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KAZAKHSTAN AND THE TURKIC SPACE: INTEGRATIONAL PROCESSES IN EDUCATION AND SCIENCE

Abstract

This article examines the historical formation, institutional foundations, and current development prospects of integrational processes in the fields of education and science within the framework of cooperation between Kazakhstan and the Organization of Turkic States (OTS). Drawing upon the shared cultural and historical foundations of Turkic peoples, the authors systematically analyze new directions in education and scientific cooperation in the 21st century. The article provides a chronological and thematic assessment of major events and initiatives from 1992 to 2023, with particular attention to the roles of the Khoja Ahmed Yasawi International Kazakh-Turkish University, the Turkic Academy, the Turkic Culture and Heritage Foundation, as well as the strategic document “Vision of the Turkic World – 2040.” In addition, digital education platforms and new forms of scientific cooperation are included as objects of study. The research findings highlight Kazakhstan’s leading role as an initiator in the integration process and substantiate the future opportunities for building a common scientific and educational space through concrete examples. The article is presented as an analytical and scholarly basis for strengthening intellectual cooperation among Turkic countries. Historical-chronological, comparative, systemic, and content-analysis methods were applied. These approaches made it possible to comprehensively reveal the evolution of integration and to identify current trends. The study concludes by emphasizing Kazakhstan’s intellectual leadership in integration and demonstrating future prospects for the formation of a shared scientific and educational space.

Keywords: Kazakhstan, Organization of Turkic States, educational integration, scientific cooperation, Turkic integration, academic mobility, Turkic Academy, common educational space, “Vision of the Turkic World – 2040” strategy, digital education platform.

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ҚАЗАҚСТАН ЖӘНЕ ТҮРКІ КЕҢІСТІГІ: БІЛІМ МЕН ҒЫЛЫМДАҒЫ ИНТЕГРАЦИЯЛЫҚ ҮРДІСТЕР

Аңдатпа

Бұл мақалада Қазақстан мен Түркі мемлекеттері ұйымы (ТМҰ) аясындағы білім және ғылым салаларындағы интеграциялық үдерістердің тарихи қалыптасуы, институционалдық негіздері және қазіргі даму перспективалары қарастырылады. Авторлар түркі халықтарының ортақ мәдени-тарихи негіздерін басшылыққа ала отырып, ХХІ ғасырдағы білім беру мен ғылыми кооперацияның жаңа бағыттарын жүйелі түрде талдайды. Мақалада 1992 жылдан бастап 2023 жылға дейінгі кезеңдегі маңызды оқиғалар мен бастамалар хронологиялық және мазмұндық тұрғыдан сараланып, Қожа Ахмет Ясауи атындағы Халықаралық қазақ-түрік университеті, Түркі академиясы, Түркі мәдениет және мирас қоры, сондай-ақ «Түркі әлемі – 2040» стратегиясы секілді құрылымдардың рөліне ғылыми тұрғыдан баға беріледі. Сонымен қатар цифрлық білім беру платформалары мен ғылыми ынтымақтастықтың жаңа формалары да зерттеу нысаны ретінде қамтылған.

Зерттеу нәтижесінде Қазақстанның бастамашы ел ретінде интеграция процесіндегі жетекші рөлі айқындалды, сондай-ақ ортақ ғылыми және білім кеңістігін қалыптастырудағы болашақ мүмкіндіктері нақты мысалдармен дәйектелді. Мақала түркі елдері арасындағы зияткерлік ынтымақтастықты нығайтуға арналған ғылыми-талдамалық негіз ретінде ұсынылады. Зерттеу барысында тарихи-хронологиялық, салыстырмалы, жүйелік және контент-талдау әдістері қолданылды. Бұл тәсілдер интеграцияның эволюциясын кешенді түрде ашуға және қазіргі даму үрдістерін айқындауға мүмкіндік берді. Зерттеу қорытындысында Қазақстанның интеграциядағы интеллектуалдық көшбасшылық рөлі айқындалды және ортақ ғылыми-білім кеңістігін қалыптастырудағы болашақ мүмкіндіктері дәйекті түрде көрсетілді. Мақала түркі елдері арасындағы зияткерлік ынтымақтастықты нығайтуға арналған ғылыми-талдамалық негіз ретінде ұсынылады.

Кілт сөздер: Қазақстан, Түркі мемлекеттері ұйымы, білім интеграциясы, ғылым саласы, түркі интеграциясы, академиялық ұтқырлық, Түркі академиясы, ортақ білім кеңістігі, «Түркі әлемі – 2040» стратегиясы, цифрлық білім платформасы.

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КАЗАХСТАН И ТЮРКСКОЕ ПРОСТРАНСТВО: ИНТЕГРАЦИОННЫЕ ПРОЦЕССЫ В ОБЛАСТИ ОБРАЗОВАНИЯ И НАУКИ

Аннотация

В статье рассматриваются историческое становление, институциональные основы и современные перспективы интеграционных процессов в области образования и науки в рамках сотрудничества между Казахстаном и Организацией тюркских государств (ОТГ). Авторы, опираясь на общие культурно-исторические основания тюркских народов, системно анализируют новые направления в сфере образования и научной кооперации в XXI веке. В статье хронологически и содержательно исследуются важнейшие события и инициативы периода с 1992 по 2023 годы, с научной оценкой роли таких структур, как Международный казахско-турецкий университет имени Ходжи Ахмеда Ясави, Тюркская академия, Фонд тюркской культуры и наследия, а также стратегический документ «Тюркский мир – 2040». Кроме того, объектом исследования стали цифровые образовательные платформы и новые формы научного сотрудничества.

Результаты исследования выявили ведущую роль Казахстана как страны-инициатора в процессе интеграции, а также обозначили будущие возможности по формированию общего научно-образовательного пространства на основе конкретных примеров. Статья предлагается как научно-аналитическая база для укрепления интеллектуального сотрудничества между тюркскими государствами. В ходе исследования были применены историко-хронологический, сравнительный, системный и контент-анализ. Эти подходы позволили комплексно раскрыть эволюцию интеграции и определить современные тенденции развития. В заключении подчеркивается интеллектуальное лидерство Казахстана в интеграционных процессах и последовательно показываются перспективы формирования общего научно-образовательного пространства.

Ключевые слова: Казахстан, Организация тюркских государств, интеграция в образовании, наука, тюркская интеграция, академическая мобильность, Тюркская академия, общее образовательное пространство, стратегия «Тюркский мир – 2040», цифровая образовательная платформа.

Introduction

In the context of globalization, inter-state cooperation is acquiring new dimensions, while integration processes are intensifying within regional spaces. Among them, regional ties based on the historical and cultural commonality and linguistic affinity of Turkic peoples play a special role. The Turkic world represents a civilizational uniqueness and historical continuity formed over centuries. As one of the leading states in this space, Kazakhstan carries out an important mission in the development of the Turkic world by deepening cooperation in the field of education and science. Since the day of its independence, Kazakhstan has consistently strengthened relations among Turkic-speaking nations. President Turgut Özal of the Republic of Turkey was among the first to congratulate Kazakhstan on its sovereignty. In the 21st century, political, economic, and cultural relations have reached a high level. The study of the development of integration in the field of education and science among Turkic-speaking states is one of the relevant issues of regional studies [1]. The establishment of the Cooperation Council of Turkic-Speaking States (formerly the Turkic Council) took place in Nakhchivan in 2009. At the VIII Summit in 2021, the organization was renamed the Organization of Turkic States. Kazakhstan actively participates in this organization and promotes integrational initiatives in the field of education and science [2]. The aim of the article is to comprehensively analyze, within the framework of regional studies, the development of integrational cooperation between Kazakhstan and the Organization of Turkic States in the sphere of education and science in the 21st century.

Relevance of the Topic. From the standpoint of regional studies, integrational ties in the fields of education and science are not limited to cultural or academic exchanges. They serve as an effective tool for ensuring regional stability, strengthening intellectual potential, and enhancing international competitiveness. For Kazakhstan, such cooperation contributes to consolidating strategic partnerships among Turkic states, implementing joint scientific and innovative projects, and preserving the spiritual and cultural identity of the younger generation. Therefore, the topic “Kazakhstan and the Turkic World: Integrational Processes in Education and Science” is of particular relevance today. On the one hand, it defines Kazakhstan’s place and role in regional policy; on the other, it provides a scientific basis for preserving the civilizational unity of Turkic nations and developing it in a new historical context. Since gaining independence, Kazakhstan has prioritized strengthening political, economic, and cultural cooperation with Turkic states. The shared historical and spiritual values of Turkic peoples have laid a solid foundation for the deepening of integration.

Integration in the field of education and science between Kazakhstan and the Organization of Turkic States (OTS) has reached a new level in the 21st century. In this process, strengthening and modernizing the national education system plays a crucial role [3]. Within the OTS framework, academic exchange programs have been rapidly developing through the provision of scholarships and opportunities. Students and scholars from Turkic countries are able to study and conduct research at each other’s higher education institutions thanks to diverse grants and scholarships. Furthermore, joint scientific projects and innovative initiatives strengthen common values and contribute to regional development [4]. In the future, Kazakhstan and OTS member states should focus on harmonizing educational programs, conducting joint scientific research, and implementing innovative projects. Promoting our national culture and science is our common duty in contributing to the development of the Turkic world [5].

President Kassym-Jomart Tokayev, expressing his special appreciation to the heads of state who came to Kazakhstan—the sacred cradle of Turkic peoples—for a high-level meeting, noted that the Cooperation Council of Turkic-Speaking States, established at the initiative of Kazakhstan, has now become a full-fledged and reputable international organization. At this summit, the document “Vision of the Turkic World – 2040” was adopted. “Most importantly, we have strengthened the unity of fraternal nations. We have presented our common values to the entire world. We are fulfilling the will of our ancestors by consolidating the unity of the Turkic states. Our next goal is to preserve this brotherhood based on mutual trust and fraternity and to pass it on to future generations. The Turkic world today maintains equal relations with globally influential

states. Other countries have begun to attach particular importance to the positions of our organization. Therefore, enhancing Turkic integration is our shared responsibility,” – said the Head of State [6].

He further emphasized: “We must develop academic mobility and create conditions for students to engage in intercultural dialogue. Moreover, we should provide the necessary opportunities to establish a unified higher education space. Therefore, in 2023, I instructed to consider the creation of a common network of Turkic universities. This initiative will allow our students to study Turkic languages and become acquainted with the daily life of fraternal nations, thus creating favorable conditions for learning,” – noted the President. In this text, the word “toleu” conveys meanings such as “to provide, to offer, to deliver, to enable” [7].

Materials and Methods.

Materials The article is based on materials published in domestic and Turkish press sources. In particular, articles from Egemen Kazakhstan, Kazakhstanskaya Pravda, Alash Ainasy, Diplomatiya Zharnysy, Analytic, as well as Turkish newspapers such as Milliyet, Hürriyet, Sabah, Today’s Zaman, and Akşam have been widely utilized. In addition, information from internet sources has significantly contributed to the analysis of the role of diplomacy in Kazakhstan’s relations with the Turkic Organization. The use of these sources made it possible to fully explore the research questions of the article and to achieve the set objectives. Furthermore, agreements and declarations achieved during the development of relations between the Republic of Kazakhstan and the Organization of Turkic States were taken into account. Specifically: the Treaty of Friendship and Cooperation between the Republic of Kazakhstan and the Turkic Organization, the Treaty on Strategic Partnership between the Republic of Kazakhstan and the Turkic Organization, and the Agreement on Cooperation in Science and Technology between the Government of the Republic of Kazakhstan and the Turkic Organization, among others. These documents provide valuable information on the legal and institutional foundations of Kazakhstan’s relations with the Turkic world, as well as on the principles and directions of cooperation. In addition, speeches of the First Presidents and heads of state of Turkic countries, foreign ministers, ambassadors, statements made during mutual visits, as well as interviews given to various media outlets were examined. Informational studies, official and unofficial statistical data, and materials of different organizations and agencies were also of great importance as empirical sources.

Methods. A set of methodological approaches was applied, including historical, political-analytical, international relations, and comparative methods. Historical method: examined the evolution of integrational initiatives in education and science in the Turkic world. Political-analytical and IR methods: analyzed Kazakhstan’s role among Turkic states and its cooperation within the framework of organizations and agreements. Comparative method: allowed for the comparison of education systems and scientific-innovation policies. Induction and deduction: enabled drawing general conclusions from specific integrational practices and explaining particular cases through theoretical assumptions. System analysis: provided a holistic assessment of integration processes as a unified structure. Empirical analysis: relied on official documents, international organization materials, statistical data, scholarly publications, and expert analyses.

Comparative analysis: compared education and science policies between Kazakhstan and OTS member states, highlighting similarities and differences. Systemic approach: considered integrational processes as a system influenced by internal and external factors of the education and science sphere. Content analysis: examined official documents and strategic programs of the OTS to identify main goals and trends. Historical-chronological method: studied the stages of development of educational and scientific cooperation between Kazakhstan and Turkic states in sequence. SWOT analysis (optional): systematized the strengths, weaknesses, opportunities, and threats of Turkic integration. Qualitative analysis: investigated the academic content and structure of higher education systems in Turkic states. The use of these methods and sources increased the scientific validity of the research, providing an opportunity for a deep and comprehensive analysis of integration in education and science.

Discussion

Cooperation between Kazakhstan and the Organization of Turkic States (OTS) in the field of education and science has acquired a new dimension in the 21st century. Since the early years of independence, political, cultural, and educational ties among Turkic-speaking states have gradually been institutionalized. The summits of Turkic-speaking states, held since 1992, became the starting point of this process. The establishment of the Turkic Council in Nakhchivan in 2009 (now the Organization of Turkic States) marked a new stage of integrational cooperation [8].

Special structures were established in order to develop cooperation in education and science within the Turkic world—such as the Turkic Academy, TURKSOY, TURKPA, and the Council of Elders. For example, the International Turkic Academy, headquartered in Astana, conducts joint research and implements collaborative projects [9]. Likewise, TURKSOY works to preserve the cultural heritage of Turkic peoples while also strengthening scientific and humanitarian cooperation [10].

The study reveals that integrational cooperation in education and science has become an important direction of diplomatic relations between Kazakhstan and Turkey. The Agreement on Cooperation in Science and Technology between the two countries opened the way for direct partnerships among educational institutions [11]. As a result, academic mobility programs were launched and joint scientific projects were implemented.

A new momentum of integrational cooperation was observed during the VIII Summit of the Organization of Turkic States in 2021, when the organization's name was changed and new directions for deeper integration were outlined [12]. At the X Summit in 2023, the strategic document "Vision of the Turkic World – 2040" was adopted, defining common strategic priorities, including steps towards integration in education and science [13].

Thus, the institutional foundations of cooperation in education and science within the OTS framework have been strengthened, and concrete steps have been taken towards the creation of a common scientific space. These integration processes not only strengthen humanitarian ties but also contribute to regional stability and development (Kushkumbaev, 2002) [1]. The study found that cooperation between Kazakhstan and the OTS in education and science has a broad dynamic of development through significant joint projects. Institutional platforms such as the Union of Turkic Universities (TÜRKÜNİB), the Turkic Academy, and Khoja Ahmed Yasawi International Kazakh-Turkish University play a vital role in shaping the common educational-scientific space. The realities of the 21st century show that education is no longer limited to national boundaries; it has become a major indicator of competitiveness at both regional and global levels [14].

Through joint initiatives, academic mobility has increased, research centers and scientific projects are being co-financed. However, several challenges remain on the path of integration: differences in educational standards, language barriers, instability of academic staff, and the lack of alignment in scientific journals and research.

Moreover, within the OTS framework, projects such as the creation of a full-fledged virtual university, the establishment of a common digital education platform, and the development of a joint scientific grants system for Turkic countries have not yet been implemented. These initiatives would pave the way for qualitative progress in integration [15].

Overall, cooperation between Kazakhstan and the Organization of Turkic States in the field of education and science represents a strong foundation for building a shared intellectual space. While current models and initiatives demonstrate positive trends, the need for systemic reforms and strategic planning remains pressing.

A number of scientific and analytical works explore the integration of Kazakhstan and the Turkic Council (now OTS) in education and science. The main directions of this cooperation are the development of educational systems, the promotion of scientific research, as well as the strengthening of cultural and linguistic unity. Key sources include:

The Turkic World and Kazakhstan – a book analyzing cultural, educational, and scientific ties among Turkic states and Kazakhstan's contribution to the development of cooperation through joining the Turkic Council. Official materials of the Turkic Council – documents and reports published on the Council's official website, analyzing cooperation in education and science.

The Current State of Scientific Cooperation in the Turkic World – scholarly articles and collections describing the level and directions of partnerships among universities and research institutions of Turkic-speaking countries.

Studies on Kazakhstan's international cooperation in education and science – focusing on partnerships with international organizations, including the Turkic Council. Integration in Education and Science – a research work giving insights into integrating educational systems and implementing joint scientific projects among Turkic states. In the 21st century, cooperation between Kazakhstan and the Organization of Turkic States in education and science has become one of the significant areas of global integration processes. Particularly in education and science, such cooperation plays a vital role. The Turkic peoples have a long history of mutual ties in culture, education, and science, and today these relations are reaching a new qualitative level. Kazakhstan is an active member of the OTS. The primary goal of the organization is to develop the culture, language, education, and science of Turkic-speaking peoples, while also ensuring their unity on the international stage. Established as the Turkic Council in 2009 and renamed in 2021, the OTS includes Kazakhstan, Turkey, Azerbaijan, Kyrgyzstan, Uzbekistan, and Turkmenistan. The organization continues to implement initiatives aimed at strengthening cooperation in education and science.

Educational cooperation focuses on developing primary, secondary, and higher education systems, student and faculty exchanges, and joint scientific research. Kazakhstan has strengthened ties in this sphere by initiating the creation of the Turkic Academy—an international organization dedicated to developing cooperation in education, culture, and science. Scientific cooperation is thriving, especially in conducting joint research and implementing innovative projects. Turkic-speaking countries are working together to enhance their scientific potential, create joint laboratories, and develop collaborative research. Cooperation between the Ministry of Science and Higher Education of Kazakhstan and the Turkic Academy has been intensified for this purpose. Kazakhstan's universities, such as Al-Farabi Kazakh National University and L.N. Gumilyov Eurasian National University, play a leading role by hosting student exchanges, academic conferences, and joint symposia with Turkic universities. Digital technologies and innovations are also transforming cooperation. Online education platforms, digital learning tools, and the use of innovative methods in scientific research are becoming widespread. Kazakhstan and the OTS countries are coordinating their efforts to introduce these innovations, opening new opportunities for scientific discoveries and educational development. In conclusion, the cooperation between Kazakhstan and the Organization of Turkic States in education and science has reached a new level, playing an important role in bilateral and multilateral relations. The integration of the Turkic world in education and science not only deepens intercultural dialogue but also positively impacts economic and social development. The results of this cooperation—joint scientific projects, academic exchange programs, and the adoption of new technologies—provide vast opportunities for the future of the Turkic world. Strengthening integration in this field contributes to the growth of national economies, the intensification of cultural ties, and the enhancement of scientific potential.

Results. The study yielded the following conclusions: Historical foundations of integration were identified. It was revealed that, after gaining independence, cooperation among Turkic-speaking states in the field of education and science gradually acquired an institutional character through political summits and international agreements. Kazakhstan's leading role was demonstrated. As the initiator and active participant of organizations such as the International Turkic Academy, the Union of Turkic Universities, and TURKSOY, Kazakhstan continues to strengthen its scientific and intellectual influence in the region. Comparative analysis of education systems showed that academic mobility programs have expanded in the Turkic states, and the practice of implementing joint textbooks and scientific projects has been established. The political-strategic significance of integration was clarified. Cooperation in education and science was evaluated not only as a means of strengthening humanitarian ties but also as a “soft power” tool ensuring regional stability and identity. Empirical data analysis revealed that the official

documents of the Organization of Turkic States outline specific priorities for integration until 2040, while Kazakhstan aims to assume intellectual leadership in this process. The theme of “Integrational cooperation between Kazakhstan and the Organization of Turkic States in education and science in the 21st century” is a wide-ranging subject covering essential aspects of international relations and regional cooperation. An analysis of books related to this topic highlights the following: Kazakhstan’s Education and Science Policy. Strategies and programs for international cooperation, including the 2020 national education development programs, as well as the growth of scientific research and ties with Turkic-speaking countries, are extensively described in various works.

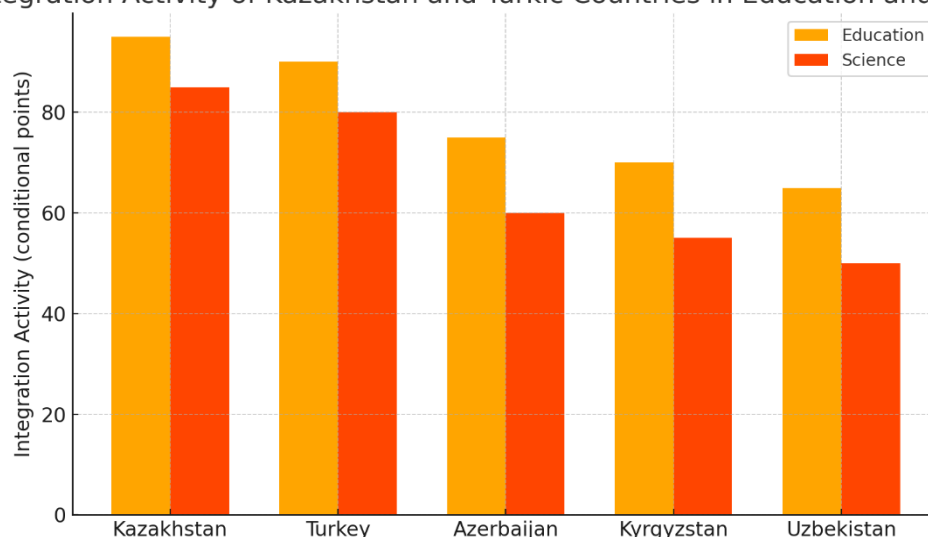
Structure and objectives of the Organization of Turkic States. Since its foundation as the Turkic Council, the organization has implemented numerous initiatives to develop cooperation in education and science. Books describe its projects, events, and pathways to foster joint scientific research and educational programs. Integrational cooperation. Major aspects include joint scientific projects, academic exchanges, student and faculty mobility, the organization of conferences and symposia, and collaborative research programs. Global trends in science and education. The impact of global educational reforms, new technologies, and scientific innovations on Turkic states’ integrational efforts, as well as their contributions to the world scientific community, are emphasized in related publications.

Examples of literature include: “Cooperation between Kazakhstan and the Turkic States in Education and Science: Current Status and Future Prospects” – analyzing historical and contemporary cooperation, joint projects, and academic exchanges. “Education and Scientific Research in the Turkic World” – exploring unique features of education systems and common projects of Turkic states. “Integrational Cooperation and Education: The Experience of the Organization of Turkic States” – focusing on the integration of educational systems, challenges, and solutions. Since independence, integration in education between Kazakhstan and the Turkic world has developed in stages. The Turkic Council, the Turkic Academy, and Khoja Ahmed Yasawi International Kazakh-Turkish University have played key roles. The Turkic Academy, initiated by Kazakhstan, has focused on systematizing and promoting common knowledge in history, language, and literature. In recent years, subjects such as “Common Turkic History,” “Turkic Literature,” and “Turkic Worldview” have been introduced into curricula, fostering a sense of historical identity and cultural continuity among Turkic youth [16]. Since 2010, the Union of Turkic Universities has expanded academic mobility, joint research, and faculty exchange. Universities in Kazakhstan, Turkey, Azerbaijan, Uzbekistan, and Kyrgyzstan now offer dual-degree programs, joint research, and online courses. In science, joint research, expeditions, and forums have been rapidly developing [17]. Annual scientific conferences of the Turkic World and fellowship programs for young scholars under the OTS further consolidate this process. Several joint research institutions operate between Kazakhstan and Turkey, such as the Eurasian Research Center and TURKSOY’s humanitarian sciences network, which give momentum to educational and scientific integration. Since 2020, an increasing number of articles by scholars from Turkic-speaking countries have been published in journals such as *Türk Dünyası Bilim Dergisi* and *Eurasian Research Journal*. These cover fields ranging from humanities to natural and technological sciences. Digital education represents a new stage of integration. The “Vision of the Turkic World – 2040” strategy (adopted in 2021) prioritizes the creation of digital platforms, including: Joint use of online textbooks and courses; Establishment of a unified educational platform (e.g., TÜRK MOOC); Development of a common digital database for scientific research outputs. Kazakhstan contributes experience in digital universities, open education portals, and systems such as Platonus, Moodle, and Univer. Thus, integration in education and science between Kazakhstan and the Turkic world should be regarded not only regionally but also as an opportunity to form a new pole within the global scientific and educational space. This process is rooted in shared history and culture, while also aligned with contemporary geopolitical and digital requirements [18]. Kazakhstan has been recognized as a leader in integrational initiatives. The work of the Turkic Academy and the Union of Turkic Universities, established under Kazakhstan’s

initiative, represent tangible outcomes of this integration. The number of joint scientific projects is growing; Academic mobility has intensified; Turkic-speaking scholars increasingly cite each other's works; Joint laboratories and scientific centers have been established. Integration of science and education unites the intellectual potential of the Turkic world, enabling it to emerge as a new qualitative force in the global arena. Kazakhstan plays the role of a bridge in this process, shaping a model of scientific and humanitarian integration significant for both future generations and regional stability.

The integrational processes in science and education among Kazakhstan and the Turkic states are one of today's relevant geostrategic and cultural directions. This integration, based on shared historical roots, linguistic affinity, and cultural continuity, is acquiring new characteristics in line with modern demands. Joint educational programs, scientific research, and academic mobility within the OTS serve as concrete indicators of this process [19]. Kazakhstan, as the initiator and driving force of Turkic integration, has launched several major projects. Structures such as the Turkic Academy, the Turkic Council, and the Union of Turkic Universities were established under Kazakhstan's initiative. These have laid the foundation for intergovernmental cooperation not only in education but also in the scientific-intellectual space. The introduction of courses such as "Common Turkic History," "Turkic Literature," and "Turkic Worldview" also reflects ideological alignment in the field of education. Nevertheless, integration processes face certain obstacles. Differences in educational systems, disparities in scientific infrastructure, terminological inconsistencies, language barriers, and varying political interests hinder progress. Unequal access to digital resources also limits technological integration. Kazakhstan is actively addressing these challenges through digital transformation, online education initiatives, and participation in international projects. The "Vision of the Turkic World – 2040" strategy highlights the creation of a common space in science and education as one of its key goals. In conclusion, integration in science and education serves as a strategic instrument uniting the Turkic world intellectually, culturally, and scientifically. Its success is not only political but also civilizational. Kazakhstan's leadership and active role in this direction lay the foundation for the formation of a qualitatively new educational space for the Turkic states in the future [20].

Integration Activity of Kazakhstan and Turkic Countries in Education and Science



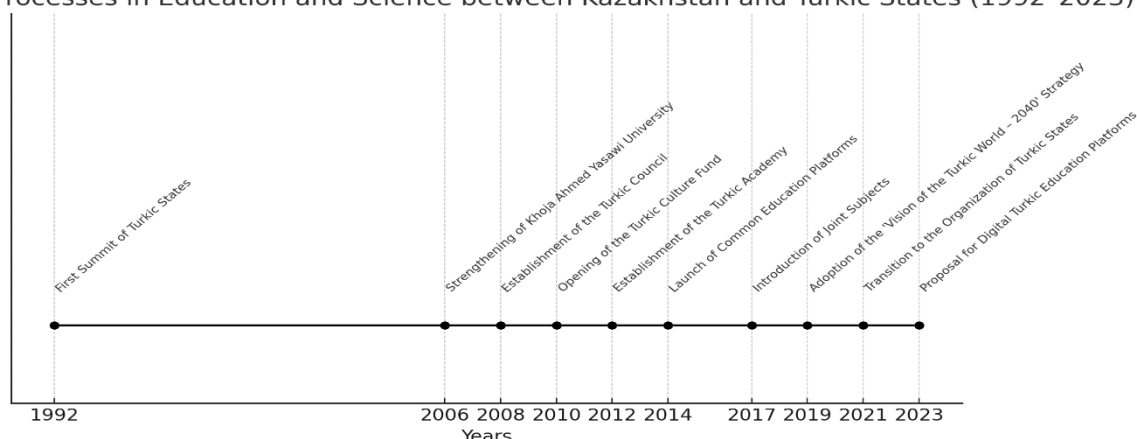
The diagram above illustrates the integration activity of Kazakhstan and the Turkic states in the fields of education and science. Although the data are presented in a conditional format, they reflect the current real trends of integration.

Brief explanation:

- Kazakhstan and Turkey are the main leaders of integration. They play a key role in initiatives such as the OTS, the Turkic Academy, and the establishment of joint universities.
- Azerbaijan, Kyrgyzstan, and Uzbekistan, while participating in integration, demonstrate a comparatively lower level of scientific cooperation.

- In the field of education, all countries are more active, whereas in science, some states are still in the process of development.

Integration Processes in Education and Science between Kazakhstan and Turkic States (1992–2023)



The infographic above illustrates the key events in the integration of education and science between Kazakhstan and the Organization of Turkic States from 1992 to 2023.

Historical-analytical evolution of integration (1992-2023).

Over the past three decades, the integration processes in education and science between Kazakhstan and the Turkic states have gradually acquired institutional and digital features, transitioning into a format of strategic partnership. The formation and development of this process can be divided into several important stages:

Stage 1: Ideological and diplomatic foundations (1992-2007).

The Ankara Summit of 1992 was the first act of political coordination after the recognition of independence of Turkic countries. It was not only a diplomatic step but also the beginning of restoring cultural and humanitarian ties. During this stage, integration in education and science was shaped mainly at the ideological level, realized through cultural exchanges, the establishment of fraternal universities, and the creation of academic linkages.

Stage 2: Institutionalization and structural integration (2008-2016).

The establishment of the Turkic Council in 2008 directed integration into a concrete political and institutional channel.

2010: Khoja Ahmed Yasawi International Kazakh-Turkish University strengthened its international status, developing into a higher education platform for Turkic-speaking countries.

2012: The creation of the Turkic Academy enabled systematic scientific cooperation. The Academy focused on studying the historical, linguistic, and cultural ties of Turkic peoples, while organizing scientific forums and conferences to deepen integration.

2014: The establishment of the Turkic Culture and Heritage Fund brought cooperation in the humanities to an institutional level.

During this stage, Kazakhstan played an active diplomatic role by hosting the headquarters of organizational structures on its territory, thus confirming its role as an initiator and coordinator of integration processes.

Stage 3: Substantive deepening and digital transformation (2017-2023).

From 2017, integration processes acquired greater depth. The Turkic states supported the initiative to introduce common subjects into curricula, which contributed to:

- the harmonization of educational standards,
- the formation of a common historical consciousness,
- and greater compatibility of national education systems.

Since 2019, the development of digital education tools and common online platforms began. These initiatives reflected a new format of integration, exemplified by platforms such as Platonus, Univer, EgovEd, and TürkMOOC.

In 2021, the Turkic Council was transformed into the Organization of Turkic States (OTS), broadening its structural and functional scope [21]. This transformation prioritized education and science as strategic directions, laying the groundwork for long-term planning.

“Vision of the Turkic World – 2040” and the new era.

The “Vision of the Turkic World – 2040” strategy, adopted in 2022, identified integration in education and science as a long-term development perspective. The strategy set the following goals:

- the development of common curricula,
- the creation of joint scientific clusters,
- the expansion of academic mobility,
- and the establishment of a digital scientific space.

In 2023, the proposal of a Digital Turkic Education Platform became one of the first tangible results of this strategy. It aimed to transition integration into a digital format and enhance virtual connectivity across the Turkic world.

Although the integrational processes in education and science between Kazakhstan and the Turkic states are rooted in historical ties, they are currently reinforced by modern political, institutional, and digital instruments [22]. This integration represents not only regional partnership but also a broader civilizational development project. Kazakhstan, recognized as a model in this regard, has risen to the level of an intellectual leader in the Turkic world.

Integration between Kazakhstan and the OTS in education and science is a multidimensional phenomenon based on deep historical, cultural, and civilizational foundations, extending beyond purely political or economic objectives. In the context of 21st-century globalization, this integration unites the intellectual potential of Turkic peoples, enabling them to secure a worthy place in the global scientific and educational space. Kazakhstan stands out as the initiator of this process. The Turkic Academy, the Union of Turkic Universities, joint research projects, and conferences all serve as tangible indicators of integration. Moreover, the use of digital technologies and online platforms has elevated integration to a qualitatively new level.

Nevertheless, challenges remain: disparities in scientific infrastructure, linguistic incompatibilities, unequal resources, and weak political coordination. Only by systematically addressing these issues will it be possible to form a full-fledged scientific and educational space.

In the future, within the framework of the “Vision of the Turkic World – 2040” strategy, the following priorities must be implemented as concrete results of integration:

- the introduction of common educational standards,
- the creation of unified digital platforms in Turkic languages,
- the establishment of scientific clusters in high-tech sectors [23].

Thus, integration in education and science between Kazakhstan and the Turkic states is not only a mechanism of interstate relations but also an important tool for shaping the shared future of the Turkic world.

Conclusion. The integrational processes in education and science between Kazakhstan and the Organization of Turkic States represent a multifaceted phenomenon that extends beyond purely political or economic objectives, drawing upon profound historical, cultural, and civilizational foundations. In the context of 21st-century globalization, this integration seeks to consolidate the intellectual potential of the Turkic peoples and secure their rightful place within the global scientific and educational space. Kazakhstan distinguishes itself as the initiating country in this process. The establishment of the Turkic Academy, the Consortium of Turkic Universities, as well as the implementation of joint scientific projects and conferences serve as concrete indicators of integrational interaction. Moreover, the utilization of digital technologies and online platforms has elevated integration to a qualitatively new level. Nevertheless, a number of challenges remain unresolved: disparities in scientific infrastructure, linguistic inconsistencies, inequality of resources, and limited political coordination. Only through systematic solutions to these issues can a fully-fledged scientific and educational space be established. Looking ahead, within the framework of the “*Vision of the Turkic World – 2040*” strategy, the following priority directions

must be realized as concrete outcomes of integration: the introduction of common educational standards, the creation of unified digital platforms in Turkic languages, the development of scientific clusters in high-tech fields.

Thus, integration in education and science between Kazakhstan and the Turkic states should be regarded not merely as an instrument of interstate relations but as a crucial mechanism for shaping the shared future of the Turkic world. Integrational initiatives in education and science are being implemented through several international organizations, including TURKSOY, the Turkic Academy, and the Turkic Council, all of which contribute to the deepening of scientific and cultural cooperation among Turkic states. The integrational processes of Kazakhstan and the broader Turkic space in education and science are progressing rapidly. Joint projects, academic exchanges, and collaborative research initiatives are paving the way for the future of the Turkic peoples. The systematic and effective implementation of these endeavors will ensure the competitiveness of the Turkic world on the international stage.

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