



The Benefits of Implementing Guessing Strategy in Vocabulary

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Abstract: 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.

Keywords: language, vocabulary, learning strategy, prediction, context.

I. INTRODUCTION

Vocabulary is a key aspect of language, which refers to the collection of words and phrases that a person knows and uses to communicate with others. It includes all the words and phrases that make up a language, including nouns, verbs, adjectives, prepositions, adverbs, conjunctions, and participles. The importance of vocabulary in a language cannot be overstated. It is a building block of communication and plays an important role in how well a person expresses himself and understands others. A strong vocabulary is essential for effective reading, writing, speaking, and listening skills. There are several ways to acquire vocabulary in a language. One of the most common ways is to influence the language. This can be achieved by reading books, newspapers and magazines, watching TV shows and movies, listening to music and podcasts, and talking to native speakers.

Another way to acquire vocabulary is through formal teaching. This can be done through language courses, textbooks and online courses. Formal instruction helps students understand the rules of grammar and syntax, as well as learn new words and phrases. A person's vocabulary can vary greatly depending on his level of knowledge, his attitude towards language and his personal interests. It is estimated that the average adult English speaker knows about 20,000-30,000 words, while a highly educated person may know more than 50,000-60,000 words. Having a large vocabulary is beneficial in many ways. It allows people to express their thoughts more clearly and effectively, to understand more complex texts and conversations, and to appreciate the nuances of language. A rich vocabulary also improves cognitive skills such as memory, reasoning and problem solving. However, simply knowing a large number of words does not necessarily make one a good communicator. The ability to use vocabulary correctly and correctly is equally important. This includes understanding the connotations and nuances of words, as well as the appropriate context for their use. One of the difficulties in learning vocabulary is the large number of words that exist in the language. For example, English has over a million words, making it one of the largest vocabularies of any language. This can be very difficult for students, who may struggle to remember and use all the words they come across. To overcome this difficulty, students can focus on learning words that best suit their interests and needs. This can include making word lists, using flashcards, and practicing new words in context. Learners can also use online resources such as dictionaries, thesauruses, and vocabulary building apps.

II. METHODS

Truly, languages are based on words. It is impossible to imagine a language without vocabulary, so words are an inseparable part of any language in the world. In addition, there has been a long debate in the field about the most appropriate approach to teaching and learning vocabulary. It was important for teachers and students to remember that learning a word involves not only knowing its meaning, but also its form and usage. Vocabulary can be learned and taught in a variety of ways; i.e. accidentally (directly) or intentionally (implicitly). Thornbury argued that indirect teaching of vocabulary, such as exposure through reading, is better than teaching it explicitly. Also, it is better to learn vocabulary by accident rather than on purpose [1]. Guessing strategies are an important skill for language learners to acquire and develop. It involves using context clues and prior knowledge to determine the meaning of unfamiliar words. This strategy is especially useful when new vocabulary is encountered in a reading or listening activity.

1. Clues for definition: This is a direct explanation of the meaning of a word in the text. For example, "The main character was an introvert, he preferred to spend his evenings alone with a book." In this sentence, the word "introvert" is defined as someone who prefers solitude.
2. Synonym Clues: These are words or phrases that have a similar meaning to the unknown word. For example, "The politician was known for his dishonesty and corruption." In this sentence, the word "famous" is synonymous with words that are bad or famous for negative reasons.
3. Antonyms: These are words or phrases that have the opposite meaning to an unknown word. For example, "The athlete was quick and agile, easily outmaneuvered his opponents." The words "quick" and "quick" in this sentence are antonyms of rude or awkward.
4. Example Clues: These are sentences or phrases that provide examples or pictures of the unknown word. For example, "The chef's culinary skills were evident in the delicious food he prepared." In this sentence, the expression "cooking skills" is an example of the chef's experience in cooking.
5. Inference Cues: These are cues that require students to make educated guesses based on their prior knowledge and understanding of the text. For example, "The doctor prescribed an antibiotic for the patient's infection." In this sentence, the reader can infer that an antibiotic is a type of medicine used to treat infections.

Using these context clues, students can make accurate guesses about the meaning of unfamiliar words. However, it should be noted that the guessing strategy is not reliable and may lead to misinterpretation of the text. Therefore, learners should use this strategy in conjunction with other vocabulary acquisition methods, such as looking up unknown words in the dictionary or asking the teacher or tutor for clarification. An important variable was the learner's working memory capacity. For example, the results of various studies on guessing from context have shown that guessing helps learners maintain vocabulary. Another variable was that the students should know that guessing from the context does not give the correct meaning because it gives a positive reference to the meaning rather than the exact meaning of the words. Unfortunately, other studies have shown that context itself is variable. For example, Beck et Al noted that even contexts differ. Some contexts helped to clarify the meaning of the word, while others did not [2]. Thus, this was a shortcoming that should be recognized as problematic and could affect the performance of the estimate. Finally, others have argued that this type of context can be variable. For example, guessing from general and natural contexts is different from guessing from contexts specially constructed for a particular purpose. Therefore, it is important to keep this in mind, especially for teachers. In addition to context clues, students can also use their prior knowledge and experience to guess the meaning of unfamiliar words. For example, if a student comes across the word "photosynthesis" in a science textbook, they may assume that it is related to plants and energy production, based on their prior knowledge of biology. Another effective way to develop a guessing strategy is extensive reading. By reading a variety of texts, students can encounter new vocabulary in context and use contextual clues to determine meaning. It also helps students build their background knowledge and understanding of various topics, which helps them guess the meaning of unfamiliar words. Moreover, guessing, from

the context, could be learned deductively, which was more suitable for young learners, or inductively which was suitable for teaching learners how to use clues successfully [3].

Guessing strategies can also be practiced through vocabulary games and activities. For example, students can play word association games where they guess the meaning of a word based on its association with other words. They can also create word networks or mind maps to link new vocabulary to related words and concepts.

III. RESULTS

Guessing is an important strategy for language learners to acquire and develop. It involves using context clues and prior knowledge to determine the meaning of unfamiliar words. This strategy is especially useful when new vocabulary is encountered in a reading or listening activity. In this essay, we will look at how to use guessing more effectively, the strengths and weaknesses of using guessing in language learning, and how guessing can be taught. In order to use prediction more effectively, students need to practice and develop their skills. Krashen inspired Smith and Goodman's outline of ideas about how to deal with new words in context. First, students should try to skip the word. However, if it seemed important to the meaning of the context, they had to infer the meaning from the context. Later, when the student works on the text, he will find out whether the guess makes sense or not. If this is not the final solution, readers could check their dictionaries [4]. By reading a variety of texts, students can encounter new vocabulary in context and use contextual clues to determine meaning. It also helps students build their background knowledge and understanding of various topics, which helps them guess the meaning of unfamiliar words. Another way to use guessing more effectively is to use different context clues. In addition to definition, synonym, antonym, example, and conclusion, students can use other types of context cues such as punctuation, tone, and structure. For example, when a word is italicized or bolded in text, it can indicate that it is important or has a special meaning. If a sentence has a sarcastic or funny tone, it can give a hint about the meaning of some words.

Like any language learning strategy, guessing has its strengths and weaknesses. One of the strengths of guessing is that it allows students to acquire new vocabulary in context, which helps them remember words more easily. Guessing also encourages students to use critical thinking skills and make connections between different words and concepts. However, guessing also has some weaknesses. For example, it can lead to misinterpretation of the text. Students may rely too much on guessing and fail to develop other methods of acquiring vocabulary, such as looking up unknown words in the dictionary or asking the teacher or tutor for clarification.

Prediction techniques can be taught in a variety of ways. Whether guessing words from context was useful or not still needed to be taught in classrooms. Students, especially advanced students, were advised to learn how to guess in the best place for this acquisition, which is the classroom. Therefore, teachers should first be trained in how to effectively teach students to guess. A variety of strategies have been proposed for teaching guessing. For example, Nation recommended that teachers improve students' guessing skills through the following steps:

1. Allowing students to choose text that they are capable of.
2. Encourage them to read more.
3. Teach to read correctly and fluently.
4. Teach to guess unknown words from the context [3].

One way to teach guessing is to clearly teach different types of context clues and give examples of how to use them. Teachers can also model and provide feedback to students on how to use guessing in reading and listening activities. Another way to teach guessing is to use games and activities that encourage students to practice their skills. For example, teachers can play word association games where students guess the meaning of a word based on its association with other words. They can also create word networks or mind maps to link new vocabulary to related words and concepts.

IV. DISCUSSION

The Guessing strategy enabled students to use the target language for meaningful purposes; developed students' reading comprehension skills and also improved their concentration while reading the text so that they can be more active and interested in learning reading comprehension. Guessing is an important strategy for language learners to acquire and develop when it comes to reading. It helps students understand the meaning of unfamiliar words and phrases by using context clues such as definition, synonym, antonym, example, summary, punctuation, tone, and structure. Guessing allows students to understand texts more efficiently and effectively because it allows them to make educated guesses about the meaning of unfamiliar words and phrases. In addition, guessing strategies help students expand their vocabulary. When students encounter unfamiliar words in a text, they can make guesses to guess their meaning. This process allows them to learn new words in context and understand how they are used in sentences. By using predictions effectively, students can improve their vocabulary acquisition skills and develop a deeper understanding of the language.

To use guessing more effectively in reading, students need to practice and develop their skills. One way to do this is to read widely. By reading a variety of texts, students can encounter new vocabulary in context and use contextual clues to determine meaning. It also helps students build their background knowledge and understanding of various topics, which helps them guess the meaning of unfamiliar words. Another way to use guessing more effectively in reading is to use a variety of context clues. In addition to definition, synonym, antonym, example, and conclusion, students can use other types of context cues such as punctuation, tone, and structure. For example, when a word is italicized or bolded in text, it can indicate that it is important or has a special meaning. If a sentence has a sarcastic or funny tone, it can give a hint about the meaning of some words. Teachers can play an important role in helping students develop guessing skills. They can clearly teach and give examples of different types of contextual clues, model guessing techniques, and use games and activities that encourage students to practice their skills. For example, teachers can provide students with a list of unfamiliar words in a text and ask them to use context clues to guess their meaning. Teachers can also use word games such as crosswords, word searches, and hangman to help students practice vocabulary and guessing skills. In addition, teachers can provide feedback to students on their guessing skills. They can praise students when they use guesses effectively and provide constructive feedback when they make mistakes. This feedback helps students develop their guessing skills and improve their reading comprehension.

V. CONCLUSION

Guessing is an essential skill for language learners to acquire and develop. It involves using context clues and prior knowledge to determine the meaning of unfamiliar words. To use predictions more effectively, students need to practice and develop their skills through extensive reading and using a variety of contextual cues. Although guessing has its strengths and weaknesses, it can be an effective way to acquire new vocabulary in reading and listening activities. Teachers can teach guessing techniques by clearly teaching and giving examples of different types of contextual cues, modeling how to use guessing, and using games and activities that encourage students to practice their skills by developing this skill, students can become confident and effective communicators.

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