Lexical Structure of the 3 Rd Grade Technology Textbook

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ABSTRACT

The article analyzes the lexical category of a technology textbook for third graders. The words in the textbook are recommended to be replaced with words that students can understand, taking into account the age of the school students. Additionally, as a part form of technology textbook for third grades, the coefficient of their usage in the use of words was determined

| **Keywords:** | Technology, lexical content, word form, coefficients, textbooks |

Introduction

We can see the words and word forms that pupil students have or don't have the ability to accept in the lexical and quantative analysis of the third-grade technology textbook.

The main reason for this situation is the complexity of the objects which studied in the textbook. In other words the objects being studied are not correspond with the age of 3rd graders.

In the methodology of this textbook there is no direct connection between the object and writing in which being studied. In this type pf connection, the objects in the textbooks appear first in the students' brain. Once the object is illuminated it is marked with a series of letter chain in a certain way. After that the defined letter chains are transmitted as a signal style according to their location in a certain single path.

In our case, the signal is transmitted to their address in two shapes. This is especially in the form of audio and writing.

For example:

1. One student prepares a 10*10mm pallet. Page 1o.

2. Basket, carrier, woven and other things. Page 22.

3. Determining the details of the filmoscope. Page 42.

4. You can use colored ink or aniline paint, watercolor paints to colour the glue. Page 52.

5. A vane can be made of tin or cardboard. Page 65.

6. Test the micromotor on an electric fan model. Page 66.

7. The compass arrow is made of magnet. Page 70.

8. Connect the wires in the order of the micromotor or terminals. Page 66.

If the objects being studied do not correspond with the age of characteristics of the students, the signal which illuminated in the above will remains a simple acoustic signal that is unclear to them. The study of the structural lexicon of the unique lexical combinations in

textbooks is one of the most important issues of these days.

The main reason for this is that we see that unknown theory in the language have its place in the ranks of lexical combination

The rare word forms in the texts of the 3rd grade technology textbook covered 90,68%. The coefficients of inactive word forms are 5,54% in the range of 3-4 and 2,72% in the range of 5-9.

As the coefficients of word forms became higher, the diversity of its lexical units decreased. As a proof of our statement, the percentage show in the table below can be a clear proof of this. For example the diversity of lexical compound with a utilization coefficient of 10 or more in the textbook is only 1,06%. These types of diversity index are related to philology, mathematics ecology and music subjects.

№	Coefficient	word forms according to coefficient	%
1	1	650	76,65
2	2	119	14,03
3	3-4	47	5,54
4	5-9	23	2,72
5	10 or more	9	1,06
	in total	*848*	*100*

Among the most actively used lexical words in the texts of 3 rd grade technology textbooks, verb words are distinguished bg a high coefficient of usage.

For example: "to be" -20%, "washes" -7.8%, "multiply" -6,1%.

In the lexical word types with a high coefficient after the verb includes auxiliary words.

For example: "and"-16,4%. "For"-11,5%, "every"-6,6%. Such as amongthe nouns "pencil"12,2%, pronoun "this"-7,8%. "Of this"-5,50%, numerals "one"-6,10%, verb "washes"-7,8%.

From the table below we can see the predominance of auxiliary words in the list of most used lexical compound among the most active 10.

All in all they cover 34,5% in the 3 rd grade technology textbook.

№	Word form	quantity	%
1	*To be*	33	20
2	*And*	27	16.4
3	*From pen*	20	12,2
4	*For*	19	11,5
5	*This*	13	7,8
6	*Washes*	13	7,8
7	*Every*	11	6,6
8	*Multiply*	10	6,1
9	*One*	10	6,1
10	*Some*	9	5,5
	in total	*165*	*100*

We obtained these results after doing research of the 3rd grade technology textbook. An alphabetical-coefficient dictionary was created after lexical morphological selection in the textbook. Totally there are 1302 words are used and 848 word forms are found.

It means that 3rd grade technology textbook is rich in lexicology. Because in the texts after research the repeated coefficient of each word is on average F=1,55. Also we can see lexical combinations that students are not able to accept in the textbook of 3rd graders. With that, issues related to the development of age-appropriate texts will be considered. This research contribute to the issues of what elementary school students can and can not learn. It can be seen as a result of the research work of language communication especially among young adolescents.

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