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THE RELEVANCE OF TEACHING AKHMET BAITURSYNULY'S LEGACY IN PRIMARY SCHOOLS

Abstract

The article examines the teaching of Akhmet Baitursynuly's legacy in secondary schools based on the updated curriculum. The scholar, who modified and introduced the Kazakh (Tote) alphabet, classified his articles on education published in periodicals. The works of the author of the first "Oqu Quraly", written to teach literacy to primary school students and elderly learners, were scientifically analyzed in the context of their inclusion in the current secondary school curriculum. It was determined that the poet's legacy is taught in grades 2, 3, 4 and 5, and an analysis of these works was conducted.

Key words: legacy, teaching, literature, language, textbook, alphabet, poetry, translation.

Introduction

It is worth noting that to date, more than 100 scholarly works have been written about the life and creative legacy of the national teacher, A. Baitursynuly. Among the leading researchers in this field are prominent representatives of the older generation, including Z. Kabdolov, S. Kirabayev, Sh. Eleukenov, U. Subkhanberdina, K. Nurpeisov, R. Syzdykova, Zh. Ismagulov, R. Nurgali, T. Kozhakeev, T. Zhurtbay, D. Doszhan, B. Koishybayev, F. Orazbayeva and Zh. Smagulov.

At the turn of the centuries, in recognition of his contributions as the founder of Kazakh linguistics and national literary studies, Akhmet Baitursynuly was honored by his sovereign nation with the "Ana Tildin Aibary" medal and the "Gasyr Sanlagy" honorary insignia. Since the reinstatement of his name, his works have been repeatedly published and have become a source of national pride. Notably, around 60 candidate dissertations and more than 30 doctoral dissertations have been defended in various disciplines related to his legacy, including linguistics, literature, history, law, journalism, philosophy, pedagogy, and psychology.

Materials and methods

Among the 30 identified authors (some of whom have multiple works), there are 38 publications directly related to the legacy of the educator. These include one novel, one romantic poem, one photo collection, and one scholarly compilation, while the remaining 34 are academic studies. Additionally, there is one encyclopedia, three bibliographic indexes, and nearly 30 international and over 50 national conference proceedings. Furthermore, materials related to Akhmet Baitursynuly's creative heritage continue to be published in various collections dedicated to prominent figures within the Alash studies framework.

A.N. Samoylovich published the scholarly article "Baitursyn Akhmet Baitursynuly" (1919), while E.D. Polivanov wrote "The New Kyrgyz-Kazakh (Baitursyn) Orthography" (1924), and N.F. Yakovlev

contributed “The Mathematical System of Alphabet Structure” (1928). In 1930, a brief reference entry about Akhmet Baitursynuly was included in the first volume of the Literary Encyclopedia published in Moscow. In 1931, the fifth volume of the same encyclopedia featured the “Kazakh Alphabet”, developed by the educator himself.

In 1967, a scholarly study titled «Central Asia: A Century of Russian Rule» was published in New York, United States.

The study was conducted under the supervision of Columbia University professor Edward Allworth, in collaboration with his students Ian Murray Matley, Karl H. Menges, Johanna Spector, and Arthur Sprague. This scholarly research examines the economic, political, and cultural development of the peoples of Central Asia, including the Kazakh nation. It explores the awakening of national consciousness, intellectual growth, and literary progress. Notably, the study provides insights into key figures from each nation who played a significant role in these major political and social transformations.

Main provisions

As can be seen from the above examples, A. Baitursynuly’s contributions to the leader’s word, linguistics, literary studies, pedagogy, methodology, and philosophical views are scientifically differentiated in his dissertations. The poet’s works in the field of literary translation are considered in the context of the genre of example, research in the field of terminology of linguistics, stylistics. Two PhD theses on only one «literary figure» were defended. This indicates the relevance of the work of the scientist who studied the theory of verbal art today. As can be seen from these works, among the scientist’s legacies there is no special work on textbooks written for primary school students. This is the relevance of a comprehensive study of the works of the scientist, who is celebrating his 150th anniversary today.

As the provided examples illustrate, dissertation studies have thoroughly analyzed A. Baitursynuly’s contributions to journalism, linguistics, literary studies, pedagogy, methodology, and philosophy. His works in literary translation have been examined within the framework of the fable genre, while his linguistic research on terminology and stylistics has been specifically studied. Notably, two candidate dissertations have been defended on *»Ádebiet tanytkysh»*, demonstrating the continued relevance of his work in literary theory. However, despite extensive research on his legacy, there is no dedicated study on the textbooks he wrote for primary school students. This gap highlights the importance of conducting a comprehensive examination of his works, particularly as the 150th anniversary of the scholar’s birth is being commemorated.

Results and discussion

As the 150th anniversary of Akhmet Baitursynuly approaches, it is time to assess the extent to which his legacy is being taught in secondary and higher education institutions. Due to a significant reduction in the allocated hours for university courses, the history of Kazakh literature is now presented in broad overviews of major periods, making it difficult to examine the lives and works of individual writers in depth. This limitation should be acknowledged as a shortcoming in the education system. Nevertheless, these gaps are being addressed through the research conducted by students at the bachelor’s, master’s, and doctoral levels. In recent years, several graduate students have undertaken studies on Alash literature under our supervision. For instance, master’s students at Al-Farabi Kazakh National University have defended dissertations on topics such as, Zh. Sman, “The Poetics of Akhmet Baitursynuly’s Poetry”, M. Tasqynbai, “Methods of Teaching Alikhan Bokeikhan’s Literary Heritage in Secondary Schools”, A. Turlybai, “Methodology of Teaching Kazakh Literature (Alash Period)”, Huan Yu, “The Study and Teaching of Akhmet Baitursynuly’s Literary Heritage”, A. Qasymbekova, “Teaching Alash-Oriented Literary Criticism.” Additionally, Zh. Qalybaeva is currently working on a doctoral dissertation titled “The Relevance of Akhmet Baitursynuly’s Literary Heritage (Based on His Textbooks for Primary School Students).”

If we delve into the life of Akhmet Baitursynuly, we see that he entered the two-class Russian-Kazakh school in Torgay in 1886, graduating in 1891. In the same year, he was admitted to the Orenburg Teachers’ School, and in 1895, based on the decision of the Pedagogical Council of the Orenburg

Teachers' School, he was awarded the title of "primary school teacher." Following this, from 1896 to 1903, he worked as a teacher in rural, district, and two-class schools in the Aktyubinsk, Kostanay, and Karakalpak districts. During these years, he personally witnessed the needs of schoolchildren and sought ways to address them. As a result, he wrote works such as the first and second books of "Oqu Quraly" (Kazakh alphabet), "Til Qurall" (Grammar), "Til – Jumshar" (Language Softening), "Älipbi" (Alphabet), "Sawat Ashkys" (Primer for Adults), "23 Joqtau" (Mourning Laments) in Moscow, and "Ädebiet Tanytqys" (Introduction to Literature) in Kyzylorda-Tashkent. He also published the poetry collection "Masa" and the book "Qyryq Mysal" (Forty Fables). Regarding these works, the author himself said, "...I uncovered the origin of the sacred language and created science. Literature is never written for self-praise; it arises from character and serves the needs of the nation."

Akhmet Baitursynuly once stated, "I wrote the work 'History of Literature' and, based on it, gave lectures in the People's Commissariat of Education in Orenburg and Kyzylorda, emphasizing that the driving force to advance humanity lies in science and technology."

Currently, as per the updated curriculum of secondary schools, the works of Akhmet Baitursynuly are taught in 2nd to 5th grades. Specifically, in the 3rd grade, the poems "Oquga Shakiru" (Invitation to Read) and "Tartu" (Gift) are studied, while in the 5th grade, the poem "Adamdıq Dıqanshy" (The Human Farmer) and the fable "Eginniñ Bastary" (Heads of the Grain) are part of the syllabus.

In the poem "Oquga Shakyru", the poet writes:

Children!

Go learn!

Don't just lie there!

Wash up, get dressed, hurry!

The rooster called long ago,

The sun is shining through the window.

Neither man, nor flying bird, nor wandering animal,

Is idle—none are standing still:

Even the little beetle pulls its load,

And the bees fly, busy with their work [2].

The content of the poem, presented as an introduction to the textbook, is understandable for 3rd-grade students. Moreover, it is highly commendable to use Akhmet Baitursynuly's poem to encourage children to read. In this poem, the poet illustrates that humans, flying birds, running animals, beetles, and bees all tirelessly work for their existence, and he urges young children to not remain idle but to strive for knowledge and education.

In the same grade, the poem "Tartu" (Gift) is also presented, where:

Children, this path leads to wisdom,

Come, let's walk down it, and look around.

Many are walking this path, just like you,

Would you stop while others continue too?!

Wisdom is an eternal light, an unending wealth,

Let us walk together, searching for it with health!

In this way, Baitursynuly calls on children to pursue education. Regarding his "Masa" collection, academician S. Kirabaev stated: "In Masa (1911, Orenburg), he openly expressed his thoughts on the state of the time. Baitursynuly's poems are free from excessive rhetorical flourishes. He centers on the fate of the nation, its struggle for freedom, its condition under oppression, its backwardness, and the necessity of striving for work and learning. His work serves to awaken the civil consciousness within individuals." Based on this scholarly opinion, it is clear that Baitursynuly was not only a poet but also a public and political figure who dedicated his life to serving the future of the nation. His works are a reflection of his commitment to the social, educational, and political progress of the Kazakh people.

Between 1920 and 1921, Akhmet Baitursynuly served as the Commissar for Education of the Kazakh ASSR and as a member of the Central Executive Committee of the Kazakh SSR (KazTSIK). Looking at his works, it becomes evident that most of his writings revolve around the issue of education. Among the many articles he published in periodicals, notable titles include «Oqu Jaiy» (On Education), «Qazaqsha Oqu Jaiyindan» (On Kazakh Education), «Bilim Jarysy» (Race for Knowledge), «Oqutu Jaiyindan» (On Teaching), «Zhyzu Tärtpi» (Writing Rules), «Kitaptar

Jaiyndan» (On Books), «Bastaushy Mektep» (Primary School), «Mektep Kerekter» (School Needs), «Qazaqty Aghartu Khalimizden» (From the Enlightenment of the Kazakhs), «Qazaq Arasynda Oqu Zhumystaryn Qalai Jürgizu Kerek» (How to Conduct Educational Work Among Kazakhs), «Qazaqsha Zhyzu Turaly Jaña Eregeler» (New Rules of Kazakh Writing), «Älip-Biy Taqyrybyndy Bayandamasy: Jobalasy» (Draft Report on the Alphabet), «Latyn Älipbäsinin Kerekzidigi» (The Unnecessity of the Latin Alphabet), «Latyn Älipbäsin Alu Turaly» (On Adopting the Latin Alphabet), «Arab Älip-Biın Jaqtagan Bayandamasy» (Report in Support of the Arabic Alphabet), «Dibystardy Jiktey Turaly» (On the Classification of Sounds), «Emle Turaly» (On Orthography), «Tüzetilgen Ärip» (Corrected Letter), «Ana Tiliniñ Ädisi» (The Method of the Mother Tongue), and others. These articles can be classified into three main categories: one set deals with reading and writing, another focuses on orthography, and a third group addresses education and teaching methodology. Baitursynuly's works, especially in the field of education, demonstrate his strong influence on the development of the Kazakh language and literacy, reflecting his commitment to educational reform and the improvement of national identity through language.

Akhmet Baitursynuly's statement, "To be rich, one needs to engage in a profession; to be knowledgeable, one must study; to be strong, unity is required; and in the pursuit of these needs, one must take action," reflects his lifelong dedication to serving the nation. His works, including "Masa" and "Qyryq Mysal" (Forty Fables), were primarily focused on addressing the pressing issues of the time, often providing solutions to the challenges that the Kazakh people faced.

In 1911, Baitursynuly published several influential articles in "Ayqap" magazine, such as "Qazaq ämdi türli mäseleler" (Various Issues of the Kazakh People), "Qazaqtyñ ökpesi" (The Grievance of the Kazakhs), "Qazaq jeriñ alu turalyñyñ nizamdary, buyryqtary" (Regulations and Orders on the Acquisition of Kazakh Land), "Zakon jobalasynyñ bayandamasy" (Report on the Draft Law), "Taqy da narodnyý sot hakında" (On the People's Court Again), "Jer jayynda" (On Land), "Qazaq jeriñ alu turaly nizam" (Regulations on the Acquisition of Kazakh Land), "Shayzyman mirzağa" (To Mr. Shayzyman), "Qazaq häm törtinshi Duma" (The Kazakhs and the Fourth Duma), "Shora" magazine's "Qazaqsha söz zhyzushylarga" (To Kazakh Writers), "Qazaq" newspaper's "Köshpeli häm otiryqshy norma" (Nomadic and Settled Norms), "Sharua jayynda" (On Agriculture), "Jer zhaldau jayynda" (On Land Leasing), and "Zemstvo".

Ahmet Baitursynuly, the great reformer of the 20th century, is the subject of numerous discussions, both from the perspective of the era in which he lived and from today's standpoint of independence. One significant reflection on his legacy is found in Volume 7 of the 10-volume "History of Kazakh Literature", where the section on "Ahmet Baitursynov" was written by the literary scholar Zh. Ismagulov. The historian-academic Manash Kozybayev, in his address during Baitursynuly's 125th anniversary, described him as "a major phenomenon of the 20th century, a monumental figure. His name is intertwined with the key historical and profound transformations of this turbulent century. Thus, studying Baitursynuly is, in fact, studying the century itself. ... It is the duty of all human sciences to advance the study of Ahmettology."

Today, research on the creative legacy of Baitursynuly has led to the establishment of the "Ahmettology" course at the philology faculties of universities with state accreditation. This scholarly focus on Baitursynuly has become an important part of academic curricula, reflecting the continuing relevance of his work in the fields of literature, linguistics, and national identity.

Conclusion

In conclusion, it is clear that the works of Ahmet Baitursynuly are not sufficiently taught at the secondary and higher education levels today. In particular, it is insufficient that only elementary school students study his poems like "Invitation to Read", "Call", "The Human Gardener", and the fable "Ears of Grain". The conclusion to be drawn is that more of Baitursynuly's works should be taught to schoolchildren. The recognition of this great thinker by the independent nation, through the award of the "Honor of the Mother Tongue" medal and the declaration of him as the "Phenomenon of the Century", as well as the celebration of his 150th anniversary by UNESCO in 2022, is a testament to the timeless nature of this historical figure and his lasting influence on the Kazakh people.

There is already a significant body of work that has studied and analyzed the legacy of this national educator. Therefore, there is no obstacle to making Baitursynuly's textbooks the core material in the educational process. Moving forward with national identity and promoting Alash heritage in modern formats and new models of education is a desired goal in today's era of independence. It is evident who holds dominion over the world. Therefore, failing to utilize the accumulated materials in the study of Baitursynuly for the sake of nurturing future generations is a challenge to those of us in the field of science.

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БАСТАУЫШ СЫНЫПТАРДА АХМЕТ БАЙТҰРСЫНҰЛЫ МҰРАСЫН ОҚЫТУДЫҢ ӨЗЕКТІЛІГІ

Андатпа

Мақалада жаңартылған бағдарлама бойынша орта мектептерде Ахмет Байтұрсынұлы мұрасының оқытылуы туралы мәселелер қарастырылған. Қазақ әліпбиін (төте) түрлеп, қолданысқа ұсынған ғалымның мерзімді басылым беттерінде жарық көрген оқу-ағарту саласы жөніндегі мақалалары өз ішінен жіктелді. Бастауыш сынып оқушылары мен жасы ұлғайғандардың сауатын ашу үшін жазылған тұңғыш «Оқу құралы»

авторының қазіргі таңда орта мектептерде оқытылатын шығармалары ғылыми сараланды. Ақын мұрасы 2-3-4-5 сыныптарда оқытылатындығы анықталып, сол шығармаларға талдау жасалды.

Тірек сөздер: мұра, оқыту, әдебиет, тіл, оқулық, әліпби, поэзия, аударма.

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АКТУАЛЬНОСТЬ ПРЕПОДАВАНИЯ НАСЛЕДИЯ АХМЕТА БАЙТУРСЫНУЛЫ В НАЧАЛЬНОЙ ШКОЛЕ

Аннотация

В статье рассматриваются вопросы преподавания наследия Ахмета Байтурсынулы в средних школах по обновленной учебной программе. Ученый, который модифицировал и ввел казахский алфавит, отличился своими статьями по вопросам образования, опубликованными в периодических изданиях. Научно проанализированы труды автора первого «Учебного пособия», направленного на повышение грамотности учащихся начальной школы и пожилых людей, которое в настоящее время преподается в средних школах. Было установлено, что наследие поэта изучается во 2-3-4-5 классах, и проведен анализ этих произведений.

Ключевые слова: наследие, преподавание, литература, язык, учебник, алфавит, поэзия, перевод.