

ABSTRACT

to the dissertation of Beisenbayev Baktybay Kydyrbaevich or obtaining the degree of Doctor of Philosophy (PhD) in the specialty «6D021500 – Islamic Studies» on the topic «Islamic education in Kazakhstan: history, contemporary place and development in future»

General characteristic of the research. In the dissertation research the historical stages of spread of Islamic civilization on the territory of the Kazakh steppe and its influence on the traditional system of Islamic education are scientifically considered. The processes of formation and development of subjects taught in the Islamic educational system in the territory of Kazakhstan, as well as their historical and cognitive foundations and evolution have been investigated in detail. The historical heritage associated with these disciplines was analyzed using analytical methods, their scientific and spiritual-cultural value was assessed. The object of scientific analysis was the contribution of outstanding thinkers and scholars of the Middle Ages, who came from the regions of Central Asia and Kazakhstan, to the development of Islamic education, a substantive and historical-cognitive review of their works was conducted. Within the framework of the study the institutional structure and curricula of the modern system of Islamic education in Kazakhstan were studied, its development prospects and structural features were determined. In addition, a comparative analysis of the experience of Islamic education in a number of foreign countries was conducted, its effective elements and specific features were revealed.

In general, the dissertation research has conducted a comprehensive analysis of the history, current state, development potential and prospects of the Islamic education system in Kazakhstan. On the basis of the obtained results, scientifically grounded strategic recommendations aimed at its further improvement have been developed.

Relevance of the Research. Islam is a spiritual system that has had a significant impact on the formation of ethno-cultural identity and national identity of the Kazakh people. For centuries, the educational tradition in the Kazakh steppe has been realized through Muslim schools and madrassas, which have become an integral part of the folk worldview. In this context, the study of Islamic educational traditions acquires special significance in terms of reviving national spirituality, comprehending the historical and cultural heritage and improving the effectiveness of the functioning of the modern system of Islamic education.

The Head of State K.K. Tokayev noted: “Our people have been part of the Muslim civilization for more than a thousand years. Islam has had a positive impact on the development of culture, education and science in our country. Great scientists of the Eastern Renaissance, such as Abu Nasr al-Farabi, Yusuf Balasaguni, Mahmud Kashgari, made a significant contribution to the formation of Muslim traditions of virtue. The spiritual world of the Kazakh people led by Abay, Shakarim, Mashhur Zhusup was formed within the framework of Islamic enlightenment”. This statement emphasizes the importance of the influence of Islam on the cultural and historical

development of the Kazakh people and actualizes the need for a comprehensive scientific study of Islamic civilization.

With the acquisition of state independence by the Republic of Kazakhstan, the need for legal regulation of religious relations arose. A significant step in this direction was the adoption of the Law of the Republic of Kazakhstan No. 483-IV “On Religious Activity and Religious Associations” in 2011. This normative act defined the legal status of religious organizations, the main areas of their activities, and established the legal basis for the functioning of religious educational institutions.

In Kazakhstan, a legal and regulatory framework has been formed to ensure the development of Islamic education. This system, functioning independently of the state structure of secular education, is regulated by specialized normative acts and approved educational programs. Significant steps in this direction include the introduction in 2014 by the order of the Ministry of Education and Science of the Republic of Kazakhstan No. 281 of the subject “Fundamentals of secularism and religious studies” for 9th grade students of general education schools. In addition, the specialty “Islamic studies” was included in the group of specialties 022 - “Humanities (except languages)” and 0221 - “Religious studies and theology” in accordance with the order of the Ministry of Education and Science of the Republic of Kazakhstan from September 27, 2018 № 500 “On approval of the classifier of specialties and qualifications of technical and professional, post-secondary education”. In the classifier of specialties of higher and postgraduate education, approved by Order No. 569 of October 13, 2018, Islamic studies is considered as a direction within the field of “Humanities”.

In addition, an important normative document aimed at the development of the religious sphere is the Order of the Minister of Culture and Information of the Republic of Kazakhstan dated October 5, 2023 № 391-NK “On approval of the professional standard ‘Activity in the sphere of religion’”. This standard is designed to systematize the professional qualifications of specialists in the field of religion, to increase the level of their professional knowledge and skills, as well as to improve the effectiveness of their activities in the labor market. The document contributes to improving the system of training and professional development of personnel, as well as improving the quality of services provided in the religious sphere.

The Sectoral Qualifications Framework for Religion is designed to systematize the professional levels of specialists working in this field. In particular, for the leaders of religious associations corresponding to 7-8 levels of qualification, there are requirements to possess advanced knowledge and skills in the field of strategic management, Islamic theology and law, financial administration, marketing and international relations. Representatives of 3-4 levels of qualification, which include imams and teachers, carry out religious rituals, preaching activities, as well as the provision of religious education.

These normative legal acts establish legal grounds for teaching Islamic studies in universities and colleges, clearly defining their status and place in the education system. This legal framework not only provides normative regulation of the system of Islamic

education, but also contributes to the expansion of opportunities for its integration into the national educational space.

The reforms carried out by the state and the adopted normative-legal acts are aimed at regulating the system of Islamic education in accordance with the principles of a secular state and increasing its efficiency. Such an approach forms favorable conditions for the full integration of the Islamic educational structure into the national educational space, as well as for ensuring religious stability and interfaith harmony in society.

Level of research. In recent years, the Islamic education system has become the object of increased attention from the scientific community. Studies in this area cover a wide range of problems - from analyzing the historical and evolutionary stages of its development to identifying the peculiarities of the formation of modern Islamic educational structures and assessing their functional role in society. The theoretical and methodological basis of the dissertation research was formed by the works of domestic and foreign scientists specializing in this field.

The historical formation and structural features of the system of religious education in Kazakhstan, as well as the place of madrasahs in Kazakh society and its socio-philosophical aspects have been comprehensively analyzed by domestic researchers. A significant contribution to the study of this direction was made by such scientists as Derbiseli A., Kerim Sh., Kengetay D.T., Kusainov D.U., Seitakhmetova N.L., Nurov M.M., Kuttybekkyzy G., Baytenova N.J., Begalinova K.K., Razdykova G.M., Sabitov N., Abdrasilova A., Shamshadin K., Almukhametov A., Shapoval Y.V.. The studies of these authors are essential for comprehension of religious education in the historical and cultural context of Kazakhstan.

T. Zholmukhan, N. Kayyrbekov, A. Mustafayeva, Y. Paltore, M. Pernekulova and I. Paltore, M. Pernekulova and I. Meirim present a meaningful and constructive analysis of the impact of secularization on religious education. Their works address the issues of competition between secular and religious education systems, emphasize the need to modernize teaching methods, analyze religious-ideological contradictions, and highlight the problems of the spread of radical movements.

Among the studies devoted to the importance of harmonious coexistence of religious and secular education systems, a special place is occupied by the works of Nadirova G., Kaliyeva S., Mustafayeva A., Kokeyeva D., Arzayeva M., Paltore Y.. These authors emphasize the interpretive and institutional contradictions between different educational models, emphasizing the relevance of the issues of preservation and development of spiritual identity and cultural heritage through Islamic education.

The role of the Islamic education system in preserving Kazakh cultural identity and ensuring spiritual continuity is covered in detail in the studies of Muratkhan M., Kalmakhan Y., Tussufkhan I., Askar A., and Samet O.. At the same time, the scientific literature also criticizes the risk of isolation of this system from other forms of education, as well as its content limitations.

In the studies by Kartabayeva Y., Soltyeva B., and Beisegulova A. the question of the place and transformation of the Islamic education system is considered through the prism of the penetration of Islam into public life, the activation of religious symbols, and the introduction of modern technologies in the educational process. Special attention in these works is paid to the spread of destructive religious movements and the analysis of mechanisms to counter extremism and radicalism.

Among the dissertation studies carried out for the degree of Doctor of Philosophy (PhD), the work of M.N. Smagulov (2017) "Value paradigms of Islamic education: traditions and innovations" stands out, in which the role of Islamic education in the formation of spiritual and moral worldview, as well as its importance in preventing the processes of radicalization is scientifically substantiated. A significant contribution to the development of the topic was also made by U.A. Tungatova (2023), in her dissertation study "The current state and prospects of development of religious education in Kazakhstan" she presented profound theoretical conclusions concerning the formation of religious studies and its prospects.

The peculiarities of Islamic education in the post-Soviet space have been widely covered in the works of Mukhametshin R.M., Amirkhanov R., Valiullin R., Abdullaev M.A. and a number of other researchers. These works scientifically describe the processes of modernization of Islamic educational structure in the post-Soviet ideological context, consider regional peculiarities, and analyze the dynamics of development of religious institutions.

The Islamic educational system has been the subject of study by a number of prominent scholars such as A. Metz, A. Muller, V.V. Bartold and A.E. Bertels, who have examined it from historical, theoretical and structural points of view. A. Metz, A. Muller, V.V. Bartold and A.E. Bertels, who examined it from historical, theoretical and structural points of view. Their works provide an in-depth description of the institutional formation, pedagogical principles, and substantive transformations of Islamic education. These studies provide the basis for a comprehensive analysis of evolutionary processes - from traditional forms of Islamic knowledge transmission to modern educational models.

Among the researchers who have studied the global role and historical continuity of Islamic knowledge, it is worth noting the works of Hassan N., Makdisi G., Tibawi A.L., Panjwani F., Ameen R., Samaeng R.A., Bozkurt N., and Ayhan Ö.Z.. The scientific works of these foreign authors are devoted to analyzing the phenomenon of Islamic education in the context of its place in the world educational space, its cultural influence, as well as its relationship with historical and intellectual traditions.

In general, the presented studies allow for a comprehensive analysis of such aspects as the interaction between Islamic and secular education, the content of academic disciplines and methodological approaches, as well as social factors affecting the formation of religious knowledge. At the same time, a number of areas remain insufficiently studied. These include the issues of integration of the modern system of Islamic education into the national educational space, improvement of educational

programs and methodological base, as well as increasing human resources for training specialists in the field of Islamic studies. In this regard, a comprehensive scientific analysis of the historical evolution, structural characteristics and current processes of Islamic education development seems to be one of the key tasks of this study.

The analysis of the correlation between secular principles and religious traditions in Kazakhstan, as well as the study of the transformation of the Islamic education system in the context of modern educational philosophy and religious studies paradigm create a basis for a deep understanding of emerging contradictions and challenges in this area. This approach contributes to the formation of effective mechanisms for preventing potential conflicts, ensuring social stability and strengthening harmony in the system of state-confessional relations. In addition, it plays a significant role in enhancing the international prestige of the Republic of Kazakhstan as a state that consistently implements a policy of tolerance and interfaith dialogue.

Object of research. The system of Islamic education and educational institutions in the Republic of Kazakhstan.

Subject of the Research. Educational programs of Islamic educational institutions in the Republic of Kazakhstan.

Objective of the Research. The purpose of the study is a comprehensive description of the content and structural features of the system of Islamic education in the Republic of Kazakhstan, scientific analysis of its current state, as well as identifying promising areas for future research.

Research Objectives. In accordance with the purpose of the research work the following tasks are supposed to be solved:

1) to conduct a historical and analytical analysis of the initial stages of the spread of Islam in the territory of Kazakhstan, to determine its role and influence on the formation of cultural, social and spiritual life of the region;

2) to study the stages of formation of the system of Islamic education in Kazakhstan, to identify the regularities of its historical development, as well as to trace the evolution of Islamic educational traditions in the Kazakh steppe civilization;

3) analyze the scientific and pedagogical heritage of prominent religious figures of Central Asia and the Kazakh steppes, assess their contribution to the formation of Islamic educational thought, describe the structure and functions of historical madrasahs;

4) to identify the theoretical and methodological foundations of Islamic education, to consider its pedagogical principles, advantages and limitations, as well as to conduct a comparative analysis of international and domestic experience in the field of religious education;

5) to investigate the institutional structures of the system of Islamic education in the modern Republic of Kazakhstan, to characterize the legal status of Islamic educational institutions, to determine their main areas of activity and identify key trends in their development;

6) to analyze the educational model of colleges-medreses, to characterize the educational programs on specialty “Islamic studies” and to assess their compliance with modern educational and spiritual and moral requirements;

7) to scientifically substantiate the results of the study of the Islamic education system in Kazakhstan, to determine their significance for the development of the national model of religious education and the formation of religious culture in society;

8) to study the foreign experience of Islamic education, including models implemented in Turkey, Malaysia, Egypt, Uzbekistan and other countries, in order to identify promising areas of adaptation of international practices in the national context;

9) to develop practical recommendations and science-based strategies to improve the system of Islamic education in Kazakhstan, aimed at improving the quality of religious education, institutional strengthening and integration with the system of secular education.

The realization of the set tasks will provide a comprehensive study of the historical stages of formation, current state and prospects of development of the Islamic education system in Kazakhstan. In addition, the results of the analysis will serve as a basis for the development of scientifically sound practical recommendations aimed at improving this sphere.

Scientific methods and approaches to research. The methodology of the research work is based on a set of scientific methods that ensure the analysis at the theoretical and empirical levels in accordance with the set goals and objectives. Qualitative, historical-genetic, comparative and system-structural approaches were consistently applied within the framework of the research. The methods of content analysis and hermeneutic interpretation were used to collect and interpret empirical data.

Scientific-theoretical method. Within the framework of the research the scientific-theoretical method was applied, aimed at analyzing the structure, content, historical evolution and religious and educational features of the Islamic educational system. A comprehensive and systematized review of domestic and foreign scientific literature devoted to the problems of Islamic education was carried out. Special attention in the review was paid to the analysis of different scientific directions, conceptual foundations and theoretical positions of researchers. The selected theoretical materials were organized, structured and subjected to scientific processing in accordance with the goals and objectives of the study. The stages of search, selection and analysis of sources were carried out taking into account the PRISMA methodology, which allowed to ensure the systematization of historical and scientific data and to carry out an in-depth theoretical analysis of religious and legal literature.

Historical and genetic method. The study used the historical-genetic method, based on which the history of the spread of Islam in the territory of Kazakhstan and the stages of its institutional formation were analyzed. The application of this approach allowed us to trace the evolution of Islamic educational institutions in the historical

context, to identify the regularities of their development and the specifics of functioning in different historical periods.

Comparative method. The study used the comparative method aimed at comparing the Kazakhstani model of Islamic education with the educational systems of a number of Muslim countries, including Egypt, Turkey and Malaysia. The analysis allowed to identify both common features and distinctive features in the organization of the educational process, the content of programs and pedagogical approaches used in traditional madrasas and modern religious educational institutions of college type.

System-structural analysis. In the framework of the study, a system-structural analysis was applied, which allowed to comprehensively examine the internal components of the Islamic educational system and identify the interrelationships between them. This approach provided an opportunity to clarify the logic of the content, stages of formation, as well as institutional forms of functioning of Islamic education in historical and modern perspectives.

Empirical methods. Practical aspects of religious education were analyzed using empirical methods that included direct observation of the educational process, conducting surveys, and collecting expert evaluations. These approaches were aimed at studying the opinions of students and specialists in the field of Islamic studies, which allowed us to obtain reliable data on the current state of Islamic education in Kazakhstan.

Content analysis. To identify the features of the content and structure of teaching Shariah disciplines, content analysis of curricula, normative-legal acts, methodological recommendations and official materials of Islamic educational institutions was conducted. This allowed us to systematize the key components of the educational context and identify trends in its development.

Interpretative (hermeneutic) method. Classical religious texts - the Qur'an, hadiths, works on fiqh and aqeedah - were considered from hermeneutical positions in the context of their application in modern educational practice. This approach helped to identify the correspondence between religious tradition and the current requirements of the educational process.

Institutional and descriptive methods. The legal status, administrative structure and peculiarities of functioning of Islamic educational institutions, as well as the specifics of their interaction with the institutions of secular society were characterized.

The application of these methods provided an opportunity for interdisciplinary and comprehensive analysis of the system of Islamic education, contributed to the substantiation of theoretical conclusions and the development of scientifically sound practical recommendations.

Scientific novelty of the research. Scientific novelty of the study is characterized by the following results:

1) For the first time in a systematic way analyzed the history and stages of the spread of Islam on the territory of the Kazakh steppe, which allowed a comprehensive understanding of the role of Islam as a socio-cultural institution, its interaction with

local ethno-cultural traditions and influence on the formation of the system of spiritual values.

2) A comprehensive study of the evolution of the Islamic education system in terms of historical, cultural and pedagogical context was conducted. Structural and substantive changes in the educational model have been substantiated, and the relationship between traditional and reformist approaches in religious education has been revealed.

3) Based on the analysis of the scientific heritage of religious scholars of Central Asia and Kazakhstan, their contribution to the formation of Islamic educational thought is revealed, their role in the development of educational activities and continuity of spiritual tradition is determined.

4) The comparative analysis of domestic and international practice of Islamic education was carried out, as a result of which both strong sides and existing problems of Islamic educational system were scientifically revealed. Approaches to the effective adaptation of foreign experience are substantiated.

5) A comprehensive analysis of the current educational programs in Islamic educational institutions of Kazakhstan, assessed their content, religious-pedagogical potential and impact on the quality of Islamic education.

6) The peculiarities of historical development and legal status of madrasah colleges were studied, the processes of transformation and adaptation of educational programs to modern requirements in the field of religious education were revealed.

7) The author's model of specialist training in the system of Islamic education, combining traditional religious values with modern educational standards and national cultural peculiarities was developed.

8) The advanced international experience (Egypt, Turkey, Malaysia, Uzbekistan, etc.) was analyzed and systematized, scientific and methodological bases of its adaptation in view of Kazakhstan realities and peculiarities of the national model of religious education were revealed.

9) Scientifically substantiated proposals and strategies aimed at improving Islamic education in Kazakhstan are formulated, specific ways of solving urgent problems in this area at the institutional, program and methodological levels are proposed.

The main results and conclusions attached to the defense. The scientific conclusions obtained as a result of the study comprehensively reveal the peculiarities of the formation and development of Islamic education in Kazakhstan, covering its historical-cultural and socio-functional aspects. The scientific provisions put forward for defense are summarized as follows:

1) The spread of Islam in the Kazakh steppe is systematized by historical stages, resulting in the identification of the process of formation of Islam as a socio-cultural institution. It is proved that the interaction of Islamic tradition with the local spiritual environment contributed to the formation of a unique model of religious consciousness and a stable system of religious knowledge.

2) The evolution of the Islamic educational system is considered from the position of historical-cultural and pedagogical dynamics. The structural and content transformations of Islamic education are substantiated, the continuity between medieval forms (madrassas) and modern models (madrassa colleges) is revealed.

3) The scientific and educational heritage of religious figures of Central Asia and Kazakhstan was analyzed, their contribution to the development of Islamic pedagogy, their methodological approaches and significance in the formation of spiritual continuity of educational tradition were established.

4) A comparative analysis of Islamic educational programs has been carried out, their content completeness, spiritual and educational orientation and the degree of adaptation to modern socio-pedagogical challenges have been assessed.

5) The analysis of educational models in madrasah colleges of Kazakhstan allowed to reveal their legal status, institutional features and significance in the training of professional specialists in the religious sphere.

6) The model of training a specialist of Islamic education, combining traditional religious values, national spiritual and moral guidelines and modern pedagogical approaches corresponding to the conditions of a secular state was developed.

7) The practices of Islamic education in Egypt, Turkey, Malaysia, Uzbekistan have been studied, the conditions under which their adaptation to the Kazakhstani education system is possible have been scientifically substantiated, and the limitations of such transformation have been determined.

8) Strategic and applied recommendations aimed at improving the system of Islamic education in Kazakhstan are formulated. These proposals are presented in the form of scientifically substantiated mechanisms covering program modernization, institutional development and improvement of the quality of religious education.

Theoretical and practical significance of the research. The purpose of the study is a comprehensive analysis of multi-vector, historical and socio-pedagogical processes of formation and development of the system of Islamic education in the Republic of Kazakhstan, as well as identifying the prospects of its modernization in the conditions of modern society.

Theoretical significance of the research. The results of the study allow to scientifically substantiate and systematically analyze the historical and theoretical prerequisites, structural evolution and substantive features of Islamic education in Kazakhstan. The conclusions made regarding the institutionalization of Islam as a socio-cultural phenomenon in the Kazakh steppe, its integration into local spiritual traditions expand the methodological basis of Islamic and religious studies.

The study contributes to an in-depth understanding of the essence of Islamic education from the positions of pedagogy, history and cultural studies, as well as reveals the possibilities of integration of traditional religious models with modern educational standards. The developed model of professional training of religious studies represents a conceptual contribution to the development of conceptual and categorical apparatus in the field of Islamic and religious studies. The presented work forms a theoretical

platform for interdisciplinary research at the intersection of Islamic studies, religious studies, pedagogy and cultural studies.

Practical significance of the research. The results of the study lies in the possibility of applying its findings to update and modernize the content of Islamic education, bringing it in line with current national and international requirements, as well as improving the effectiveness of the educational process in religious educational institutions. In particular:

- the data obtained in the course of comparative analysis can be used in the revision and improvement of training programs in madrasas, Islamic colleges and universities;
- the proposed model of specialist training is an adaptive and balanced variant combining the principles of religious and secular education;
- the developed practical recommendations contribute to the introduction of innovative pedagogical technologies and improve the quality of the educational process in Islamic educational institutions;
- the results of the study can be used as a methodological guide for teaching in specialized institutions (madrasas, colleges, universities) focused on training specialists in the field of Islamic studies;
- The proposed approaches to the adaptation of Islamic education based on the experience of such countries as Egypt, Turkey, Malaysia and Uzbekistan form an applied toolkit for reforming the domestic system of Islamic education;
- conclusions and recommendations formulated in the framework of the study can be in demand in the activities of public authorities, research centers and educational institutions in the development and implementation of strategies for the development of Islamic education.

In addition, the obtained materials can be used to solve applied problems, such as the creation of modern teaching aids, the organization of teacher training courses, as well as the expansion of the content of the educational courses in Islamic studies and religious studies.

In conclusion, it should be emphasized that the dissertation research is a significant contribution to the scientific rethinking and strategic development of the Islamic educational space of Kazakhstan. It allows to comprehensively comprehend both historical preconditions and modern transformations of Islamic education, to offer ways of its further practical realization. The obtained results form a reliable basis for the harmonious inclusion of the Islamic education system in the national and international educational environment.

Publication and reviewing of scientific works (approbation). Within the framework of the dissertation research topic the publication of scientific articles in national and international editions recommended by the Committee for Quality Assurance in Science and Higher Education of the Ministry of Science and Higher Education of the Republic of Kazakhstan was carried out. The main results and conclusions of the research are reflected in three scientific publications placed in

domestic and foreign scientific editions. Of these, two articles are indexed in the international database Scopus, one article was published in a journal included in the list of scientific publications recommended by the Committee for Quality Assurance in Science and Higher Education.

1) Article in the Scopus database:

- Beisenbayev B., Almukhametov A., Mukhametshin R. The Dynamics of Islam in Kazakhstan from an Educational Perspective //Religions. – 2024. – Т. 15. – №. 10. – С. 1243, (<https://www.mdpi.com/2077-1444/15/10/1243>), Процентиль – 90 (Q1).

- Beisenbayev B., Almukhametov A. The Current State and Ways of Improving Islamic Education in the Republic of Kazakhstan //Pharos Journal of Theology. – 2024. – Т. 105. – №. 3, (<https://pdfs.semanticscholar.org/8747/4906afc54d81a1a329bf27366317cae4a016.pdf>), Процентиль – 65 (Q2).

2) List of articles published in journals recommended by the Committee for Quality Assurance in Science and Higher Education of the Ministry of Science and Higher Education of the Republic of Kazakhstan:

- Beisenbayev Б. (2024). The current state and ways of improving Islamic education in the Republic of Kazakhstan. Eurasian Journal of Religious Studies, 40(4), 43–57. <https://doi.org/10.26577/EJRS.2024.v40.i4.a5>

The dissertation work was carried out at the Department of Islamic Studies at the Egyptian University of Islamic Culture Nur-Mubarak, discussed and submitted for defense at this department.

The structure of the dissertation. The structure of the dissertation corresponds to the set goals and objectives of the research and the logic of scientific presentation of the material. The work consists of an introduction, three main chapters, including nine subsections, conclusion and a list of references. The total volume of the thesis is 190 pages of the main text. The list of used sources includes 193 titles.