

LINGUISTIC CONJECTURE AS A CONSTITUENT COMPONENT OF A POTENTIAL DICTIONARY

У роботі розкрито зміст поняття "мовна здогадка" та проведено ретельний аналіз можливостей її використання на заняттях іноземної мови. Встановлено ступені труднощів у розвитку здогадки та розглянуто типи завдань для її формування.

Ключові слова: мовна здогадка, словниковий запас, семантика, контекст.

The scientific work considered the meaning of the concept of "linguistic conjecture" and carried out a thorough analysis of the possibilities of its use in foreign language classes. The degrees of difficulty in the development of a guess are established and the types of tasks for its formation are considered.

Key words: linguistic conjecture, vocabulary, semantics, context.

In the methodology of teaching foreign languages, the term "linguistic conjecture" is widely used. It develops on the basis of active vocabulary and potential vocabulary, is not determined by a logical conclusion about the meaning, is the result of a heuristic search based on the semantic context and structural-semantic features of lexical units.

Guessing is an active mental process, because it is based on the construction of meaningful conditional connections. Such intellectual activity is supported by the interest of students, the desire to overcome the difficulties presented in the text by unstudied linguistic phenomena, the presence of which significantly complicates the understanding of the content. To correctly pose the conjecture problem, it is first necessary to separate conjecture from direct deduction. The possibility of direct derivation is correlated with the potential vocabulary, the ways of expanding which depend on the nature of the derivation. It is based on regular semanticization, when it is possible to rely on familiar elements of the structure of sound or writing. The conjecture is not conditioned by a logical deduction.

Every guess is just a hypothesis that is subject to critical testing. A guess occurs when there is a break in the semantic chain. However, guessing must be specially taught, and the learning process itself develops, in turn, a sense of admiration, which is very important for the development of language activity. Linguistic conjecture is justified in logic, the desire to overcome the gap in the semantic chain on the basis of translation, creation of figurative imagination, reinterpretation. When an unfamiliar word is independently semanticized, a gap in the semantic chain is naturally overcome by the efforts of an informed guess. The possibilities of guessing depend on the semantic motivation of the word. Words with a figurative semantic motivation are usually words with figurative meaning. If the images in the native and foreign languages match, then the figurative meaning of the word is easily established; if not, then clear contrasting contexts are needed.

Operations such as the analysis of the sound graphic image of a word, the morpheme composition of a word, the grammatical and semantic connection of a word with the context are characteristic of a guess. The meanings of some words can be understood from the internal form, and for others - only in the context. Factors that contribute to language guessing often go beyond the word and interact with the context.

The following degrees of difficulty in the development of the puzzle can be established:

- a) building semantic connections without rethinking elements, for example, establishing a figurative meaning when some of the meanings in the native and foreign languages match;
- b) setting the meaning without rethinking elements, based on a certain choice, for example, if you know the adjective *calm*, students can understand the verb *to calm*, formed by conversion, compound nouns *letter-box*;

c) combining semantic connections in the essence of the formation of a new semantic connection; understanding the words of this group requires quick recognition, selection and solution, for example, in the word *chatter-box*, one component retains meaning, but the understanding of everything is conditioned by the integrity of the concept;

d) reinterpretation of obvious semantic connections, for example, mother-in-law.

Since the development of language guesswork is considered as one of the tasks of learning vocabulary, this process, like the development of other skills, can be shown as a stage in which the techniques of language guesswork are transferred to other similar cases. However, different ways are offered, including learning through a series of interconnected texts and exercises to them, which provide a gradual transition from the stage of training to language practice. For this purpose, unfamiliar words are specially included in the text, which cause students certain difficulties that they cannot overcome.

The operations that take place in the process of guessing differ depending on whether the guessing takes place outside the context - within a word, phrase or in a wider context. For operations with individual words and phrases, the selection and grouping of words, for example, by common root, affix, will be characteristic.

Operations with the context teach orientation in the context - selection of lexical units, recognition of familiar elements, identification of structural and semantic connections.

Let's point out some types of tasks for the formation of a linguistic conjecture:

a) aimed at revealing the semantic motivation of the unstudied word. For example, to reveal the meaning of an unknown word based on the semantic connections of complex parts of the word;

b) aimed at the use of contextual conditions of language guesswork. For example, to establish the meaning of a word, based on the purpose of edmet, expressed by this word;

c) aimed at capturing the content (of the text). For example, read the main sentence and guess the content of the additional one;

d) aimed at reading texts that contain unfamiliar words.

Tasks for language guessing exercises must be constructed in such a way as to draw students' attention to the hint. Example:

- read the text (paragraph, sentence) and underline the signs of time and place, taking these signs into account, determine the meaning of the highlighted words;

- to read the text, to find out the meaning of highlighted unfamiliar words, the analysis of words by composition and determination of their function in a sentence will help you;

- read the entire text and determine its content.

If work on language guesswork is made an organic element of work on a dictionary, then, in addition to the great practical benefit in terms of the spread of a potential dictionary, it will contribute to the development of the general education of students, first of all, their knowledge of language as a social phenomenon.

Linguistic guessing must be specially taught, because the students themselves often do not recognize the word in the new graphic shell. It is possible to form the necessary word recognition skills primarily by reading. It helps to expand vocabulary using techniques that direct students' attention to words whose meanings they can guess. Unfortunately, according to observations, this method is rarely used.

It is necessary to pay special attention of students to the techniques of guessing, to the awareness of the very path of "making up" the meaning of a word. If such work is performed in the classroom, it is usually collective in nature, often built on a voluntary basis, and for some it is not mandatory. In education, it is important not only that the student hears how to perform the exercises, but also knows how to perform them. Mastering language and contextual guessing techniques will take place more effectively during individual, independent work of students with handouts in the form of cards that guide the development of guessing.

In the process of expanding the potential vocabulary of students, the role of exercises with ambiguous, complex, derived and international words is strengthened. At the same time, the role of

students' independent work with new vocabulary is increased, the methods of using bilingual dictionaries are improved.

Linguistic guesswork is of particular importance for the expansion of the potential dictionary - a very important component of the independent semanticization of words. Researchers of this phenomenon have derived three groups of language guessing clues: intralingual, interlingual, and extralingual. An intralingual hint results from assigning a word to a certain grammatical category, identifying its function in a sentence. An interlingual hint is contained in words formed as a result of borrowing from language to language, in internationalisms. An extralingual hint results from knowledge of the facts and phenomena of reality reflected in the text, which give it an indicative character. Thus, signs of time, place, mention of proper names shed light on the meaning of unfamiliar words.

Language conjecture is a consequence of all teaching and life influences, and therefore it manifests itself differently in different students, that is, it has a subjective character. One student can see a hint in a given word, context, another cannot. However, special language guessing exercises can give it a more directed and, therefore, objective character. Learning a foreign language is based on strictly limited linguistic material. Therefore, it is necessary to diligently and carefully work on it, check the degree and quality of its assimilation, that is, control. The focus on "accountability" in the assimilation of knowledge increases the responsibility of students, mobilizes their intellectual, volitional, and emotional efforts.

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