

Problems of Interdisciplinary Approach to Study of Integration Processes in Educational Sphere of Turkic-Speaking Countries

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Abstract: One of the most important tendencies of the modern world is coexistence of traditional, industrial and post-industrial society types. All of them are interconnected and interdependent. So, studying every of those types we should take their interaction into account; that is why, the relevance of interdisciplinary approach is obvious. Besides that, the methodology of scientific research is suitable for studying of one certain society type; that is why, it is incorrect to use it for other societies without reference to their specific characteristics. In Post-Soviet countries, sociological trends are based on two factors: first of all, on the main peculiarities of socialist system, secondly, on adoption of different theories represented in Western sociology. Therefore, it did not deal with specific characteristics of our society. Now a days, Kazakhstani society may be treated as a very complicated social formation which comprises some elements of traditional, industrial and post-industrial society types in different proportion. The problem of studying, judgment and interpretation of the Kazakh society requires interdisciplinary approach associated with new methods of study. Research of integration processes in educational sphere of Turkic-speaking countries should be considered as a new phenomenon because the process of integration was institutionalized several years ago. In this regards, the main problem consists in formation of specific approach in course of studying processes of educational activity from the uniform position. Such interrelated sciences as history, psychology, ethnographies, political science, sociology, economy, philology are involved in this process resulting in cumulative effect. Pilot studies conducted in the Republic of Kazakhstan, were focused on the quality of education and mentoring problems. It should be pointed out that integration processes in Turkic-speaking countries require new methodology, new concepts and categories, demonstrating essential characteristics of the considered activities.

Key words: Turkic-speaking countries, interdisciplinary approach, integration processes, traditional, uniform

INTRODUCTION

Our research is dedicated to the unresolved problems of interdisciplinary approach requiring special in-depth study and a certain tendency of integration processes in Turkic-speaking countries. Now a days, integration tendencies are at their starting point.

Integration process of the Turkic people, especially in the sphere of education, is considered as difficult and contradictory phenomenon. So, it needs detailed scientific analysis. There are significant divergences between socio-economic indexes of those countries and that factor makes both integration processes and their study much more complicated. On the basis of the data of "The Report on Human Development 2014" in the frame of the United Nations Development Program (UNDP), it becomes clear that of GDP/GNI and Purchasing Power Parity (PPP) of Turkey exceeds the same Kazakhstan indexes by

4-5 times. Concerning Kyrgyzstan, the excess is 7-8 times. So, Turkey has many economic advantages, in comparison to other Turkic-speaking countries of the region (Human Development Report, 2014).

Besides that, Turkey has rich historical experience of capitalist system development that is non-relevant for Post-Soviet Turkic-speaking countries. Because of globalization process, there are coexisting elements of traditional, industrial and post-industrial societies in each country that also presupposes some difficulties of their integration (Golden and Wallerstein, 2006).

Literature review

Interdisciplinary approach; general characteristics and problems of implementation: In general, the interdisciplinary approach in modern science exists in its different forms. First of all, it is related to the inter-canonical (frontier) researches and complex studies

including different approaches. Moreover, the result of such kinds of research consists in formation of the corresponding types of scientific theories and specific fields of science. All of them have their specific objectives, skills and requirements aimed at future development of scientific knowledge.

In our opinion, interdisciplinary approach represents the highest form of an integrative tendency in the field of scientific researches connected with the sphere of education. At the same time, realization of the opposite tendency also takes place. It consists in differentiation of sciences, introduction of complex field of science, association of problems related to different spheres of science. So, traditional distinction of scientific problems is being changed. Application of the interdisciplinary approach requires new type of specialization as a necessary condition for new type of professionalism.

The National doctrine of Education of the Russian Federation covering the period from 2000-2025 highlights continuity of all educational levels. However, interdisciplinary approach to design of complete educational process just starts succeeding traditional “subject” approach. The situation in the educational system of Kazakhstan is similar to aforementioned one. Also, we can characterize our educational process as nonfunctional, informative and declarative therefore, students of different levels are not able to use the gained knowledge in everyday life and in their professional activity.

Russian researchers, who carried out the comparative analysis of interdisciplinary approach application in Russia on one side and in highly-developed countries such as the USA, Great Britain, France, on the other side, came to the conclusion that the concept of “interdisciplinary social and humanity researches” in Russian science is treated as a new term. So, it is necessary to give a detailed explanation of its meaning. “An interdisciplinary research should include such components as:

- Methods related to two and more scientific disciplines
- Modeling of the situation under analysis
- Reflection on the object and methodology of the certain researches
- System of interaction between the disciplines under consideration

It should be pointed out that nowadays problems of interdisciplinary approach are treated as the most topical in Russia that is why, there are many various conferences, round tables, publications dedicated to the given topic (Borodkin, 2011).

According to the definition, proposed by the National Scientific Fund of the USA, interdisciplinary researches can be done by the collective or the certain scholar. Also, those researches combine information, methods, tools, projects, concepts and (or) theories of two or more specialty courses in order to develop fundamental knowledge or to solve the problems which are beyond separate discipline or area of research.

In Foreign programs and projects, we can observe the strengthening of interdisciplinary researches related to social and economic sciences and humanities. At the same time, many physicians, biologists, ecologists, engineers, programmers, etc., take part in such kinds of scientific researches, e.g., in modern economic science methods of sociology, psychology, history are actively used because, it has to serve people, to study their requirements, interests, traditions which are ever-evolving.

In the USA, the considerable amount of interdisciplinary researches in social sciences, economics and humanities is financed by National Scientific Fund (NSF) through specialized management of Social, Behavioral and Economic sciences (SBE Directorate). Besides, in the frame of National council on science and technologies social, behavioral and economic sciences subcommittee has been established.

In Great Britain, the main part of researches in social, economic sciences and humanities is financed by two councils: research council on social and economic sciences (Economic and Social Research Council, ESRC) and research council on art and humanities (Arts and Humanities Research Council, AHRC). In France, researches in the field of humanities and especially interdisciplinary researches take paramount positions (Rubvalter *et al.*, 2013).

Russian scholar Mogilnitsky, who analyzed the formation of interdisciplinary approach in historical science, pointed out that different trends of historical thought of the XX century did not play such significant role in formation of interdisciplinary approach in studying of history as study of “Annals”. He emphasizes that interdisciplinary approach is a product of collective efforts of scholars who represent different specialties. But as it is made on the research field of history, it gives necessary prospect and makes a core of interdisciplinary synthesis. Also, Mogilnitsky quotes F. Brodel’s statement: “Social sciences are not able to yield fruitful results basing just on the present which is not enough for their achievement. They have to find and use historical factor again. Moreover, they cannot do well without it”.

Unfortunately, the situation with interdisciplinary researches in Kazakhstan much more lags other countries,

including Russian Federation. At the same time, some tendencies of their development take place e.g., participants of competition on the grants of the Ministry of Education and Science of the Republic of Kazakhstan who use interdisciplinary approach are encouraged. But, it is only the first attempts.

In Soviet period, social sciences department of our academy of sciences considered interdisciplinary approach as the priority way of research problems solution. However, their approach was based on Marxism-Leninism; so that, the results of such researches were predetermined. Thus, the historical stage of development during the Soviet period for the republics of Central Asia and Kazakhstan was considered as transition to socialism, passing capitalism or otherwise a non-capitalistic way of development. Nevertheless, objective process of science evolution makes Soviet scholars recognize the interdisciplinary approach as a perspective way in modern science.

The aforementioned definitions of interdisciplinary approach are not able to cover specificity of social sciences and humanities of the Post-Soviet republics, because their theoretical and methodological background, corresponding to all requirements of modern science is not elaborated yet.

In this regard, scholars who work in the field of social sciences and humanities should do the similar work. Specifics of the present time lies in two parallel and simultaneous processes: process of self-determination of every science and process of their interdisciplinary integration.

So, the foremost problem of interdisciplinary approach is release from the ideological and politicized base of research.

MATERIALS AND METHODS

Integration processes in the educational sphere of the Turkic countries will be carried out intensively only in case of change of methodological (imperial and totalitarian) ideological cliché by historical and essential approach to those states and societies. Now, all Turkic people are involved in an intensive reflection of self-identification. They recognize that their original culture may not be understood on the basis of import of different culture and its methodology.

Kazakhstan scholars have also come to the same conclusion. Thus, Irina Yerofeyeva, who is one of the most famous historians in Kazakhstan, investigated history of the Kazakh khanate. She has come to the following conclusion on the basis of research of epistolary heritage of the Kazakh ruling elite in 1675-1821:

“Political system of nomads (and also their state) was much more different from conception which was accepted on the basis of Marx and Engels theory. Therefore, the dispute on a subject: “Did Kazakhs have a statehood?” should be considered as unscientific one. Certainly, they had, but it was incomparable to European models of statehood” (Yerofeyeva). Huge territories, small density and dispersion of the population, arid climate, lack of strong settlements and other factors presuppose main peculiarities of the nomadic Kazakh State.

“In such conditions, to operate the state as it is accepted in the cities or the small states is impossible. Let us imagine, the territory of Kazakhstan in the middle ages. Being, for example, in Turkestan, in the South of the country, Khan was not able to express his will to the subordinate who is in the North. Also, he was not able to punish anybody for recusancy. After all, there were no cities and prisons in the steppe and there were no groups of people which would execute only police functions. So, the relations in Kazakh society were “foster” or paternalistic. They also can be treated as an exchange of resources and services. The a fore-mentioned situation presupposed the basis of nomads’ political world view. Autocratic Kazakh khans never existed.

Such political system was integrated into natural processes of the Steppe and, it was adopted for a place, climate and period of time. In sedentary societies, development of the natural resources happened due to technologies and in a steppe civilization the world order was based on biological methods, i.e., improvement of breeds of animals, increase of herds. So, both regularities and the rhythm of life were quite different in comparison to sedentary societies. There were no tendencies for surplus product and workforce productivity growing; everything was close to the nature and even, if external conditions have been changing in some ways, the nomad could move himself and his property to another territory. There was no such opportunity for settled farmer who would not take away his house and tillage (Yerofeeva, 2016).

The above-cited statement confirms our thesis about need of methodology revision, especially in case of analysis of Turkic countries on the basis of interdisciplinary approach. We support I. Yerofee’s thesis concerning specificity of nomadic society and state development rules. Turkic people had had their own regulations and way of life which were not comparable to regularities of the European and other states and societies. However, we do not agree with Yerofeeva’s statement about lack of the cities in Kazakhstan at that time.

In 1988, the monograph of the famous Turkish sociologist Baykan Sezer, "the main problems of the Turkish sociology" was published in Turkish and in 2005, it was translated into Russian. In his preface for the Russian edition, Dr. Hayati Tufekcioglu marked out the main characteristic features of Sezer's sociology. First of all, it was critical approach to the previous Foreign sociology. Whereas traditional approach in Turkey is based on tracking of the Western thought and copying of many achievements in this area, the main principle of Sezer's sociology is "filtration" and critical processing of the Western sociology.

In accordance with Sezer's approach, the value of the Western sociology is indisputable and it is of great importance for Western societies but at the same time it is not possible to extrapolate everything to other society types and in particular, to the Turkish society. Secondly, spirit and structure of Eastern societies, their peculiar identity and specific stages of evolution cannot be similar to dynamics and structure of the Western societies. Therefore, the main objective of sociology in Turkey consists in research of specificity and dynamics of social system and presupposes the analysis of different stages of the Turkish society evolution and in general, consideration of topical problems of Turkish society.

Sezer emphasized that, "now a days in our country, we have social science which was always a "shadow" following the Western Sociology Science without development of its own traditions. Turkey should not be considered as Robinson Crusoe's island, it is not separated from other parts of the world. Communication with the Western Sociology will help it to understand the general world situation and its external relations. But, it does not mean that Turkish Sociology should not become an independent science and try to find answers to all questions in the Western Sociology. Turkish realia show permanent resistance to the Western templates, so that, Turkish Sociology is obliged to develop its own methods and means".

Sezer, considers problems of Turkish society on the basis of the interdisciplinary approach. Accurately defining subject domain of sociological science as study of society, he treated historical science as a core of interdisciplinary approach: "If we are able to define rules of society development, they will become a basis for creation of new models of society. Such society models give us a chance not only to define some phenomena, but also to understand a way of society development. In other words, we will be able to consider our subject from historical point of view".

In his opinion, it is necessary to remember that the development of new concepts proceeding from national interests is the only correct way of Turkish reality investigation. To assess our opportunities correctly, we will be able to designate the purposes facing us. Considering all above mentioned reasons, we should seriously treat the subject of society evolution. Probably, sociology in Turkey, as nowhere else, has to be closely connected with the history. One of subjects which should be studied by sociologists is the problem of Ottoman land system.

In accordance with the common point of view, there is the only standard used in the course of society assessment. It is based on the influence of industrial revolution which took place (or did not take place) in a certain period of society development. Now a days, distinctions between different society types were explained by means of theories of "transition to capitalism in various periods" and "transition to capitalism with different speed" but, such viewpoint corresponds to the Western world view. In that case, the inevitable purposes of society development are industrial revolution and capitalism.

As industrial revolution is treated as a main principle of measurement of distinction between societies as the industry is considered to be the key moment of capitalism. However, the industrialization process did not originate from capitalism. The industry had been existed before capitalism.

Using the interdisciplinary approach for analysis of Turkish society, Sezer came to the following conclusion: firstly, the Ottoman heritage never represented Asian way of production as the Ottoman State did not interfere with productive activity. The relations between state and production remained in a narrow framework of the tax relations whereas in case of Asian mode of production the state was rigid and had centrally-controlled production process (especially, in the sphere of agriculture, i.e., artificial irrigation). Secondly, the Ottoman heritage was not feudal because in case of feudalism all administrative units were moved away from external relations for the purpose of defense. They existed as small and closed administrative areas. Being the world empire, the Ottoman State represented the best example of centrism in the history at the same time, it was not totally closed and it had the world-wide relationships with other states. Thirdly, entering the capitalist relations through feudalism is not the only way to do that. Fourthly, process of industrialization is not a consequence of the capitalist relations existence. All above moments determine the main characteristics of Turkish society which are typical for all Turkic people.

Interdisciplinary approach to Turkic peoples' history gave the opportunity to prominent turcologist. Arsal, (2002) to prove richness of Turkic language. In his research, "Turkic history and law" he considers law system both in historical context and through a language prism. He stated that "from the point of view of semantic roots richness, Turkic language is one of the richest languages in the world. There are no European languages comparable to Turkic language in this matter. Now a days, in German which became one of the richest languages in the world as a result of conscious and purposeful work of experts, there are about 900 roots. All other words are derivatives of those roots. Meanwhile, in Turkic language there are about 8000 independent lexical units together with roots of already forgotten and obsolete words. If these language treasures are consciously processed as it was made by other nations, Turkic language will be one of the richest languages of the world".

Unfortunately, the above cited words have not become a reality. One of the main reasons of such situation is the lack of interdisciplinary approach in social sciences both in the Republic and Kazakhstan and in many other Turkic countries. One of the main reasons of such situation is domain specific approach. Thus, an encyclopedic work of the XI century Turkic scholar Yusup Balassaguni Named "Kutty Bilik" is studied on the basis of Philology Science. Neither lawyers nor philosophers, sociologists and representatives of other social sciences and humanities introduced his research for general scientific discussion.

The same situation takes place concerning other researaches of the middle ages, e.g., literary and philosophical research by Muhammad Haidar Dulati's "Tarikhi Rashidi" (XVI century) is considered only on the basis of historical science.

Meanwhile, detailed analysis of all spiritual values of the Turkic world in the context of interdisciplinary approach will be a fundamental basis of modern integration process of the Turkic world in educational sphere. Such approach gives us a chance to recreate multifaceted (sometimes contradictory) and profound world view instead of abstract and domain specific one. If only will be the history treated not as a "collection of dates or facts" but as a many-folded and colourful world of the reader, it helps a person to become self-identified as the harmonious personality.

One of the topical problems is the application of high-quality reading and understanding of the heritage and the inner world of the Turkic people into scientific and educational process. In our opinion, it should be done on the basis of technological and other achievements of the modern world.

RESULTS AND DISCUSSION

Data analysis: Pilot sociological research which was carried out at Suleyman Demirel University among students and instructors showed convincingly both desire and necessity of deepening of integration processes in the educational and scientific sphere at the new qualitative level. In that case, interdisciplinary approach acts as the priority way of cooperation of the Turkic World.

First of all, we have asked our students, whether they found common features with the Turkish culture, the Turkish mentality. The greatest part of them more than two fifths of respondents (44.4%) consider that there are very deep historical and cultural links between our people. Concerning an open question "What unites Turks and Kazakhs?" we have got the following opinions of both students and teachers: "All of us, Kazakhs and Turks are Turkic peoples. The history of nomads and similarity of our languages are the main points of reunion between two very different but at the same time, closely related nations". "Common Turkic roots unite our history, religion, language and culture". "Culture and customs of two nations are also similar because of our common religion that is Islam". "Kazakh and Turkish languages are similar in the spheres of phonetics, grammar and word formation; then general historical and cultural ties between Turkish and Kazakhstan people, their centuries-old friendship, historical events which were important both for Kazakhs and Turks and, of course, the mutual support in hard times". "Turkey was the first country which recognized the independence of Kazakhstan". "The historical community, close relationship of our languages, common elements in psychology and mentality unite us. Our resistance to European-Anglo-American economic and political expansion is also a very important factor".

More than a quarter of students-respondents (25.9%) do not identify the Kazakh culture with the Turkish one, considering them as separate countries with specific history and culture. Less than a seventh part of respondents (13.0%) feel this community just generally. So that, nearly two fifth of respondents (38.9%) do not mention common points of the two aforementioned cultures. "Turks are rather Europeans. Besides, we live in the heart of Asia. They are more Europeanized in comparison to us". "Our languages are a little similar, our history is intertwined and so, it is absolutely different nation with its own mentality and behavior". There is also an essential difference, more than for 1000 years, these two cultures developed rather independently from each other. As for religion even though both cultures adhere to Moslem, it is expressed in absolutely various forms".

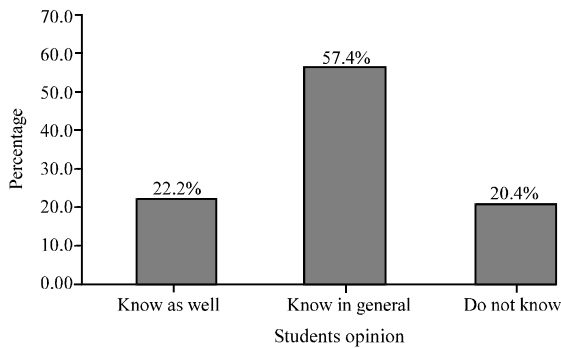


Fig. 1: Knowledge about Turkish history (survey of students' opinion)

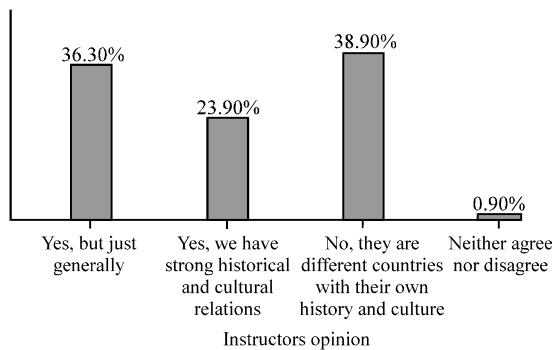


Fig. 2: Commonness of Kazakh and Turkish culture (survey of instructors' opinion)

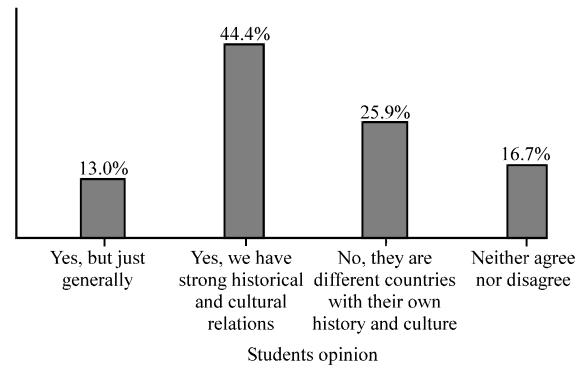


Fig. 3: Commonness of Kazakh and Turkish culture (survey of students' opinion)

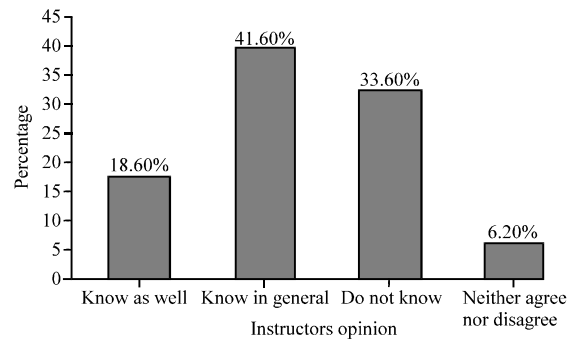


Fig. 4: Knowledge about Turkish history (survey of instructors' opinion)

Despite, the fact that students study at the Kazakh-Turkish University, they are not familiar with Turkish (and Turkic) culture and history as well; also, they do not treat those two cultures as “close relatives”. It is confirmed by the following questions. We can see on Fig. 1, that most of respondents (77.8%) do not know Turkish culture as well. Only fifth part (22.2%) of students consider that their knowledge concerning history of Turkey is good enough.

Similar survey among teachers showed that more than a half of instructors (60.2%) recognize a commonness of Kazakh and Turkish cultures and more than a quarter (25.9%) consider that each state has its own, very specific, history and culture. Knowledge of the Turkish culture among instructors also leaves much to be desired: 33.6% of them give the answer ‘know practically nothing’; 41.6% ‘know only in general’; 18.6% ‘know rather well’ (Fig. 1-4).

What ideas do students and instructors have about cultural identity of Turkic people? According to our respondents' opinion, we can adopt some advantages of Turkish culture such as: “Turks can express their

emotions to their relatives every day; they demonstrate their love to each other. They are more emotional, rejoice, even, on trifles, sometimes, even it seems that they are happier than us”. “We can adopt their patriotism, their business skills, their respect to family values, diligence, modesty (in some instances for example, not to parade somebody's wealth)”. “We can take in their love to the Motherland, to their culture, history also, we have such common features as respect for the relatives, for elder people, aspiration to knowledge all of those characteristics are peculiar to both Turks and Kazakhs”. “They demonstrate practical approach to many aspects of life, profitability; thrift and diligence”.

“Turks are really hard working people. We can see it in Turkish lyceums and universities all over the world”. “I had an occasion to see only some Turks but they were quite honest”.

“They have an aspiration to know something new. And many Turks came to Kazakhstan because of new challenges”. “We need to learn their European tactics of the management (“all are equal before the law”), their patriotism, love of their language, history and national culture”.

Also, we asked the opposite question: “What can Turks adopt from Kazakh culture, traditions and world view?” Some of the most typical answers are represented below:

- “The width and flexibility of thinking, open and dynamic attitude of life”
- “Hospitality, kindness, tolerance and openness for communication”
- “Close relationship in big families, hospitality. Turks should be more resolute”
- “They may adopt our tolerance, friendliness, ability to self-express”

We consider that for the purpose of successful integration in educational sphere, it is necessary to plan and propose compulsory disciplines concerning history of the Turkish State which is really topical in our conditions of joint Kazakh-Turkish University. However, the greatest part of respondents (63.0%) among students seem to be against increase of an amount of credits.

Integration processes in cultural and social spheres require a lot of time and considerable efforts also, it is necessary to get organizational and financial support as it is connected with changes in public consciousness of various social groups. In this regard, introduction of an elective course “history (literature, art or other social and humanitarian disciplines) of Turkic-speaking countries” to educational process at schools, higher education institutions seems to be important in itself. Also, it is necessary to provide the opportunity for active and effective exchange of school and university students and the exchange system should be carried out on a competitive basis. Different kinds of expenses should be paid by universities, various private organizations or the government. For private organizations, it is a good chance to train good personnel for their own benefit.

Carrying out the joint Olympiads, competitions with grant offers, joint holding of conferences, round tables, informal meetings with the wide notification of the public through mass media is also recommended.

CONCLUSION

On the basis of our research, it is possible to come to the following conclusion concerning problems of interdisciplinary approach to studying integration processes of the Turkic-speaking countries:

- Contemporary situation in the field of sociological science in Turkey and Kazakhstan derived from the lack of the complete theoretical background based on studying of historical specificity of Turkic society
- “Imported” theoretical concepts of the Western and Soviet sociological science are not able to characterize specificity of Turkic society, therefore, they have to be critically rethought
- Elaboration of conceptual theoretical background of sociology has to be based on interdisciplinary approach in the context of history and the present of the Turkic World
- Integration processes in Turkic-speaking countries, including their educational sphere, have to proceed from unity and variety of the Turkic world but in this case, unity should not be treated as monotony

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