык, словарный запас, стратегия обучения, прогнозирование, контекст.*

Annotatsiya: *Maqolada turli xil o'rganish strategiyalari ko'rib chiqiladi va til o'rganishda taxmin qilish strategiyasi haqida batafsil ma'lumot beriladi. Bundan tashqari, lug'atda taxmin qilish texnikasidan foydalanish, taxmin qilishning kuchli va zaif tomonlari, o'qituvchilar tomonidan o'quvchilarga taxmin qilish usullarini o'rgatishning amaliy jihatlari ham aniq tushuntirishlar bilan muhokama qilinadi.*

Kalit so'zlar: *til, lug'at, o'rganish strategiyasi, oldindan taxmin qilish, mazmun.*

INTRODUCTION

In every language there are a variety of learning strategies to teach students and to learn a particular language. Teachers and students may choose a language learning strategy according to their preference, style and the level of language knowing. As it is obvious, no learning strategy is considered the best one to teach a language because each student has different approach to studying, so a teacher must manage a classroom taking students' level into consideration. Mainly, there are some learning strategies that work effectively in teaching atmosphere and they are Communicative language teaching (CLT), Task-based language teaching (TBLT), Content and language integrated learning (CLIL), Cooperative Language Learning (CLL), The Direct Method.

I.METHODS

Brown gave very clear description to learning strategies 'learning strategies as processes that may contribute directly to learning'[1]. Chamot said 'processes,

techniques, approaches, and actions that students take to facilitate the learning and recall of both linguistic and content areas of information'[2]. Learning strategies are divided into two main groups:

- Cognitive learning strategy
- Metacognitive learning strategy.

Cognitive LS – strategies that improve a learner's ability to process information more deeply, transfer and apply information to new situations, and result in enhanced and better-retained learning. These include repetition, organizing a new language, summarising meaning, guessing meaning from context, and using visualization for memorising.

Metacognitive LS – learning strategies that control, direct and regulate the learning process. These types of strategies include thinking about learning processes: planning, monitoring, evaluating and regulating them[3].

Guessing strategy belongs to cognitive learning strategies. Guessing techniques are often employed for deducing the meaning of unknown words in situations where language learners lack the requisite vocabulary, grammar, or other linguistic knowledge to comprehend a given text. According to Oxford University, guessing strategies can be made based on a wide range of clues; namely, linguistic and nonlinguistic clues. Language learners discover the meaning of a new word based on interpretation of its immediate text, which is one or two words before or following the unknown word. Learners also apply other linguistic clues, such as semantic or syntactic knowledge to find the meaning of new words. When it comes to nonlinguistic clues, language learners use the knowledge of context, text structure, and general world knowledge[4]. Guessing strategies are the methods and steps individuals use to infer the meaning of words within a certain context when reading or listening, primarily to understand the text. Guessing becomes necessary when encountering unfamiliar words while reading or listening in a second language. A language learner's ability to guess accurately is affected by several factors, including knowledge of vocabulary, as language learners rely mainly on vocabulary, and rarely on syntax clues, in their guessing. The fact that the guessing strategy is often encouraged is not surprising considering the enormous number of words in the English language, the size of the average adult's working vocabulary, and the number of words one needs to know to recognize a reasonably high percentage of words on the average written page. Webster's Third New International Dictionary, for example, contains 460000 words, and this number does not include plural forms of nouns, different present and past tenses of verbs, neologisms, and some technical terms[5]. The average person's actual passive and active vocabulary is much smaller, but still essential. Although estimates of the size of the working vocabulary of the average English-speaker vary widely, commonly accepted figures around 20,000 words[6]. Word frequency counts indicate that this number is more than sufficient for understanding the vocabulary of most non-technical texts, although estimates again vary. According to one, for example, the 25

most common words account for one-third of the words on a page; 135 words takes one up to 50%. After that, the number of words needed increases in lognormal distribution. So, while it takes 2500 words to cover 78% of the page, vocabulary size has to be doubled to 5000 to reach 86%, and doubled again to 10,000 to cover 92% of the text. However, Nation's claim that the 2000 most frequently occurring words account for 87% of the average text, and that 2800 will account for 95%, is widely accepted today. Inspite of the exact size of a native speaker's vocabulary, it is obvious that the average second or foreign language learner faces a big challenge in trying to match it. It is not surprising that the primary reason given for encouraging usage of the guessing strategy is the perception that it is the only reasonable way for learners to learn enough words to form suitably large active and passive vocabularies.

II.RESULTS

There are several ways of using guessing strategy in different situations and this causes different results. Fluent speakers often use guessing as a way to fill in gaps in their understanding. For language learners, guessing can be a useful skill to overcome language barriers and improve vocabulary. One of the effective methods of guessing in language learning is context clues. By paying attention to surrounding words, phrases, and sentences, language learners can often make educated guesses about the meaning of unfamiliar words. For example, if a reader sees the phrase " souverain" in a French text, they may guess that "sovereign" means "independent" based on the context and their knowledge of similar words in English. Using cognates is another way to use guessing strategies in language learning. They are groups of words that have similar forms and meanings in different languages. For example, the English word "communication" is similar to the Spanish word "comunicacion". Language learners can make educated guesses about the meaning of unfamiliar words in a new language by recognizing and using linking words. Language learners can also use prediction strategies such as word roots and prefixes. For example, knowing that the Spanish word "hablar" means "to speak" and the prefix "re-" means "again," the reader would not see that "rehablar" means "to speak again." can guess. the previous word. Making educated guesses about the meaning of unfamiliar words and phrases is a valuable skill for language learners to develop. However, there are certain situations where estimation can be particularly useful. For example, when reading a text in a new language, it can be helpful to use guessing strategies to understand the general meaning of the passage. Instead of getting stuck on every unfamiliar word, students can make accurate guesses based on context clues and their existing knowledge. This helps students improve their reading comprehension and gain confidence in tackling more difficult texts. Another situation where guessing can be useful is when speaking or listening to a new language. If a learner comes across an unfamiliar word in conversation, they can use context clues and their existing knowledge to make an educated guess about its meaning. This helps learners maintain the flow of the conversation and continue to develop their language skills in real time.

III. DISCUSSION

Let's discuss some detrimental consequences of using guessing strategies. Firstly, a student may understand the information in an inaccurate way, as a result, he or she can misunderstand the whole language or information. Secondly, constantly usage of guessing technique can be the main root of difficulty in advanced texts. In other words, when students rely on guessing, they may struggle with more advanced texts that contain complex or unfamiliar vocabulary, hindering their ability to comprehend and engage with challenging materials. Finally, guessing does not encourage critical thinking or problem-solving skills. Students may become accustomed to taking shortcuts rather than engaging in deep, analytical thinking.

CONCLUSION

To conclude, as it can be seen from the article, scholars of different nations have given different definitions to the guessing strategy. In general, the guessing method has been found to be very useful in many situations and its use depends on the ability of the language learner. It has also been said that language learners use linguistic and non-linguistic methods of guessing. However, using the guessing method leads to undesirable situations in the student, such as confusion, not understanding the general meaning, not knowing the pronunciation and grammar of the word, descending analytical thinking.

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