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THE HISTORY OF THE KAZAKH PRIMER

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Abstract. This study explores the historical development of Kazakh primers and examines the linguistic and pedagogical foundations of Akhmet Baitursynuly's reformed Arabic-based Kazakh alphabet. Through a comparative historical analysis of early primers and educational materials, the research identifies the methodological limitations of pre-Baitursynuly literacy approaches and demonstrates the scientific consistency of his phonetic system, which accurately reflects the structural properties of the Kazakh language. The study further traces the evolution of primer design throughout the twentieth century, emphasizing that later attempts did not fully reproduce the systematic and pedagogically grounded model established in Baitursynuly's *Alippe*.

The aim of the research is to analyse the historical trajectory of Kazakh primer development, compare literacy-teaching models before and after Baitursynuly, and substantiate the continuing relevance of his alphabet and instructional methodology for contemporary primary education. The findings show that Baitursynuly's script reform – based on a rigorous analysis of Kazakh phonetics, morphology, and orthographic principles – formed a linguistically coherent and pedagogically effective foundation for early literacy.

The study concludes that integrating Baitursynuly's phonetic principles and instructional strategies into current literacy programmes may considerably enhance functional literacy outcomes in primary schools. The theoretical significance of the research lies in demonstrating the importance of scientifically grounded alphabets and structured language instruction in literacy development, providing insights for aligning Kazakh language education with internationally recognised pedagogical standards.

Data and methods. The research employs retrospective, comparative-historical, linguistic, and descriptive methods, supported by the analysis of archival materials and early educational texts.

Keywords: Kazakh alphabet, Akhmet Baitursynuly, primary education, Arabic script, phonetic method, literacy instruction, interdisciplinary, integration

Introduction

The history of writing, particularly the development of Kazakh writing, requires comprehensive investigation. Although closely related within the context of early literacy, the concepts of *alipbi* (alphabet) and *alippe* (primer) are not identical: the former refers to a system of graphic symbols, while the latter

denotes a textbook designed for teaching initial reading and writing skills. For a long period in Kazakh history, literacy was based on the Arabic script. In the 19th and early 20th centuries, education in the Kazakh steppe developed along two primary pathways – madrasahs and Russian-Kazakh schools – each employing different script traditions, Arabic and Russian respectively. Early publications by the prominent educator Y. Altynsarin, including *Kazakh Chrestomatiya* [1], *The Primary Resource for Teaching the Russian Language to Kazakhs* [2], *A Step Towards Wisdom, ABC for Students of Primary Russian-Kazakh Schools* [3], and A. V. Vasiliev's *Primer for Kyrgyz Schools* [4], were printed using the Russian alphabet. However, these systems did not fully represent the phonetic structure of the Kazakh language.

Akhmet Baitursynuly precisely determined the inventory of Kazakh sounds and identified the symbols required to represent them. He undertook a systematic analysis of the linguistic and methodological foundations of alphabet design, emphasising that language operates according to objective rules. As he noted, natural phenomena follow predictable laws, and linguistic systems similarly exhibit internal consistency. For example, in Kazakh phonology, guttural and fricative sounds do not co-occur within a single word – an illustration of the language's inherent structure. Drawing on distinctions traditionally made between phonetics, morphology, and syntax, Baitursynuly highlighted that phonetics concerns the organisation and interaction of sounds within words. His work therefore established a scientifically grounded framework for developing an alphabet suited to Kazakh phonetics.

During this period, several scholars attempted to create Kazakh-language textbooks using the Arabic script. Their materials included M. Nurbayev's *Alphabet* [6], Z. Ergalyuly's *Kazakh Alphabet* [7], M. Maldybaev and Zh. Andamasov's *Newest Kazakh Alphabet* [8], K. Syrgalin's *Kazakh Alphabet Book* [9], and similar resources. These works marked early efforts to systematise Kazakh literacy instruction, though their practical use remained limited. In contrast, the primer developed by A. Baitursynuly – distinguished by its linguistic accuracy and methodological clarity – proved significantly more effective and became widely adopted in Kazakh schools.

The aim of this study is to investigate the historical development of Kazakh primers, to compare pre-Baitursynuly and post-Baitursynuly models of literacy instruction, and to substantiate the enduring scientific value of Akhmet Baitursynuly's alphabet as a linguistically appropriate writing system and an effective pedagogical instrument for early literacy. To achieve this aim, the study undertakes the following tasks: (1) analysing historical sources and early educational materials related to Kazakh primers; (2) examining the linguistic foundations and phonetic principles underlying Baitursynuly's alphabet reform; (3) comparing his primer with other primers used in the 19th–20th centuries; (4) identifying methodological features that contributed to the effectiveness of his instructional framework; and (5) assessing the contemporary relevance of his phonetic and pedagogical principles for primary education.

Materials and methods

A retrospective method was employed to examine the educational activities and instructional programmes of A. Baitursynuly within their historical and sociolinguistic context. Before the publication of his primer, various educational resources had appeared in the Kazakh steppe; therefore, a comparative approach was used to analyse and evaluate these materials.

The study began with a linguistic examination of sources related to the history of Kazakh primers, including the works of Russian scholars such as P. M. Melioransky, V. V. Katarinsky, N. I. Ilminsky, V. V. Radlov, and S. E. Malov, as well as the literacy-related contributions of Ybyrai Altynsarin. Using the historical-comparative method, the research identified the structural and methodological features that distinguished Baitursynuly's *Alippe* from earlier primers.

Since the national teacher refined his primer with each edition, all seven editions published between 1912 and 1925 were treated as research material. Each version was subjected to linguistic and methodological analysis to reveal the evolution of its pedagogical structure and scientific grounding.

Furthermore, Baitursynuly's articles on primary education published in the *Kazakh* newspaper were collected and systematised. Their linguistic and methodological insights were analysed using a synchronic-descriptive approach. The teaching techniques described in these works were compared with contemporary pedagogical practices to assess their relevance to modern education.

Finally, the study employed methods of data collection, textual analysis, and historical interpretation to examine educational materials produced before and after Baitursynuly's alphabet reform. This made it possible to identify continuity and shifts in approaches to Kazakh literacy instruction.

Results

The study showed that A. Baitursynuly's *Alippe* (Primer), which he continuously refined through multiple editions, demonstrates a higher degree of linguistic accuracy and methodological coherence compared with many primers developed during the Soviet and post-independence periods.

The findings indicate that the teaching methods proposed by Baitursynuly align closely with contemporary pedagogical principles and, in several respects, exhibit methodological strengths. This is largely due to the fact that his techniques for introducing letters and sounds are directly grounded in the natural phonetic structure of the Kazakh language.

The research also demonstrates that Baitursynuly systematically adapted the Arabic script to accommodate Kazakh phonetics by removing symbols that did not correspond to Kazakh sounds and introducing new letters for phonemes absent in Arabic. Moreover, he developed an orthographic system consistent with the rules of vowel harmony – particularly the contrast between front and back vowels – which form a fundamental principle of Kazakh phonology.

The study further identified Baitursynuly's pedagogical principles for primary-school instruction. He maintained that only foundational subjects should be taught at the primary level. The analysis suggests that merging several disciplines – such as *Alippe* (Primer), *Ana Tili* (Mother Tongue), and *Kazakh Tili* (Kazakh Language) – into a single integrated course, as is currently practiced, may introduce methodological difficulties.

The findings also highlight the potential value of reintroducing Baitursynuly's "phonetic exercise" method into modern educational programmes. This approach enables young learners to distinguish phonemes more accurately, thereby supporting more effective acquisition of reading and writing skills.

Overall, the study suggests that incorporating Baitursynuly's *Alippe*, his phonetic-exercise approach, and a functionally organised set of primary-level subjects into the curriculum could enhance learners' understanding of the natural structure of the Kazakh language and may lead to improved literacy outcomes.

Discussion

Akhmet Baitursynuly began his educational work by developing a reformed Kazakh alphabet based on the Arabic script rather than the Russian-based writing system. This decision was shaped not only by linguistic considerations but also by the longstanding use of the Arabic script among many Turkic communities. In his 1914 article "Primary School," published in the *Kazakh* newspaper, he critically evaluated the state of elementary education. In his view, neither type of school functioning at the time – traditional madrasahs or Russian-Kazakh institutions – could be regarded as fully effective. Traditional schools lacked structured curricula, sufficient resources, and organisational stability. Although Russian-language schools possessed better material conditions, they were perceived by the local population as instruments of cultural assimilation. Consequently, their initiatives often met resistance, as many feared that such schools would contribute to the erosion of the Kazakh language and the gradual loss of the Arabic-based Kazakh writing tradition.

Baitursynuly also highlighted the problematic practice of encouraging Kazakh children to read in Russian before gaining literacy in their native language. He criticised the use of Russian-script Kazakh texts as a transitional step toward Russian literacy, arguing that this approach risked weakening children's linguistic foundation in Kazakh. He stressed that, according to the Tsar's decree of 14 June, individuals of non-Russian origin were required to receive the first two years of schooling in their native language. Based on this principle, he insisted that primary education for Kazakh children must be conducted in Kazakh to ensure the preservation and continuity of the national language.

For this reason, Baitursynuly argued that continued use of the Arabic script was more pedagogically appropriate for early Kazakh literacy. Replacing a writing system deeply embedded in cultural and religious practice, he asserted, would be socially and educationally difficult. Instead, he proposed adapting

the existing Arabic *harf* (letter) system to Kazakh phonetics. The central task, therefore, was to determine how the script could be modified while preserving its structural integrity and ensuring that it accurately represented the phonological characteristics of Kazakh.

Consequently, Baitursynuly reformed the Arabic-based script to bring it into full correspondence with Kazakh phonology. He removed letters that did not represent Kazakh sounds, introduced modified and additional symbols for phonemes absent in Arabic, and developed an orthographic system grounded in the principle of vowel harmony – specifically the contrast between front and back vowels – which constitutes a core feature of the Kazakh language.

The scientific basis of his alphabet rested on a phonetic analysis of Kazakh sounds and the written symbols (Arabic *harf*) used to represent them. According to Baitursynuly, the Kazakh language consists of 24 primary phonemes: five vowels, seventeen consonants, and two semivowels. Among these, the consonants **қ** and **ғ** function exclusively as back consonants, while **к** and **р** serve as front consonants. The vowel **е** also patterns with front elements. The remaining nineteen sounds may occur in either front or back positions, depending on the harmonic structure of the word [5].

Drawing on this analysis, Baitursynuly developed a reformed Kazakh national script, later referred to as the *Baitursynuly script* in scholarly literature. His system consisted of 24 principal letters adapted specifically to Kazakh phonological requirements. He subsequently produced a primer introducing and explaining the use of this script. The primer was first published in 1912 in Orynbor. For the introductory section, he selected the poem Tartu, which begins with the line “Children, this path begins with wisdom.” The phrase “*Bi ismi-illahi-rahmani-rahim*” from the Qur’an appears in the upper right corner of the first page.

The Kazakh letters were presented in a systematic instructional sequence, each accompanied by its written symbol, its conventional name, and a brief explanatory note for teachers. The learning materials in the primer were organised into short, accessible units designed to align with children’s developmental stages and facilitate gradual mastery of reading and writing skills.

In 1924 and 1931, Russian linguists referred to this revised Kazakh script as “Baitursunov’s graphics” and “Baitursunov’s alphabet,” acknowledging it as one of the most systematically structured and linguistically consistent writing systems among the Turkic scripts. In his study “*The Main Forms of the Graphic Revolution in Turkic Scripts of the USSR*,” Professor E. D. Polivanov described Baitursynuly’s reform of the Arabic script as “remarkable.” Similarly, the fifth edition of the *Literary Encyclopaedia*, published in Moscow in 1931, characterised the Kazakh (Baitursynuly) alphabet as a well-developed and exemplary writing system according to Russian scholars.

Akhmet Baitursynuly’s alphabet, widely referred to in educational practice as the “Teaching Tool,” was reissued seven times from 1912 to 1925 and served

as a primary instructional resource for many years. With each new edition, he revised and expanded the *Alippe*, refining both its linguistic content and its pedagogical organisation.

In the fourth edition, a section titled “Symbols of Sounds in Other Languages” followed the presentation of twenty-four letters representing twenty-eight Kazakh sounds. This section explained twelve Arabic letters that were excluded from the Kazakh script and introduced auxiliary Arabic signs such as *harakat*, *sukun*, *tanwīn*, and *hamza*. By the seventh edition, however, this section had been replaced with a new chapter titled “Sound Symbols Borrowed for Words from Other Languages into Kazakh,” in which only four letters – x, h, f, and š – were taught, as these were deemed necessary for representing loanwords. All auxiliary Arabic signs (*harakat*, *sukun*, *tanwīn*, *hamza*) were completely removed. In Baitursynuly’s orthographic system, the Kazakh sound ш (š) was written with the Persian letter چ (che), while the Arabic ش (sh) was reserved for Arabic and Persian loanwords such as *shahar*, *shifa*, *sharbat*. Likewise, the letters خ / ح were used in words such as *haji*, *hakim*, *hukim*, *hayuan*, *hayran*, and ف (f) appeared in loanwords such as *ofat*, *fayda*, *farman*, *saf*, *fakir*. The symbol h was used in words such as *gawhar*, *jauhar*, *hawa*, *hesh*, *har*, *khan*, *khaharman*, as well as in interjections like *ah* and *uh*.

A comparison of the fourth and seventh editions of the *Alippe* reveals several notable orthographic modifications. In the fourth edition, the letter ҫ appears as the eleventh letter taught, whereas in the seventh edition it is replaced by the symbol y, which was assigned the corresponding phonetic function. Accordingly, lexical items such as *aruu*, *azuu*, *tabuu*, *tanuu*, *ayuu*, *bayuu*, *tayuu* in the fourth edition were revised to *aru*, *azu*, *tabu*, *tanu*, *ayu*, *bayu*, *tayu* in the seventh edition.

Baitursynuly also adhered to the principle that the vowels ы and і may be omitted in writing when they occur in the first syllable or when they precede a final stop consonant. This orthographic feature appears consistently in both editions. For example, the forms *арқ*, *азқ*, *қанқ*, *алтн*, *салқн*, *жртқ*, *жл*, *жлы*, *жлқы*, *үйдң*, *дәрм* in the fourth edition correspond to *арқ*, *қазқ*, *қабқ*, *балиқ*, *ырм*, *шлм*, *інм*, *тс*, *ісм* in the seventh edition [12]. These patterns illustrate that Baitursynuly’s *Alippe* retained elements of the structural logic of Arabic orthography while being fully adapted to the phonetic system of the Kazakh language.

After 1929, Baitursynuly’s works were prohibited, and his instructional system was removed from official educational use. Nevertheless, the need to provide Kazakh children with literacy instruction led to the creation of several new primers. Following Baitursynuly’s alphabetic model, Telzhan Shonanov’s *News* and Moldagali Zholdybaev’s *New Channel* were produced using his script. Later, a young scholar trained at the Leningrad Institute of Oriental Studies – who would later become an academician – authored another *Alippe* that was widely used in Kazakh schools throughout the 1930s and 1940s. The primer by N. Mirshanov and M. Torezhanov, published afterwards, reflected the ideological

requirements of the Soviet era and served as a means of incorporating communist political instruction into the curriculum.

The publication of a new alphabet in 1967 by Z. Torezhanova, M. Torezhanova, and M. Zhubanova was prompted by a policy change that reduced the literacy instruction period from six months to three. This primer was closely aligned with the phonetic nature of the Kazakh language and remained in use until the introduction of a new generation of materials in 1997.

In 1984, the decision to begin schooling for six-year-old children across the Soviet Union required the development of a new series of primers. The alphabet prepared by Sh. Auelbaev was designed for one full year of literacy instruction, yet it remained in use for only two academic years. Because the primer did not sufficiently account for the developmental and psychological characteristics of six-year-old learners and introduced grammatical concepts prematurely, it led to observable challenges in early literacy instruction. As a result, in 1986 a revised version of the alphabet was produced by an expanded team of authors (Sh. Auelbaev, M. Zhubanova, M. Torzhanova, Z. Aitenova). Although this edition met the formal requirements of the state curriculum, it nonetheless presented several pedagogical limitations.

The primer authored by M. Zhubanova, which won the national competition organised by the Ministry of Education, was implemented during the 1992-1993 academic year. It was designed to support children's cognitive and linguistic development, with particular emphasis on broadening their cognitive horizons. Its content was organised according to didactic principles, thematic coherence, and narrative structure. The primer remained widely used until the introduction of new instructional materials in 1997. At the same time, the fundamental purpose of the alphabet is to foster foundational reading and writing skills.

In 1995, the duration of the literacy period in primary schools was reduced from one year to six months under the new curriculum. A new alphabet was introduced, authored by Sh. Auelbaev, A. Nauryzbaeva, R. Kzгутtynova, and A. Kulazhanova. This primer aimed to familiarise young learners with Kazakh cultural values and national perspectives from an early stage, thereby promoting ethical and cultural development. Another edition of the *Alippe* was published in 2008 and reissued in 2012.

It is evident that numerous primers and alphabet systems have been introduced over the past decades. Recent developments, however, reflect a renewed interest in the alphabetic principles established by A. Baitursynuly and their gradual reintegration into instructional practice. In contemporary curricula, Kazakh schools have moved away from the earlier structure in which *Alippe* (Alphabet) and *Ana Tili* (Mother Tongue) functioned as separate subjects. Instead, these components were merged into a single course titled *Literacy*, a practice that continued from the Soviet period, where the alphabet was taught in the first semester and the mother-tongue course followed in the second [13]. From a pedagogical standpoint, however, treating these subjects as independent

components from the beginning of the academic year is more effective, particularly because early language instruction relies heavily on auditory comprehension and the gradual development of phonemic awareness.

During the period of the distinguished educator Akhmet Baitursynuly, the function of the primer was articulated clearly: “Its task is to teach children to read and write.” The *Alippe* was therefore designed to introduce letters, develop handwriting skills, and build the ability to comprehend written text. For this reason, its vocabulary was intentionally limited and structured. Although children may demonstrate strong oral communication abilities, the process of acquiring reading and writing skills progresses differently and often requires more time.

The duration needed to master letter recognition varies by writing system. In English, the complex relationship between orthography and pronunciation tends to slow decoding processes, while logographic systems such as Chinese require the memorization of characters that carry independent semantic meaning. The Russian writing system also contains numerous positional variations, including 48 contextual categories associated with its six vowel phonemes [14].

Kazakh, by contrast, demonstrates considerably greater phonological regularity. Owing to its consistent phoneme-grapheme correspondence and the stable behaviour of its 28 sounds (9 vowels and 19 consonants) regardless of word position, the acquisition of reading skills in Kazakh tends to be more efficient. Historical data indicate that, when taught through Baitursynuly’s alphabet, children could acquire basic letter recognition within a relatively short period – approximately four weeks [15]. In the current Russian-based Kazakh alphabet, which consists of 42 characters, this process requires more instructional time; nevertheless, most students complete alphabet learning by the end of the calendar year.

All instructional resources and textbooks created by the national teacher are systematic, coherent, and methodologically interconnected. Although numerous primers and methodological guides have been produced in the post-Baitursynuly period, a fully integrated pedagogical system comparable to his has not yet been achieved. More recent pedagogical attempts include the *Bayanshy* manual, designed specifically for teachers and focused on the phonetic features of the Kazakh language, as well as the *Language Readers* programme, which integrates speaking, reading, and writing skills. Nevertheless, even with these innovations, contemporary instructional practice has not produced a methodological framework equal in coherence and consistency to that developed by Baitursynuly.

One of the earliest known methodological manuals written by Akhan for Kazakh teachers consisted of a single printed booklet published in Kazan in 1920. Drawing on fourteen years of teaching experience, he provided practical guidance for schoolteachers on implementing the *usul-i savtiya* (phonetic method), a system that responded to the educational needs of the time. The manual included explanations such as “The sounds of the Kazakh language and their corresponding written symbols” and “Exercises in phonetic practice.” Later, the Kyzylorda publishing house released a two-part instructional guide titled

Language–Melhar (the first part published in 1928, 46 pages; the second in 1929, 90 pages). The preface to this work emphasised the need for an instructional tool that differed from earlier materials in both structure and pedagogical approach and that met the emerging requirements of modern education.

In current instructional practice, teaching the Kazakh language does not always clearly differentiate between its spoken and written forms. As a result, many students experience difficulty distinguishing letters from the sounds they represent and tend to pronounce words according to their graphic appearance rather than their actual phonetic form. This divergence between orthographic conventions and real speech was systematically addressed in Baitursynuly's two-part work *Language Notes* and *Textbook*. In these publications, he used short, precise guiding questions to help learners recognise the distinction between sound and letter, such as:

- Does the written letter correspond directly to the sound?
- Which element is perceived visually and which auditorily?
- Are phonetically similar sounds represented by similar letters?

Through such practical questions, Baitursynuly underscored the central role of sound in language and demonstrated the pedagogical necessity of teaching children to hear, identify, and differentiate phonemes before introducing orthographic forms.

Baitursynuly emphasised that mastery of writing is fundamentally dependent on the ability to perceive, distinguish, and classify the sounds of a language. Learners must develop the skill to associate each letter with its corresponding sound, recognise frequently used letters, and identify written symbols by their conventional names.

At the same time, contemporary education increasingly follows the principle of linking “theory and practice,” encouraging a transition from older modes of instruction to more experience-based and modern pedagogical approaches. In his article “*Baulu School*,” Baitursynuly described this approach as a form of “live education,” contrasting it with what he referred to as “dead education.” In his view, knowledge acquired through direct sensory engagement is more vivid and memorable than information gained through superficial reading. The instructional method known as *baulu*, which immerses the child in meaningful real-world activities, surpasses other methods in vitality and educational effectiveness. Essentially, *baulu* refers not simply to delivering instruction, but to ensuring that the child actively participates in authentic experiences.

In modern educational theory, this concept corresponds closely to what is now termed functional education. Baitursynuly maintained that knowledge which truly enlightens the learner must be experiential in nature. From his perspective, primary school constitutes the foundation for all subsequent learning, providing the essential skills and core competencies that every individual needs.

Conclusion

The study demonstrates that the development of Kazakh primers followed

a long and complex historical trajectory, during which numerous attempts to adapt Arabic and Russian scripts did not fully succeed in representing the phonetic structure of the Kazakh language. The analysis confirms that Akhmet Baitursynuly's alphabet was among the first writing systems to accurately reflect the natural phonological properties of Kazakh and to introduce a scientifically grounded approach to literacy instruction.

The findings indicate that Baitursynuly's reform of the Arabic script extended far beyond graphic modification and was rooted in a comprehensive linguistic analysis of Kazakh phonetics, morphology, and syntax. His Alippe, refined across multiple editions, demonstrated significant methodological strengths compared with other primers of the period. These included the alignment of sound-letter correspondence with vowel harmony principles, the elimination of non-functional symbols, and the introduction of phonetic exercises that facilitated accurate and efficient reading acquisition.

The comparative analysis of pre- and post-Baitursynuly educational materials shows that earlier primers did not achieve the same level of linguistic precision, pedagogical coherence, or systematic organisation found in Baitursynuly's system. Furthermore, the study confirms that key elements of his literacy methodology – particularly phonetic analysis, graded text design, and functional language practice – continue to hold relevance for contemporary primary education.

Based on the collected evidence, it can be concluded that Akhmet Baitursynuly is the principal architect of the scientifically grounded Kazakh alphabet, and his Alippe remains one of the most effective and linguistically adequate primers in the history of Kazakh literacy. Despite the development of numerous subsequent primers, none have demonstrated a comparable level of conceptual coherence, linguistic accuracy, and pedagogical value, underscoring the lasting significance of Baitursynuly's contribution to modern Kazakh language teaching.

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ҚАЗАҚ ӘЛІППЕСІНІҢ ТАРИХЫ

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Аңдатпа. Бұл зерттеу қазақ әліппелерінің тарихи қалыптасуын талдап, Ахмет Байтұрсынұлы реформалаған араб графикасына негізделген қазақ әліпбиінің тілдік және педагогикалық негіздерін қарастырады. Ерте кезеңдегі әліппелер мен оқу құралдарына жасалған салыстырмалы-тарихи талдау pre-Байтұрсынұлы кезеңіндегі сауат ашу тәсілдерінің әдістемелік шектеулерін анықтап, Байтұрсынұлы жасаған фонетикалық жүйенің ғылыми үйлесімділігін және қазақ тілінің құрылымдық табиғатын дәл бейнелейтінін көрсетеді. Сонымен қатар зерттеу XX ғасыр бойындағы әліппе құрастыру эволюциясын сипаттап, кейінгі жасалған оқулықтардың Байтұрсынұлының «Әліппесінде» орныққан жүйелілік пен педагогикалық негізді толық қайталай алмағанын айқындайды.

Зерттеудің мақсаты – қазақ әліппелерінің тарихи даму жолын талдау, Байтұрсынұлына дейінгі және одан кейінгі сауат ашу үлгілерін салыстыру, сондай-ақ оның әліпбиі мен оқыту әдістемесінің қазіргі бастауыш білім беру үшін маңызын ғылыми түрде негіздеу. Зерттеу нәтижелері Байтұрсынұлы реформалаған жазу жүйесінің қазақ тілінің фонетикасы, морфологиясы және орфографиялық құрылымын терең талдауға сүйене отырып қалыптасқанын және ерте сауат ашу үшін тілдік тұрғыдан да, педагогикалық тұрғыдан да тиімді іргетас болғанын көрсетеді.

Зерттеу қорытындысы бойынша, Байтұрсынұлының фонетикалық қағидаттарын және оқыту стратегияларын қазіргі сауат ашу бағдарламаларына

енгізу бастауыш мектеп оқушыларының функционалдық сауаттылығын елеулі түрде арттыра алады. Зерттеудің теориялық маңызы – ғылыми негізделген әліпбилер мен құрылымды тілдік оқытудың сауат ашудағы рөлін айқындау және қазақ тілін оқытуды халықаралық деңгейде мойындалған педагогикалық стандарттармен үйлестіруге мүмкіндік беруінде.

Деректер мен әдістер. Зерттеу барысында ретроспективтік, салыстырмалы-тарихи, лингвистикалық және сипаттамалық әдістер қолданылды. Талдау архивтік материалдар мен алғашқы оқу құралдарына негізделді.

Тірек сөздер: қазақ әліпбиі, Ахмет Байтұрсынұлы, бастауыш білім, араб жазуы, фонетикалық әдіс, сауат ашу, пәнаралық, кіріктіру

ИСТОРИЯ КАЗАХСКОГО БУКВАРЯ

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Аннотация. В исследовании рассматривается историческое развитие казахских букварей и анализируются лингвистические и педагогические основы реформированного казахского алфавита Ахмета Байтурсынулы, созданного на базе арабской графики. Сравнительно-исторический анализ ранних букварей и учебных материалов выявил методологические ограничения дореформенных моделей обучения грамоте и показал научную целостность фонетической системы Байтурсынулы, которая точно отражает структурные особенности казахского языка. Кроме того, исследование прослеживает эволюцию букварей на протяжении XX века и подчёркивает, что последующие попытки не смогли в полной мере воспроизвести системность и педагогическую обоснованность, заложенные в «Әліппе» Байтурсынулы.

Цель исследования – проанализировать историческую траекторию развития казахских букварей, сравнить модели обучения грамоте до и после Байтурсынулы, а также обосновать актуальность его алфавита и методики преподавания для современного начального образования. Результаты показывают, что реформа письма, проведённая Байтурсынулы, основанная на строгом анализе фонетики, морфологии и орфографических принципов казахского языка, создала лингвистически согласованную и педагогически эффективную основу для раннего обучения грамоте.

В заключение подчёркивается, что интеграция фонетических принципов и методических приёмов Байтурсынулы в современные программы обучения чтению и письму может значительно повысить показатели функциональной грамотности учащихся начальной школы. Теоретическая значимость исследования заключается в демонстрации

важности научно обоснованных алфавитов и структурированного обучения языку для формирования грамотности, а также в предложении ориентиров для согласования казахского языкового образования с международно признанными педагогическими стандартами.

Данные и методы. В исследовании использованы ретроспективный, сравнительно-исторический, лингвистический и описательный методы, а также анализ архивных материалов и ранних учебных текстов.

Ключевые слова: казахский алфавит, Ахмет Байтурсынулы, начальное образование, арабская графика, фонетический метод, обучение грамоте, междисциплинарный, интеграция

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