

# The Significance of the Lexical-Grammatical Minimum in Teaching Kazakh at the A2 Level

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**Abstract**—This study explores the methodological effectiveness of an LGM-based textbook designed for A2-level learners. The relevance of the research stems from the shortage of systematic, standardized educational resources despite the growing demand for Kazakh language acquisition. To address this gap, the study analyzes the practical effectiveness of a textbook developed on the basis of LGM structure and content. The objective of the research is to assess the content, structure, and methodological features of the A2-level LGM-based textbook and to evaluate its effectiveness through a comparative analysis with an alternative textbook. The study employs methods such as comparative analysis, experimentation, surveys, and both qualitative and quantitative analyses. The research was conducted in language training centers across the Akmola, Kostanay, North Kazakhstan, and Karaganda regions, as well as in the city of Astana, involving 14 instructors and 179 learners. The findings indicate that the structure of the LGM-based textbook is systematic, its content is accessible, and its exercises are fully aligned with the learners’ proficiency level. Assignments oriented towards communicative situations were found to have a positive impact on the development of core language skills, including speaking, writing, reading, and listening. The results of the study contribute theoretically to the advancement of language teaching methodologies and practically to the design and implementation of effective educational materials. Furthermore, the outcomes emphasize the critical role of the LGM framework in Kazakh language instruction and lay the groundwork for future initiatives in its standardization and systematization.

**Index Terms**—Kazakh language, second language acquisition, A2 level, lexical-grammatical minimum, language instruction

## I. INTRODUCTION

In Kazakhstan, the teaching of the Kazakh language is based on the theory of second language acquisition (SLA). At present, teaching Kazakh to non-native speakers as a second language, rather than as a foreign language, has become an urgent issue. Although Kazakh is the state language, a significant portion of the population has yet to achieve sufficient proficiency. In recent years, the demand for Kazakh language competence has increased due to requirements for obtaining certificates based on the KazTest system for employment in the civil service and admission to higher education institutions.

This trend has intensified the need to improve second language teaching methodologies and to develop effective educational materials. As a result of long-term research and analysis, a lexical-grammatical minimum (LGM) for five

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levels of Kazakh language proficiency (A1, A2, B1, B2, C1) was published in 2024 (Lexical-Grammatical Minimum, 2024).

The term "lexical minimum" is commonly used in educational contexts to refer to the careful selection of a vocabulary set that a language learner must master. This vocabulary should be both "essential" and "useful" (Lukasik, 2017). The lexical-grammatical minimum is a collection of words and grammatical structures that enables learners to engage in communication at a specific proficiency level. It addresses the fundamental needs of learners and supports the development of both oral and written skills.

Textbooks developed on the basis of the LGM enhance the effectiveness of the teaching process and help reduce cognitive load. In international practice, LGMs are systematically aligned with language standards and are widely used in the development of textbooks and teaching methodologies. For instance, in English, German, and French language instruction, educational programs are specifically designed based on the LGM and integrated into communicative approaches.

In Kazakhstan, the systematic introduction of the LGM in Kazakh language instruction has only recently begun. Since the early 21st century, frequency dictionaries of the Kazakh language (Frequency Dictionary of the Kazakh Language, 2016) and lexical-grammatical minimums developed for KazTest (Lexical Minimum of Topics for Basic Proficiency in the Kazakh Language, 2017) and Nazarbayev Intellectual Schools (Lexical-Grammatical Minimum for the Kazakh Language and Literature Subject for Non-Kazakh Speaking Students, 2017) have been compiled. The publication of the Lexical-Grammatical Minimum for the Kazakh Language covering levels A1, A2, B1, B2, and C1 in 2024 is considered a significant contribution to this field.

The purpose of this study is to evaluate the effectiveness of a textbook based on the A2-level lexical-grammatical minimum and to assess its impact on learners' educational outcomes. To achieve this goal, the following tasks were set:

- To describe the structure of the A2-level lexical-grammatical minimum;
- To compare an A2-level textbook developed based on the LGM with an alternative textbook;
- To analyze the impact of the lexical-grammatical minimum on learners' proficiency based on the results of an experimental study;
- To formulate recommendations for improving Kazakh language teaching methodologies.

This research represents the first comprehensive comparative evaluation of the effectiveness of the A2-level LGM in the context of teaching Kazakh as a second language. The study is grounded in the results obtained from experimental lessons based on two different textbooks and aims to promote a new perspective on Kazakh language teaching methodologies. Moreover, the findings are expected to provide a scientific and methodological basis for improving language acquisition strategies and developing more effective teaching materials in the future.

The following sections of the article present the research methodology, key findings, their interpretation, and an in-depth analysis of the impact of the lexical-grammatical minimum on learners' proficiency levels.

#### A. *The Importance of Vocabulary and Grammar in Language Teaching*

One of the key issues in language teaching is the importance of vocabulary and grammar, their selection according to learners' levels, and ensuring the effectiveness of educational materials. In this regard, it is important to systematize the theoretical research and scholars' views on lexical and grammatical minimums and their role in language acquisition.

In the Dictionary of Language Teaching and Applied Linguistics (Hartmann & James, 2002), basic vocabulary is defined as: "Those words selected by frequency counts and similar means, which are considered essential for communication in a language and thus also for purposes of learning that language. This selection (variously called 'core' or 'elementary' or 'fundamental' or 'minimum' vocabulary) tends to focus on words which are statistically representative, stylistically neutral and semantically powerful while at the same time helping learners to cope in everyday communicative situations" (Hartmann & James, 2002).

These principles have also been adopted in the development of the lexical-grammatical minimum for teaching the Kazakh language by levels. The compilers of the Kazakh language lexical-grammatical minimum, N.D. Galskova and N.I. Gez, proposed seven linguistic principles for selecting lexical items, based on the guidelines by L.V. Shcherba, I.V. Rakhmanov for compiling dictionaries and taking into account the specifics of teaching Kazakh:

- 1) Compatibility with other words – the more a word can combine with others, the more active it is considered;
- 2) Stylistic versatility – the ability of a word to be used across different functional styles rather than being limited to a specific domain;
- 3) Semantic capacity – selecting words with broad meanings that frequently occur in literary and socio-political texts;
- 4) Word-formation potential – the ability to generate new words, either roots or derivatives;
- 5) Polysemy – the characteristic of having multiple meanings;
- 6) Word order principle – the change of meaning depending on word order in sentences;
- 7) Frequency principle (Lexical-Grammatical Minimum, 2024, p. 49).

In English as a Foreign Language (EFL) teaching, one of the first researchers to group everyday communication vocabulary was E.L. Thorndike, in his studies *The Teacher's Word Book* (1921) and *The Teacher's Word Book of 20,000 Words* (1931). He emphasized that effective language learning is achieved not through isolated words, but by teaching vocabulary in context alongside grammatical structures. Although Thorndike compiled a list of 20,000 words, he identified 10,000 words as active vocabulary, integrating grammatical structures based on these words. He also

argued that studying grammar merely through rules is ineffective and highlighted the importance of teaching through sentences and phrases.

Later, Ch.C. Fries, in *Teaching and Learning English as a Foreign Language* (1945), introduced new approaches to teaching English, emphasizing oral skills development. He stressed the need for students to acquire grammar and vocabulary knowledge, paying attention to word order, grammatical patterns, frequency, and contextual usage (Robert A. & Hall, 1946).

Michael West, in *A General Service List of English Words* (1953), argued that creating lists of frequently used words by level makes language learning easier. He selected about 2,000 essential words needed for communication and text comprehension, focusing on their usage in context, primary and secondary meanings. His criteria-word frequency, usage range, semantic universality, and pedagogical value-are also reflected in the principles for compiling the Kazakh lexical-grammatical minimum.

Robert Lado's *Linguistics Across Cultures* (1957) proposed the Contrastive Analysis Hypothesis, stressing the importance of considering both the native and target languages' differences when teaching vocabulary and grammar. He pointed out that learners often unconsciously transfer native language structures into English, and that similarities between the two languages facilitate learning, while significant differences cause difficulties. Therefore, such contrasts must be considered when selecting vocabulary for minimums. For instance, the words boat and ship are introduced at A1 level in English, reflecting regional relevance, whereas their Kazakh equivalents қайық and кеме may appear at A2 or even B1 level.

Scholars have varied views: some prioritize vocabulary in language learning, while others emphasize grammar. Moreover, they highlight the need to teach selected vocabulary and grammar through tasks and teaching materials that develop language skills.

In the 1970s, Louis Alexander in his works *New Concept English* (1967) and *Practice and Progress* (1970) asserted that mastering a language depends on the integrated acquisition of grammar and vocabulary: "The mastery of a language depends not only on the knowledge of its grammatical structures but also on the ability to use them in real-life situations" (Alexander, 1967). He emphasized that communication, not isolated grammatical rules, should be the basis for language learning. Thus, "Learners should acquire a core vocabulary and a set of essential grammatical patterns that will enable them to express themselves clearly and effectively" (*Practice and Progress*, 1970). He underlined the importance of constant practice of reading, writing, speaking, and listening to develop practical language skills.

Since the 2000s, John Richard and Richard Schmidt in *Longman Dictionary of Language Teaching and Applied Linguistics* (2002) have proposed principles for selecting vocabulary and grammar for beginners, suggesting optimized, structured vocabulary acquisition for easier language learning.

Kazakh researchers also stress that, for successful level-based language teaching, it is crucial to carefully select grammar minimums to strengthen vocabulary retention (Berdikulova & Kapantaikyzy, 2023). Other researchers (Omarova & Kadasheva, 2020) point out the positive effects of properly selected grammatical minimums in language learning.

Gunnemark (2001) notes that passive language acquisition is ineffective and that language must be actively used alongside vocabulary and grammar development.

Under the leadership of Marry Spratt, *The TKT Course* emphasizes that recognizing the base form of a word and understanding it leads to grasping all its semantic uses, identifying its grammatical role, and developing correct spelling and pronunciation (Spratt & Pulverness, 2005). The book stresses the necessity of systematic vocabulary expansion for second language acquisition.

This is further supported by scholars such as Abdurazzokova and Murodova (2020), "One of the main problems in organizing and sequencing the study of grammatical material is the methodologically expedient combination of the two sides of speech – meaningful (primarily lexical) and grammatical (formal)" (p. 78).

Kazaritskaya (1987) identifies the key principles for selecting active and passive grammatical minimums:

- For the active minimum: (a) prevalence in oral speech, (b) exemplariness, (c) exclusion of synonymous phenomena;
- For the passive minimum: (a) prevalence in written style, (b) polysemy.

Thus, the selection and organization of grammatical materials must prioritize frequency, functionality, and the typical structures encountered in speech acts. This approach fosters the natural development of speaking skills and facilitates the cognitive acquisition of language units. Based on foreign experience, the careful selection of lexical and grammatical materials according to learners' levels is now recognized as one of the key issues in the development of effective teaching resources in national methodologies.

### *B. Language Competencies of Learners at the A2 Level*

According to the CEFR standards, language levels (A1, A2, B1, B2, C1, C2) and the corresponding language competencies and lexical-grammatical minimums for each level have been established. For example, focusing on the A2 level, which is the subject of this research, the CEFR standard defines the competencies an A2 learner should possess:

- Can understand enough to meet needs of a concrete type, provided people articulate clearly and slowly;

- Can understand phrases and expressions related to areas of most immediate priority (e.g., very basic personal and family information, shopping, local geography, employment), provided people articulate clearly and slowly (CEFR, 2020).

In teaching the Kazakh language, the National Standard of the Republic of Kazakhstan, developed based on the international CEFR framework, also outlines the competencies required at each level. Thus, a user who has mastered Kazakh at the A2 (basic) level should be able to:

- Understand specific information communicated verbally;
- Ask and answer questions;
- Read and comprehend short texts at a basic level;
- Participate in everyday communication situations frequently encountered in professional contexts by asking concrete questions;
- Correctly use basic-level grammatical structures and participate in dialogues appropriate to this level;
- Fill out basic forms and perform written tasks based on models (National Standard of the Republic of Kazakhstan, 2023).

As we can see, there is little difference between the international and national standards because Kazakhstan's national standards for language proficiency are aligned with the CEFR system.

The main challenges encountered in teaching Kazakh at the A2 level include:

- Insufficient number of educational materials and their inconsistency with standards;
- Lack of systematic integration of the lexical-grammatical minimum (LGM) into the learning process;
- Varying levels of methodological training among teachers of Kazakh as a second language;
- Shortage of authentic, communication-oriented learning materials that meet the needs of learners.

According to CEFR, an A2-level learner should know between 1,000 and 1,500 words. The Lexical-Grammatical Minimum for the Kazakh language includes 1,270 words (Kazakh Language Lexical-Grammatical Minimum. A2 Basic Level, 2024). Thus, a learner who has fully mastered the 1,270 words and the corresponding grammatical structures can be certified at the A2 (basic) level.

The LGM provides the necessary vocabulary and grammatical structures for this level. However, to further practice and integrate them into a learner's language skills, appropriate educational materials are needed. An educational resource developed based on the LGM, published in 2024 with the support of the Language Committee of the Republic of Kazakhstan, fully meets these requirements. The "Kazakh Language" textbook for the A2 level aims to enhance the process of mastering the state language in accordance with international and national standards.

The main feature of this textbook is that it is based on the lexical-grammatical minimum. It includes:

- An active vocabulary necessary for developing communicative skills;
- Basic grammatical structures;
- Commonly used clichés and phraseological expressions.

The textbook is designed to systematically teach the lexical and grammatical minimum according to the learners' level. Each unit is centered around a specific topic, and the tasks aim to develop listening, reading, speaking, and writing skills. Special attention is given to teaching common conversational patterns used in everyday life, demonstrating that the textbook is effective not only for formal education but also for casual, real-life communication.

The structure of the "Kazakh Language. A2" textbook, based on the LGM, is systematic and logically organized. It consists of several main sections:

#### 1. Thematic Units

Each unit is based on everyday situations such as "Introduction", "Profession", "Housing", "Travel", etc. The choice of topics aims to help learners acquire vocabulary and grammar necessary for active communication in society.

#### 2. Lexical Minimum

Each unit presents new words in both Kazakh and Russian. This bilingual approach facilitates quicker understanding and more effective vocabulary acquisition.

#### 3. Grammatical Reference

The consistency of the educational material is ensured through the systematic presentation of the grammatical minimum. A dedicated grammar section at the end of the textbook helps consolidate the material learned.

#### 4. Exercises and Assignments

Various interactive exercises are provided to develop language skills. The structure of the exercises follows the algorithm: "word → meaning → acquaintance → perception → exercise → practice → production". This methodology has proven effective in language teaching.

#### 5. Glossary and Answer Key

At the end of each unit, there is a glossary of lexical material and correct answers to the exercises, enabling self-assessment and independent study.

#### 6. Listening Texts

Written versions of listening materials are provided at the end of the textbook, aimed at improving learners' listening comprehension skills.

The Kazakh Language. A2 textbook, based on the lexical-grammatical minimum, ensures systematic and comprehensive education for learners. Its structure meets modern methodological requirements and is designed to facilitate language learning. One of the main features of the textbook is its focus on removing language barriers and making everyday communication in Kazakh easier.

In this respect, it can be regarded as an effective educational resource. How successful this resource will be in practice remains to be seen. However, as an initial experience, we conducted a special experiment to find out how learners and teachers respond to this material. This experiment demonstrated the role of the LGM in learning Kazakh and emphasized the necessity of its systematic application in the learning process.

Details about how the experiment was conducted, the methods used, and the results are presented below.

## II. METHODS

This research aimed to determine the effectiveness of an educational resource developed based on the lexical-grammatical minimum (LGM) for learners studying Kazakh as a second language at the A2 level. The study employed experimental, observational, comparative, and qualitative-quantitative analysis methods.

### A. Experimental Method

During the experiment, the effectiveness of two different educational resources was compared:

- Kazakh Language. A2 textbook based on the lexical-grammatical minimum;
- Universal Kazakh Language. A2 textbook (designed for foreign diaspora learners).

In the course of the experiment, one instructor taught two different groups using the two textbooks over a period of three months. One group was designated as the experimental group, while the other served as the control group. Both groups were given identical topics and learning objectives. The teaching process was consistently supported by a methodological guide.

### B. Surveys and Observation Methods

During the research, surveys (conducted through Google Forms) and direct observation methods were employed. Surveys were administered among both instructors and learners. Their purpose was to collect feedback regarding the content, structure, assignments, and overall effectiveness of the educational resources. Learners were asked questions regarding the clarity of the material, the difficulty level of the exercises, and the suitability of the content for everyday communication.

### C. Comparative Analysis Method

The qualitative and quantitative data collected on the two educational resources were processed through a comparative analysis method. Effectiveness levels were determined based on instructors' and learners' percentage evaluations, score-based ratings, and comparative diagrams. Each resource was evaluated based on criteria such as structural consistency, level-appropriateness of the tasks, communicative focus, and clarity.

### D. Research Base and Participants

The study was conducted at language training centers in Akmola, North Kazakhstan, Kostanay, Karaganda, and Astana. Additionally, to involve international students, Nazarbayev University and Suleyman Demirel University were also included as experimental sites. A total of 14 instructors and 179 learners participated in the research (experimental group – 93, control group – 86).

## III. RESULTS AND DISCUSSION

The surveys conducted among instructors and learners served as the primary empirical source for this research. The questions posed to instructors covered aspects such as the effectiveness of the educational resource, the consistency of its structure, the appropriateness of the tasks to the learners' level, and the impact on the development of language skills. In the final part of the survey, participants were given the opportunity to provide open-ended feedback.

Learners were asked questions about the clarity of the material, the quality of tasks and content, the resource's applicability to communicative situations, and their personal impressions during the learning process. They were also asked to evaluate the strengths and weaknesses of each educational resource and to provide suggestions for improvement. Based on the collected data, the two resources were compared according to several criteria:

- Structure and content of the material;
- Clarity and level-appropriateness of the tasks;
- Communicative effectiveness;
- Overall satisfaction and usability;
- Qualitative rating according to an evaluation scale.

Throughout the research, ethical standards emphasizing the respect for participants' autonomy and personal opinions were strictly maintained. Prior to the survey, participants were informed about the purpose, content, and the scientific use of the research results. All respondents participated voluntarily with informed consent. Personal data of instructors

and learners were not disclosed, and no real names were used in reporting the results. The collected data were solely used for scientific analysis and evaluating the effectiveness of the educational resources.

This research was conducted in full compliance with the scientific and ethical standards of the Republic of Kazakhstan and the international academic community. In publishing the survey results, methodological and practical objectives were prioritized, and the principles of participant confidentiality and data protection were strictly observed.

Instructors were first asked, "Which educational resource presents the material more effectively?" The responses from 14 instructors are illustrated in the diagram below (Fig. 1):

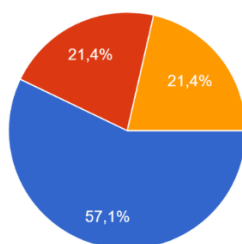


Figure 1. 1st Question of the Questionnaire

According to the responses regarding which of the two textbooks was more effective, 57.1% (8 participants) believed that the Kazakh Language. A2 textbook was more effective. This shows that the structure, lexical-grammatical minimum, and methodology of this textbook were highly valued by instructors.

Meanwhile, 21.4% (3 participants) considered the Universal Kazakh Language. A2 textbook (designed for the Kazakh diaspora abroad) more effective, suggesting that it may have strengths in certain aspects (such as expanded grammar or vocabulary), though it was not generally preferred. Another 21.4% (3 participants) responded that "both are effective", indicating that each resource has its own advantages depending on specific educational goals.

An additional option, "both are ineffective", was offered, but no instructors selected this, implying that both resources possess distinct strengths for A2-level instruction. Nevertheless, the textbook based on the lexical-grammatical minimum received the majority of the positive responses, indicating its relative effectiveness. Although the Universal Kazakh Language. A2 textbook also found some support, opinions on its effectiveness were divided.

In order for an educational resource to lead to tangible language acquisition outcomes, it must be structured, systematic, organized, and ensure coherence between the presented vocabulary, grammar, and exercises. Therefore, instructors were also asked to evaluate the structural consistency of both textbooks. The results are shown below (Fig. 2):

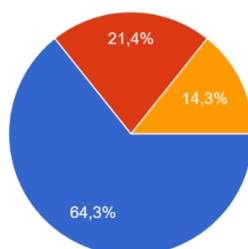


Figure 2. 2nd Question of the Questionnaire

According to the survey results, 64.3% (9 participants) rated the Kazakh Language. A2 textbook as systematic and well-structured. This indicates that the educational resource based on the lexical-grammatical minimum was found to be more convenient and user-friendly by instructors.

Meanwhile, 21.4% (3 participants) considered the Universal Kazakh Language. A2 textbook to be systematic, a relatively lower figure, suggesting that some instructors may have found its structure unclear or more complex.

Additionally, 14.3% (2 participants) indicated that "both textbooks are understandable".

Overall, while both educational resources were positively received, the textbook based on the lexical-grammatical minimum (Kazakh Language. A2) was clearly preferred. This demonstrates its superior structural consistency and methodological effectiveness.

For the development of listening, writing, reading, and speaking skills in language learners, the tasks provided should also correspond to their level. Therefore, learners were asked about the alignment of tasks with their language proficiency level in the educational resources. The following diagram illustrates the instructors' responses:

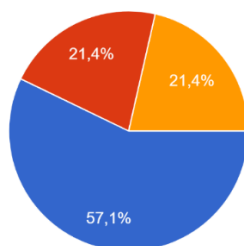


Figure 3. 3rd Question of the Survey

When asked, "Which educational resource provides tasks that correspond to the learners' level?", 57.1% (8 instructors) rated the tasks in the Kazakh Language. A2 textbook as fully appropriate for the level. This indicates that the majority of instructors believe the task system in this resource is well-structured and organized according to the learner's level.

In contrast, 21.4% (3 instructors) considered the tasks in the Universal Kazakh Language. A2 textbook to be appropriate for the level. Although this percentage is relatively low, it still suggests that this textbook has certain effective features.

Furthermore, 21.4% (3 instructors) stated that "both textbooks provide tasks that correspond to the learners' level". This confirms that both textbooks offer tasks aligned with their educational goals and the learners' proficiency level, demonstrating that each textbook adheres to specific methodological standards.

Nevertheless, the majority of instructors found the tasks in the Kazakh Language. A2 textbook to be more effective, suggesting that the textbook's structure, with its lexical-grammatical minimum, progressive task design, and alignment with the learners' level, contributes to a more effective teaching process.

Instructors were also asked to rate both textbooks on a scale of 1 to 5. The evaluation results are shown below (Fig. 4):

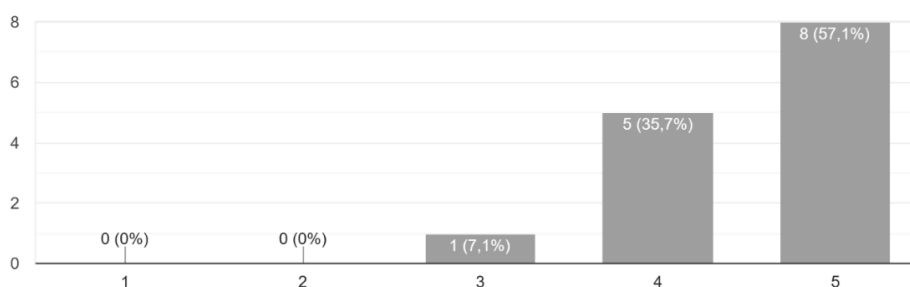


Figure 4. 4th Question of the Survey

In the survey, 14 participants were asked to rate how effective the Kazakh Language. A2 textbook (based on the lexical-grammatical minimum) was for A2-level learners, using a 5-point scale. The data are presented in the form of a diagram. According to the evaluation results, 8 participants (57.1%) gave the textbook the highest rating (5 points). This indicates that the content, structure, and grammatical system of the textbook are fully suitable for the A2 level and practically effective.

5 participants (35.7%) rated the textbook 4 points. This high score suggests that while the textbook has many strengths, there are still areas for improvement. Such a rating could reflect concerns regarding content depth, task variety, or the limited use of visual materials.

Only 1 participant (7.1%) rated it 3 points. This suggests that certain elements of the textbook (e.g., the coherence of linguistic structures, thematic consistency, or the effectiveness of lexical patterns) did not fully align with the instructors' preferences.

On average, the textbook received a rating of 4.5 points, which is very high. This indicates that the systematically structured textbook, based on the lexical-grammatical minimum, is effectively used in language teaching. The material is well-suited to the learners' needs and has proven effective in teaching grammar and vocabulary.

The survey results show that the lexical-grammatical content of the textbook for A2-level learners is both effective and of high quality. The vast majority of participants (92.8%) rated this material highly, demonstrating that it can be confidently used in the learning process. This result can serve as a significant argument for further development and distribution of the textbook.

The evaluation of the Universal Textbook for Foreign Diasporas by instructors is shown in the following diagram (Fig. 5):

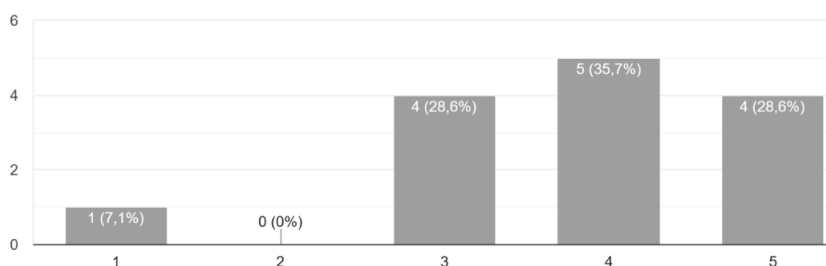


Figure 5. 5th Question of the Survey

A total of 14 participants rated the textbook using a 5-point scale and provided their feedback. These evaluations give insights into the methodological effectiveness of the textbook. Upon analyzing the results, 35.7% (5 participants) rated the textbook 4 points, indicating that the content and structure of the textbook, as well as its overall language teaching effectiveness, are at a good level.

28.6% (4 participants) awarded the textbook the highest rating (5 points), suggesting that for some users, it was entirely effective and productive.

28.6% (4 participants) rated the textbook 3 points, viewing it as average. This rating suggests that the content did not fully meet the expectations of some participants or only worked effectively for specific groups.

Only 1 participant (7.1%) rated it 1 point, indicating that for certain users, the textbook was entirely ineffective.

Based on the numerical data, the average score was 3.79 points. This indicates that while the textbook was generally rated positively, it was not equally effective for all participants. The Universal textbook was somewhat effective for the A2 level, but the differences in responses suggest that its reception depends on the group's level, learning style, and teaching methodology. Therefore, it may be more effective as supplementary rather than primary material. Additionally, improving its content and incorporating a variety of tasks could enhance its overall effectiveness.

Regarding the efficiency of material delivery, the systematic structure, task alignment with learner levels, and overall effectiveness, instructors rated the Kazakh Language Lexical-Grammatical Minimum textbook as more effective. A key feature of this textbook is its aim to teach lexical and grammatical structures systematically and progressively, corresponding to the learners' required level.

Survey results suggest that textbooks focusing on vocabulary and grammar, with a clear structure and based on the language minimum, are more effective in developing authentic communicative skills. For A2 learners, the main goal is to master basic language structures and use them to facilitate simple communication. Achieving this goal requires the harmonious presentation of vocabulary and grammar, which is a fundamental condition.

Based on the survey results and numerical data, it is evident that textbooks developed around a lexical-grammatical minimum are much more effective in building and reinforcing the basic language skills of learners. These textbooks help fulfill the specific learning objectives and language requirements of A2 learners and contribute to the development of a strong language foundation.

Surveys were also conducted with both the experimental and control groups. The instructors explained the questions and answer choices to the learners. The surveys were conducted separately for each group. The experimental group had 93 participants, while the control group had 86 participants. It should be noted that the majority of participants were learning Kazakh for work-related reasons, based on the instructions of their employers. When analyzing the language learning process from the learners' perspective, it is important to consider the learners' motivation, goals, age, and previous experience, as these factors influence how information is absorbed, processed, and applied.

The evaluation of the structure and content of the Kazakh Language Lexical-Grammatical Minimum textbook by language learners:

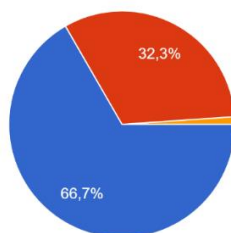


Figure 6. 6th Question of the Survey

The responses to the textbook's structure and content are divided into three categories: "very effective", "satisfactory", and "ineffective". A total of 93 participants provided feedback. It was found that the majority of respondents – 66.7% (62 participants) – rated the textbook as "very effective". This result indicates that the content and structure of the textbook meet the learners' needs and are used effectively in the learning process.

Additionally, 32.3% (30 participants) rated it as "satisfactory", suggesting that while the textbook had many positive aspects, there is room for improvement in certain areas.

Only 1% (1 participant) rated it as "ineffective". This very low percentage suggests that the content of the textbook is generally suitable for the target audience, and negative feedback is rare.

Overall, these results confirm that the textbook's structure and content were designed to meet the majority of learners' requirements, demonstrating its methodological effectiveness and content quality. However, since a significant portion of participants rated it as "satisfactory", it is recommended that future editions take into account specific suggestions and feedback from learners in order to further enhance the textbook's effectiveness.

Evaluation of the Structure and Content of the Universal Kazakh Language Textbook by Learners (Fig. 7):

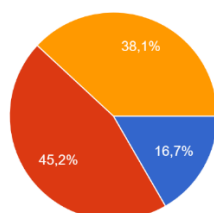


Figure 7. Assessment of the Structure and Content of the Textbook by Language Learners

According to the data presented in the diagram, more than half of the respondents (83.3%) did not fully trust the effectiveness of the textbook. 45.2% of learners, who rated the textbook as "satisfactory", acknowledged that it was somewhat usable, but they pointed out that both the structure and content need improvement. 38.1% of learners rated the textbook as "ineffective", indicating that the content and structure did not fully meet their linguistic needs, and in some cases, it was unclear, difficult, or disorganized. Only 16.7% of respondents rated the textbook as "very effective", showing a low level of effectiveness. The survey results revealed that the content and structure of the Universal Kazakh Language textbook did not entirely meet the learners' expectations.

Evaluation of Task Clarity by Learners Using the Kazakh Lexical-Grammatical Minimum-Based Textbook:

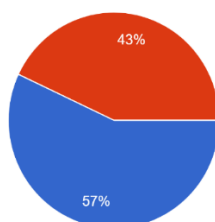


Figure 8. Assessment of the Comprehensibility of Tasks by Language Learners Who Have Studied the Manual

57% of respondents rated the tasks in the textbook as "very clear", while 43% rated them as "moderately clear". Notably, there were no respondents who rated the tasks as "unclear". According to the survey results, more than half of the respondents (57%) found the tasks in the textbook completely clear. This indicates that the instructional material based on the Lexical-Grammatical Minimum (LGM) was methodologically well-structured and easily accessible for learners. The 43% who rated the tasks as "moderate" suggest that some tasks might not have been fully aligned with the learners' levels or required additional explanation. However, the absence of any respondents rating the tasks as "unclear" implies that the content of the textbook was generally adapted to the audience. This indicates that the textbook was generally successful, though there is room for improvement in specific areas based on teaching experiences. In other words, learners accept and understand the tasks in the textbook.

Evaluation of Task Clarity by Learners Using the Universal Kazakh Language Textbook:

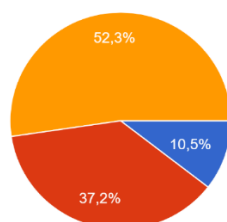


Figure 9. Assessment of the Comprehensibility of Tasks by Language Learners

According to the survey results, 86 learners evaluated the clarity of the tasks in the Universal Kazakh Language textbook. Of the respondents, 10.5% rated the tasks as "very clear", 37.2% rated them as "moderately clear", and 52.3%

rated them as "unclear". This result indicates that the tasks in the textbook were unclear for the majority of learners (more than half). The 52.3% who found the tasks difficult to understand suggest significant flaws in the structure and content of the learning material. The 37.2% who rated the tasks as "moderate" imply that while some tasks were clear, they required additional explanations or examples during the learning process. Only 10.5% rated the tasks as fully "clear". This suggests that the content of the textbook was not fully adapted to the target audience, and the learners' levels and needs were not adequately considered.

Evaluation of the Communication Potential in the Textbook Based on the Kazakh Lexical-Grammatical Minimum:

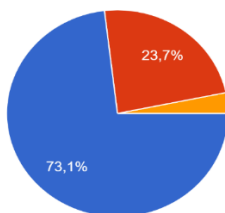


Figure 10. Assessment of Communication Capabilities in the Textbook

During the survey, learners were asked the question: "Does the information in the textbook help in daily communication?" 93 respondents answered this question. The distribution of responses was as follows: 73.1% answered "yes", 23.7% answered "somewhat", and 3.2% answered "no". The majority of respondents (73.1%) noted that the information in the textbook would indeed help establish linguistic communication in everyday life. This indicates that the instructional material was designed with a practical orientation and covers the essential communicative situations that learners need. In other words, the lexical and grammatical content of the textbook is adapted to real-life situations, and the speaking models and tasks in the textbook are aimed at developing communicative skills. 23.7% of the participants indicated that the information was somewhat useful, suggesting that the content and situational orientation of the material might not fully meet the experiences and needs of all learners. These responses could be influenced by the learners' proficiency level, frequency of practical use, and motivational factors. Only 3.2% of respondents stated that the information in the textbook does not help with communication. This implies that the content of the textbook is generally effective, but for certain learners, additional support or alternative methodological approaches may be needed during the learning process.

Evaluation of the Communication Potential in the Universal Kazakh Language Textbook (Fig. 11):

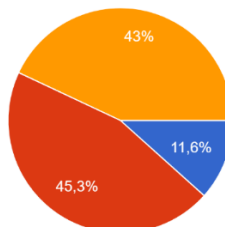


Figure 11. Assessment of Communication Capabilities in the Textbook

Regarding the Universal Kazakh Language textbook, 11.6% of the learners indicated that the information in the textbook fully helps with daily linguistic communication, 45.3% said it helps somewhat, and 43% stated that it does not help at all. These results show that the material is insufficiently structured with a practical orientation. Only 11.6% of respondents rated the information as effective, which suggests that the textbook's content is not fully connected to real-life situations and that the linguistic units provided may not be sufficient for practical use. For the textbook's content to contribute effectively to daily communication, it must be based on communicative situations. The responses indicate that while learners found some parts of the textbook useful, it is insufficient for complete linguistic communication.

The survey results comparing the effectiveness of the two textbooks provide insight into significant differences in the content and structure. Specifically, the ratings for the Kazakh Lexical-Grammatical Minimum-Based Textbook and the Universal Kazakh Language textbook show important discrepancies regarding content and structure quality. The results for the first textbook demonstrate that it was methodologically well-designed and met the majority of learners' needs and expectations. Based on the survey, a comparative analysis of the two textbooks-the Kazakh Lexical-Grammatical Minimum-Based Textbook and the Universal Kazakh Language Textbook-was conducted, considering their effectiveness and practical application in the language learning process. This analysis focused on the quality of the structure and content, the clarity of tasks, and the potential of the textbooks to assist in daily communication. The survey results showed that the Lexical-Grammatical Minimum-Based Textbook was significantly more effective overall. More than two-thirds of participants rated it as "very effective", indicating that its structure and content were goal-oriented, adapted to learners' levels, and produced positive learning outcomes. Additionally, most of the tasks were

clear and logically structured. From a communicative perspective, this textbook was based on real-life situations and effectively presented the key structures and models needed for language communication. In contrast, the Universal Kazakh Language textbook was rated lower by learners. The majority of respondents evaluated its effectiveness as average, and some even described it as "ineffective". This indicates that the textbook's structural coherence and content completeness were insufficient. Some tasks were complicated, unclear, and disorganized. The comparison of the two textbooks shows that the Lexical-Grammatical Minimum-Based Textbook offers a systematic, clear, and communicative-oriented approach, effectively matching the learners' needs. It takes learners' language levels into account and focuses on gradual skill development, thus enhancing the effectiveness of the learning process and building learners' confidence. Based on the evaluations provided by the learners in both the experimental and control groups, the Kazakh Lexical-Grammatical Minimum-Based Textbook developed as a research object can be considered effective.

#### IV. CONCLUSION

The role of the lexical-grammatical minimum (LGM) in teaching Kazakh as a second language is crucial. The LGM serves as a systematized set of words and grammatical structures necessary for communication at a particular level, optimizing the learning process and playing a decisive role in the formation of language skills. Teaching vocabulary and grammar in a unified, cohesive manner from the initial stages of language learning reduces cognitive load and enables learners to achieve their goals systematically. In this context, developing textbooks based on the lexical-grammatical minimum, tailored to each level of Kazakh, is one of the key tasks in modern language teaching methodology. In this regard, in 2024, a lexical-grammatical minimum for all levels of Kazakh (A1–C1) was prepared, and based on it, a special textbook for the A2 level was published. The main feature of this textbook is that, while adhering to scientifically grounded selection principles in teaching vocabulary and grammar, it is aimed at developing learners' communicative skills. The structure of the textbook is systematic, with thematic content closely related to real-life situations, and it aims to develop all language skills (listening, reading, speaking, writing) in an integrated manner.

To assess the effectiveness of this textbook, a special experiment was conducted within the framework of the research. The experiment involved 14 teachers and 179 learners from language centers in Akmola, Kostanay, North Kazakhstan, Karaganda, and Astana. The participants were divided into two groups: one group was taught using the new textbook based on the LGM, while the other group was taught using the alternative Universal Kazakh Language textbook.

The results of the experiment showed that the content and tasks of the textbook developed based on the lexical-grammatical minimum had a much more effective impact on the learning process. The teachers highly rated the structure of this textbook, its alignment with learners' levels, and its communicative orientation. Learners also positively received the clarity of the materials and their adaptation to daily communication, highlighting the practical benefits of the textbook. In contrast, while the alternative textbook was useful in some aspects, its task system's complexity and the lack of adaptation in its content reduced its effectiveness.

Thus, the research results provide evidence that the textbook based on the lexical-grammatical minimum fully meets the current requirements for teaching Kazakh at the A2 level. Its implementation in the learning process would improve the quality of Kazakh language acquisition. Additionally, this experience can serve as a methodological foundation for developing textbooks for other levels of Kazakh in the future.

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