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CULTURAL TRANSFORMATION OF TURKIC STATES IN THE SYSTEM OF INTEGRATION ORGANIZATIONS

This scientific article examines the main aspects of the cultural policy and modernization of Türkiye, which established close ties with the Turkic countries of Central Asia after the collapse of the USSR and helped strengthen their independence. The purpose of this article is to study and experience the implementation of these processes with the help of such organizations and higher educational institutions as the Turkic Academy, TURKSOY, TurkPA and UNESCO, the Khoja Ahmed Yasawi International Kazakh-Turkish University, the Kyrgyz-Turkish “Manas” University, the Yunus Emre Institute. Purposefully improving relations between the Turkic countries, Turkic organizations promoted the revival of common traditions, customs and arts of the Turkic peoples, showing the contribution of Turkic culture to world civilization. Educational programs, universities and institutes opened in the territories of the Turkic-speaking countries with the participation of Türkiye contributed to the exchange of knowledge about the traditions, culture, life of the Turkic peoples and increased competitiveness of present and future scientists of the Turkic world. The leading scientists of Türkiye in ethnography, history were involved in the universities of Kazakhstan. With the direct participation of TURKSOY, the Turkic-speaking countries in general and Kazakhstan in particular were able to include objects of tangible and intangible cultural heritage in the UNESCO list, where representatives of Türkiye played a big role. Thus, Kazakhstan became the first Central Asian country whose reserves were included in the UNESCO list. And the holiday “Navruz” was able to move from the category of a local event to a global event. These events made a significant contribution to the development and raised the prestige of the Turkic countries in the international arena. The materials for this article were collected from scientific publications, official websites of the mentioned organizations.

Key words: cultural policy, Turkic organizations, TURKSOY, TurkPA, Turkic Council, UNESCO.

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Интеграциялық ұйымдар жүйесіндегі түркі мемлекеттерінің мәдени трансформациясы

Бұл ғылыми мақалада КСРО ыдырағаннан кейін Орталық Азиядағы түркі елдерімен тығыз байланыс орнатып, олардың тәуелсіздігін нығайтуға ықпал еткен Түркияның мәдени саясаты мен модернизациясының негізгі аспектілері қарастырылған. Бұл мақаланың мақсаты – Түркі академиясы, ТҮРКСОЙ, ТүркПА және ЮНЕСКО, Қожа Ахмет Яссауи атындағы Халықаралық қазақ-түрік университеті, «Манас» Қырғыз-түрік университеті, Юнус Эмре институты сияқты ұйымдар мен жоғары оқу орындарының көмегімен осы үдерістердің жүзеге асырылуын зерттеу және тәжірибеден өткізу. Түркі елдері арасындағы қарым-қатынасты мақсатты түрде жақсартып отырып, түркі ұйымдары түркі халықтарының ортақ салт-дәстүрін, әдет-ғұрпын, өнерін жаңғыртуға ықпал етіп, түркі мәдениетінің әлемдік өркениетке қосқан үлесін көрсетті. Түркияның қатысуымен түркітілдес елдердің аумағында ашылған білім беру бағдарламалары, университеттер мен институттар түркі халықтарының салт-дәстүрі, мәдениеті, өмірі туралы білім алмасуға және түркі әлемінің қазіргі және болашақ ғалымдарының бәсекеге қабілеттілігін арттыруға ықпал етті. Қазақстан университеттеріне Түркияның этнография және тарих саласындағы жетекші ғалымдары тартылды. ТҮРКСОЙ ұйымының тікелей қатысуымен жалпы түркітілдес елдер, атап айтқанда, Қазақстан материалдық және материалдық емес мәдени мұра нысандарын ЮНЕСКО тізіміне енгізуге мүмкіндік алды, мұнда Түркия өкілдері үлкен рөл атқарды. Осылайша, Қазақстан қорлары ЮНЕСКО тізіміне енген Орталық Азиядағы бірінші мемлекет болды. Ал “Наурыз” мерекесі жергілікті оқиға санатынан жаһандық оқиғаға ауыса алды. Бұл шаралар түркі елдерінің дамуына зор үлес қосып, халықаралық аренадағы беделін көтерді. Бұл мақалаға материалдар ғылыми басылымдардан, аталған ұйымдардың ресми сайттарынан жинақталған.

Түйін сөздер: мәдени саясат, түркі ұйымдары, ТҮРКСОЙ, ТүркПА, Түркі кеңесі, ЮНЕСКО.

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Культурная трансформация тюркских государств в системе интеграционных организаций

В данной научной статье рассматриваются основные аспекты культурной политики и модернизации Турции, которая устанавливала тесную связь с тюркскими странами Центральной Азии после распада СССР и помогала укреплению их независимости. Целью данной статьи является изучение и опыт реализации этих процессов при помощи таких организаций и высших учебных заведений, как Тюркская академия, ТЮРКСОЙ, ТюркПА и ЮНЕСКО, Международный казахско-турецкий университет имени Ходжа Ахмеда Яссауи, Кыргызско-Турецкий университет “Манас”, Институт Юнуса Эмре. Целенаправлено улучшая взаимоотношения между тюркскими странами, тюркские организации продвигали возрождение общих традиций, обычай и искусства тюркских народов, показывая вклад тюркской культуры в мировую цивилизацию. Образовательные программы, университеты и институты, открытые на территориях тюркоязычных стран при участии Турции, способствовали обмену знаниями о традициях, культуре, быте тюркских народов и повышению конкурентоспособности настоящих и будущих ученых тюркского мира. В ВУЗ-ы Казахстана были привлечены ведущие ученые Турции по этнографии, истории. При непосредственном участии ТЮРКСОЙ тюркоязычные страны в целом и Казахстан в частности, смогли включить в список ЮНЕСКО объекты материального и нематериального культурного наследия, где представители Турции сыграли большую роль. Так, Казахстан стала первой центральноазиатской страной, чьи заповедники вошли в список ЮНЕСКО. А праздник “Навруз” смог перейти из разряда локального события в событие мирового масштаба. Эти мероприятия внесли весомый вклад в развитие и подняли престиж тюркских стран на международной арене. Материалы для данной статьи были собраны из научных изданий, официальных сайтов упомянутых организаций.

Ключевые слова: культурная политика, тюркские организаций, ТЮРКСОЙ, ТюркПА, Тюркский совет, ЮНЕСКО.

Introduction

Close linkages in the realm of culture are the major avenue of opposition to global processes, given the rise of the Russian Empire’s aggressive impulses and new geopolitical realities. The harsh form of government known as the Soviet system vanished from the global political landscape. Without hesitation, Türkiye, the first brotherly nation to acknowledge the independence of the Turkic states, maintained diplomatic and cultural ties. One of the elements has been the pursuit of a shared past and the origins of the Turkic peoples. This circumstance not only had an impact on the Turkic world, which was undergoing change, but it also had a significant impact on Türkiye’s transition, particularly in the area of culture. The relationship between Türkiye and the Turkic states has changed during this time in both positive and negative ways. When it comes to the former, it is particularly significant to highlight the times when cultural organizations were first formed because they were crucial to the system of cultural revolutions. The religious component, which led to the worsening of relations between Türkiye and Uzbekistan, and Turkish-Turkmen relations, was the negative features.

Despite this, today such organizations as the Turkic Academy, TÜRKSOY, TURKPA and UNESCO, higher educational institutions as the Khoja Ahmed Yasawi International Kazakh-Turkish University, the Kyrgyz-Turkish “Manas” University, the Yunus Emre Institute, operate consistently. The contact of the Turkic republics as a whole created these structures, which are crucial for intimate cultural integration and established the groundwork for the development of cultural and traditional corridors. Thus, the time period under research provides us with the chance to objectively assess these cultural and educational systems’ efficacy as well as their integration strategies. Additionally, their activity criticism makes it feasible to track the emergence of more fruitful cultural organizations and map out how they interact. Hence, the importance and goal of scientific research are to chronologically examine the strategies and forms of institutional collaboration. The following tasks were determined to be necessary to accomplish this goal: historical analysis of the development of Turkic organizations as a driver of cross-cultural influence; scholarly analysis of cultural diplomacy practiced under the UNESCO framework. The documentation initiatives of the

Turkic states and other forms of cooperation carried out within the scope of the 2003 Convention for the Protection of the Intangible Cultural Heritage of UNESCO were taken into consideration as a result of a thorough analysis. The Navruz celebration, the heritage of Dede Qorqud, the epic “Manas” can be highlighted as prior organizations that have effectively contributed to the inclusion of the pan-Turkic cultural heritage in the UNESCO list. However, up until this point, each of these groups’ operations has been examined independently of the others. The 8th Summit on cooperation between Turkic states, held in November 2021, demonstrated the necessity of systematizing engagement techniques and thoroughly examining their operations. We think the Fourth Consultative Meeting of the Heads of State of Central Asia on July 21, 2022 in Cholpon-Ata in Kyrgyzstan will further strengthen the continental relations of the Turkic states (Tokayev 2022).

In light of the aforementioned, content analysis techniques were employed in this scientific work to uncover the creation of Turkic organizations that were crucial in the classification of the historical and cultural heritage of the Turkic world. The role of Türkiye in joining the UNESCO of the Turkic states and establishing a working group is represented using the historicism principle and the discourse analysis approach. It was feasible to research the activities of representatives from each of the Turkic countries inside the UNESCO system thanks to the comparative method of problem analysis.

Materials and methods

This study used a historical analysis and a systematic approach to identify the role of Turkic organizations and educational institutions in the cultural consolidation and integration of the Turkic world. The study is aimed at solving the following tasks:

- identification and collection of materials relating to this article;
- analysis of collected data;
- disclosure of the history of Turkic organizations and analysis of their influence on the cultural integration of the Turkic countries.

The materials of the work were the scientific works of Turkish, Kazakh authors, as well as data from the official websites of the organizations mentioned in the article.

The study revealed that the integration and development of the new Turkic countries that emerged after the collapse of the USSR were greatly influenced by the Turkic international organizations.

Results and Discussion

Turkic organizations and institutions as a factor of cultural consolidation and integration of the Turkic world

As the founder of Türkiye, Atatürk frequently emphasized the significance of the Central Asia’s Turkic peoples’ independence and the need for them to be prepared for integration processes at that time because of the erratic political processes of the first half of the 20th century (Saray 1995: 14). Turgut Ozal, one of the pioneers in forging diplomatic and cultural links between Türkiye and the Turkic states, received this distinction (Aykan 2009: 91-110). Natural part was played by historical, linguistic, religious, and ethnic affinity (Aslan 2012: 221). Türkiye, which at the time had vast expertise in nation-building, chose to consolidate Turkic culture and create a new identity (Lewis 1961: 3-5).

The establishment of the Turkish Cooperation and Coordination Agency (TIKA) in 1992, whose duties included cooperation in the field of economic, cultural, and technical exchanges, was the first step in Turkic integration. By offering financial, social, and legal support for collaborative initiatives and reforms, TIKA helped the Turkic states quickly integrate into the global economy.

As the pioneer of thorough integration, Türkiye has had remarkable success in terms of culture. Numerous cultural events have been staged, and Turkish cultural institutes have been founded throughout the Turkic nations. Ankara hosted the High-Level Summit of the Ministers of Culture of the Turkic-Speaking States on October 30, 1992, where for the first time intentions to establish an organization to address cultural concerns in the Turkic countries were unveiled. The Joint Administration of Turkic Culture and Arts (Türk Kültür ve Sanatları Ortak Yönetimi) was founded in Almaty a year later, on July 12, 1993. Turkmenistan, Türkiye, Kazakhstan, Uzbekistan, Azerbaijan, Kyrgyzstan, and eight observer members – Altai, Bashkortostan, Khakass Republic, Republic of Sakha, Tatarstan, Republic of Tyva, Gagauzia, and Northern Cyprus – were once a part of it. The organization’s name was changed to the International Organization of Turkic Culture in 2009, but the initials TÜRKSOY remained the same (Ulutaş, Tannrisever 2019: 42).

The organization’s primary goals are to increase mutual understanding between Turkic-speaking societies and peoples, revive and develop Turkic art and traditions, demonstrate the contribution of Turkic culture to the world civilization, preserve culture

for future generations, and foster friendly relations between nations (Sevin 2017: 156). The eight basic categories of activity that TÜRKSOY engages in (Sevin 2017: 156-159):

- The Permanent Council’s meetings are conducted by TÜRKSOY. At it, the heads of state or ministers of culture debate the organization’s work.

- Since 2012, the selection of the capital of the Turkic world has taken place in an event called “The Cultural and Artistic Capital of the Turkic World”. The first of these was Astana; other capitals were Eskişehir, Kazan, Shaki, and Turkestan in different years.

- Celebrity events honoring those who have made significant contributions to the growth of Turkic culture. This allows for the preservation of many works by Turkic artists and allows for the exposure of outstanding artists’ creations to a global audience.

- Discussions at scientific gatherings about the state of education and science in the Turkic states.

- The gatherings of artists and photographers that TÜRKSOY arranges enable them to publish, collaborate on projects, and discuss ideas. Similar gatherings were also conducted in Bashkortostan and Tatarstan, in addition to Türkiye.

- Publication pertaining to the findings of conferences held under the auspices of TÜRKSOY, occasions involving the Turkic community, and the fruits of labor. The group publishes TÜRKSOY Dergisi (TÜRKSOY Magazine), which is available in Turkish, Russian, and a smattering of English.

- Theatrical performances, numerous film festivals, and traditional festivals held to preserve old Turkic customs are examples of contemporary festivals. These include Hederlez, Navruz, ashik traditions, Turkish singer-poetss. Additionally, the TÜRKSOY Youth Chamber Orchestra was established, and it performed Turkish classical music in events all over the world.

- One of its top priorities is the political work that TÜRKSOY does in the Turkic nations. An agreement was struck in 1996 by TÜRKSOY and UNESCO, establishing diplomatic ties between the two organizations. TÜRKSOY might be referred to as the UNESCO of the Turkic world based on its operations. TÜRKSOY is in direct contact with political leaders of the Turkic states thanks to its diplomatic operations.

An indication of substantial development in the cultural ties between Türkiye and the Turkic states, including Kazakhstan, was the founding of the Tur-

anic World Research Agency. The publication of the journal “Kazakhs Living in Türkiye”, the establishment of the Department of Turkish Language and Literature at the Universities of Almaty, Kyzylorda, and Taldykorgan, and assistance with the training of experts in Turkic studies can all be listed as outcomes of the activities of the Turkic World Research Agency. It is also important to recognize the importance played by the Atatürk-named Higher Institution of Culture, Language, and History in fostering interdisciplinary research. It took part in the research of the history of Korkyt Ata and other archaeological sites, the creation of the Kazakh encyclopedia, and the journal “Music of the Turkic World” (Aslan, Bozyigit 2014: 140).

The development of cultural linkages was also demonstrated by initiatives like the renovation of Khoja Ahmed Yasawi’s mausoleum, Turkish radio programs, the construction of monuments, and the renaming of streets after notable individuals. (Shilibekova 2009: 60). We can use the monuments to the poets Suyunbay Aronuly and Magzhan Zhumbayev in Ankara, the alley and park named for Dina Nurpeisova and kuyshi Tattimbet, respectively, and the street named for Zhambyl Zhabayev as examples. Another school in Istanbul is named after the acclaimed poet and philosopher from Kazakhstan, Abay Kunanbayev. The first Atatürk monument outside of Türkiye, which is located in Astana, serves as the contrary example.

The 8th Summit of the leaders of Turkic-speaking nations took place in 2006. Kazakhstan proposed establishing an inter-parliamentary organization during the mentioned event. The Parliamentary Assembly of Turkic Speaking Countries (TURKPA) was established as a result of this summit on November 21, 2008. Türkiye, Kazakhstan, Azerbaijan, and Kyrgyzstan are all members of the TURKPA.

The TURKPA was distinct since it was the first parliamentary group founded on a shared culture, history, and Turkic language family. It was established as a group to advance and enhance parliamentary relations among nations that share language, culture, and history with Turkic-speaking nations (Istanbul Agreement on the Parliamentary Assembly of Turkic Speaking Countries, Article 1). The Central Asian nations were brought together by their expanding economies. The cooperation amongst the nations taking part in the Assembly benefited greatly from this as well.

The preservation of cultural heritage, history, and literature; cooperation in the fields of science and education; and the resolution of economic

and political issues that would be beneficial to all TURKPA member countries are the organization's main objectives, as stated in the second article of the Istanbul Agreement (Istanbul Agreement on the Parliamentary Assembly of Turkic Speaking Countries, Article 2).

The Commission on Foreign Relations, the Commission on Legal Affairs, the Commission on Economic, Trade and Financial Affairs, and the Commission on Social, Cultural and Humanitarian Affairs were all original commissions that made up the TURKPA. The old commissions were integrated with the new ones as time went on, though. Azerbaijan is in charge of the Commission on Environment and Natural Resources, while Kazakhstan is in charge of the Commission on Economic Cooperation, Kyrgyzstan is in charge of the Commission on Social, Cultural, and Humanitarian Affairs, and Türkiye is in charge of the Commission on Legal Affairs and International Relations. TURKPA has also taken an interest in matters like the status of women and young people, which helps them cement their position as regional thought leaders (Mamaisupov 2019: 40).

It is also important to note that the TURKPA collaborates with institutions like the Turkic Council and the Turkic Academy. On October 3, 2009, the Turkic Academy was founded as a research institute dedicated to studying the Turkic world via academic and scientific inquiry. Numerous conferences, monographs, and articles in journals like "Altaistics and Turkology" and "GLOBAL-Turk" are among the Turkic Academy's key initiatives. The Academy's activities range includes Turkic-themed literature, history, and works of folk art. Türkiye, Kazakhstan, Azerbaijan, and Kyrgyzstan are part of it. The Turkic Academy was renamed to "International Turkic Academy" on August 27, 2014, reflecting its international stature. On October 3, 2009, these same nations jointly founded the Cooperation Council of Turkic Speaking States (Turkic Council). This occurred during the 9th Summit of the Heads of Turkic-Speaking States in Nakhchivan, Azerbaijan. The presidents of the member nations attend the sessions, which demonstrates the importance and high prestige of the Turkic Council. The Turkic Council set out to increase inter-Turkic cooperation in a variety of areas, including culture, education, and research. It works along with TÜRKSOY to accomplish this and employs their techniques in its work (Akıllı, 2019: 17).

Education is one of the Turkic Council's most significant business areas. The Orhun Exchange

Program, which gave university students and faculty from Turkic Council member nations the chance to interact with one another, is one of the organization's work outcomes. The program's history begins with a meeting held on October 16-17, 2014, at Ataturk University in Erzurum. The main topic of discussion was the viability of implementing the Orhun Exchange Program.

The program has been thoroughly researched in areas such as common language, syllabus, credit transfer, assessment system, and financial issues that are required for higher education internationalization. As a result, the Turkic Council received reports from Azerbaijan, Kazakhstan, and Kyrgyzstan. Kazakhstan and Kyrgyzstan had already sent and accepted students to partner universities through the Mevlana and Erasmus+ programs at the time, and their universities had dormitories for exchange students and teachers.

The launch of the Orhun exchange program was worthwhile, and universities from Turkic Council member countries were eager to participate as long as the major issues identified in the reports were resolved.

The program has been in operation since 2017, when the Turkic Council's conference was held at the Kyrgyz-Turkish "Manas" University in Bishkek on April 6-7 and its regulation was signed (Balçı, Dündar, Gürbüz 2020: 177). Beginning with the 2017-18 academic year, a pilot program for faculty and undergraduate students studying international relations and politics was launched. The Orhun exchange program involved 22 students and one teacher during the first academic year. Subsequently, Turkology was added to the program

Later, Baku State University (Azerbaijan) joined the program's participating universities, along with Al-Farabi Kazakh National University, L. N. Gumilyov Eurasian National University, Khoja Ahmed Yasawi International Kazakh-Turkish University, Kyrgyz-Turkish "Manas" University, International University of Kyrgyzstan (both – Kyrgyzstan), Ataturk University, and Istanbul University (both – Türkiye).

Despite the Orhun program's full potential and the fact that it is a significant component of the cultural policies of the Turkic countries, it is still required to promote participation among instructors and students. To improve the competitiveness of future scientists from the Turkic world on a global scale, the Turkic Council should prioritize expanding the exchange program. Universities in nations with Turkic languages are another option for educa-

tional programs that are supported by Türkiye. The International Kazakh-Turkish University named after Khoja Ahmed Yasawi (also known as Ahmet Yesevi University) in Turkestan and the Kyrgyz-Turkish “Manas” University in Bishkek are two of them that stand out.

IKTU was first established on July 6, 1991, as Turkestan State Institution. However, an agreement was reached between Kazakhstan and Türkiye on October 31, 1992, during the 1st Turkic Summit, which transformed IKTU into an international university. It became the first university in the Turkic world whose foundations were recognized by two nations. And this was the first time in Türkiye’s history when it had given technical and financial support to a higher education institution in another country (Türkoğlu 2005: 1).

The 3rd Turkic Summit, which took place in Bishkek in 1995, focused on education-related issues, particularly the IKTU’s successful model. Consequently, it was agreed that Kyrgyzstan should likewise have a comparable combined university (Musabay Baki 2014: 143). This choice led to the signing of a contract for the foundation of the Kyrgyz-Turkish Manas University. The incident took place on September 30, 1995, in Izmir. The university officially started operating in 1997.

These two universities shared a common goal despite their separate founding eras. To assist in the resurgence of Turkic civilization, it involved providing the Turkic youth with knowledge that would suit modern-day standards. The inauguration of the Yunus Emre Turkish Cultural Center in Kazakhstan in March 2010 was another outcome of Turkish cultural strategy. The center teaches Turkish language and facilitates information sharing on Turkish and Kazakh culture, traditions, and daily life.

Türkiye’s contribution to the inclusion of the cultural heritage of the Turkic world in the UNESCO list

Looking back, it is crucial to remember that the necessity for cooperation in the field of education was one of the main drivers for the founding of UNESCO. The Conference of Allied Ministers of Education (Allies of World War II) was frequently held in London from 1942 to 1945. The Conference’s participants recommended the formation of an international organization in December 1943. Their idea was that this institution would facilitate educational cooperation between allied nations after the war (Tomski... 2020: 98).

Four nations that were members of the Anti-Hitler Coalition took part in the conference at Dumbarton Oaks in Washington, DC, in the fall of 1944: the United States, Great Britain, the Soviet Union, and China (Hilderbrand, 1990: 340). This was a requirement for the UN’s establishment. After its founding, the issue of establishing organizations in charge of non-political activity worldwide arose. Consequently, the Final Act was ratified on November 16, 1946. After being signed and ratified at the UN Conference, which took place in London in November 1946, the Charter was formally adopted. The core objectives and functions of UNESCO were outlined in this Charter, which said that it aimed to promote intercultural dialogue and the preservation of justice and human rights for all people, regardless of their race, religion, language, or gender.

The new organization was able to ensure that its concepts and ideals started to be applied despite the issues that plagued it initially. It is important to recognize UNESCO’s contribution to the advancement of science, culture, and education in the new Asian nations that emerged during the post-war era of decolonization. Of course, among these nations were the emerging Turkic-speaking governments of Central Asia, who were permitted to join UNESCO. In May 1992, Kazakhstan joined UNESCO. This action aided Kazakhstan in deepening its linkages to the world and its culture (Tomski... 2020: 100).

Kazakhstan adopted the Convention on the Protection of the World Cultural and Natural Heritage in 1994. After signing a Memorandum of Cooperation, Kazakhstan began participating in UNESCO educational initiatives as of August 9, 1995. The National Commissions for UNESCO played significant part in this cooperation as the UNESCO Cluster Office opened in Almaty.

The result of this cooperation was such significant events as the 150th anniversary of Abay, the great Kazakh poet, in 1995, which was officially recognized by UNESCO as the year of Abay, 1997 was recognized as the year of Mukhtar Auezov. Moreover, with the help of UNESCO, the following significant anniversaries for Kazakhstan’s culture and history were noted: the 100th anniversaries of Kanysh Satpayev, Sabit Mukanov, and Akhmet Zhubanov; the 150th anniversary of Alikhan Bokeikhanov; the 200th anniversary of Makhambet Utemisov; the 500th anniversary of M. Kh. Dulati; 1000th anniversary of the founding of the city of Almaty; 1500th anniversary of the founding of the city of Turkestan and 2000th anniversary of the founding of the city of Taraz. Also noteworthy is the 850th

anniversary of Khoja Ahmed Yasawi's passing, for which a joint application with Türkiye was made.

Five items from Kazakhstan's territory are listed on the UNESCO World Heritage List: Mausoleum of Khoja Ahmed Yasawi in Turkestan (<http://whc.unesco.org/en/list/1103>), Petroglyphs of the Archaeological Landscape of Tanbaly (<http://whc.unesco.org/en/list/1145>), Saryarka – Steppe and Lakes of Northern Kazakhstan (<http://whc.unesco.org/en/list/1102>), Silk Roads: the Routes Network of Chang'an-Tianshan Corridor (<http://whc.unesco.org/en/list/1442>), Western Tien-Shan (<http://whc.unesco.org/en/list/1490>). As a result, Kazakhstan was able to become the first nation in Central Asia to have its reserves included in the UNESCO list of natural sites.

Representatives of Türkiye and the organization TÜRKSOY, whose methods and objectives largely aligned with those of UNESCO, played a significant role in the connection between the Turkic-speaking nations of Central Asia and UNESCO. Alan Hancock, Director of UNESCO's Eastern Europe and Central Asia Development Program, attended a TÜRKSOY conference in Ankara in March 1996. It covered the prospect of UNESCO and TÜRKSOY working together (Cumhuriyet 1996: 7). They actually signed the contract on June 8, 1996. This agreement called for tight collaboration, including the resolution of technical issues, information sharing, consultations, and the participation of their representatives at numerous meetings where significant decisions were taken that affected both parties. This made it possible for TÜRKSOY to arrange a lot of activities that helped to preserve and promote the Turkic culture.

Due to its policies, TÜRKSOY has not only influenced the cultural policies of the organization's member nations, but has also assisted in promoting the rich Turkic culture globally (Purtaş 2017: 100). Given that the new Turkic republics were once Russian colonies and so cut off from the rest of the world, this was extremely important.

The celebration of Navruz was one of the major occasions that transcended the Turkic globe (Durbilmez 2003: 29-31). Since 1995, TÜRKSOY has been celebrating this occasion in Türkiye. With the help of TÜRKSOY, Navruz was added to the UNESCO Representative List of the Intangible Cultural Heritage of Humanity on September 30, 2009, and a resolution A/64/L.30) was prepared at the 64th Session of the UN General Assembly with the title "International Day of Navruz". March 21st was declared the International Day of Navruz on February 23,

2010, at the 71st session of the UN General Assembly, as stated in resolution A/RES/64/ (https://www.un.org/en/observances/international-nowruz-day). Naturally, there were challenges involved with this festival being added to the UNESCO list. The members from Türkiye and the Turkish representative to UNESCO, Prof. Dr. Mehmet Öcal Oğuz, made a significant contribution to the voting process and the addition of the Navruz holiday to the UNESCO list.

This strengthened linkages between the eastern and western cultures by allowing the custom to spread outside of the eastern, especially Turkic realm. So, the UNESCO headquarters in Paris hosted Navruz celebration in 2010; in contrast, New York hosted one in 2011 (Purtaş 2010: 16-22). In 2011, on March 24, TÜRKSOY held a celebration in the UN General Assembly Hall. Despite the challenges associated with celebrating Navruz during the Soviet era, F. Purtaş claims that thanks to TÜRKSOY's actions, Navruz experienced a revival and became a global event which is celebrated by people from all over the world, not just by those from TÜRKSOY member countries (Dündar 2011: 16-27).

The establishment of the National Committees for UNESCO of the member nations of TÜRKSOY was another significant outcome of the collaboration between UNESCO and TÜRKSOY. The preservation of the intangible cultural heritage of the Turkic world, the preservation of documentary material, etc., were the main issues of their meetings, that have been conducted since 2008 (Yılmaz 2015: 6). These gatherings significantly aided in the staging of numerous events under the auspices of UNESCO as well as the inclusion of various items from the Turkic world's tangible and intangible cultural heritage on the UNESCO lists.

Thus, the period of 2013-2022, which was established as the International Decade for the Rapprochement of Cultures at the General Conference of UNESCO in accordance with resolution 36C/40, was initiated by Kazakhstan and actively supported by TÜRKSOY in November 2011. In 2013, TÜRKSOY celebrated its 20th anniversary, and UNESCO commemorated the opera Arshin Mal Alan, a composition by the legendary Azerbaijani composer Uzeyir Hajibeyov, on the occasion of its 100th anniversary. In January 2015, Türkiye hosted the 7th Ambassadors' Conference. Irina Bokova, the Director General of UNESCO, visited the headquarters of TÜRKSOY on January 5 at Mevlüt Çavuşoğlu's request. Preliminary findings of the collaboration between the two organizations were summarized on the occasion of their 20th anniversary.

From the beginning of time, the Turkic states have been renowned for their folklore and oral traditions. The indigenous cultures of nations needed safeguarding now more than ever in the era of globalization. In light of this, one of TÜRKSOY's key decisions was to establish a center for research on intangible and tangible cultural heritage. As a result, many projects were carried out, and numerous items, works from the Turkic world were added to the representative list of UNESCO cultural heritage. Among those is the book "Manas" (<https://ich.unesco.org/en/decisions/8.COM/8.19>), the first book published by TÜRKSOY, "Traditional knowledge and skills in making yurts" (<https://ich.unesco.org/en/decisions/9.COM/10.24>), "Kazakh traditional art of Dombra Kuy" (<https://ich.unesco.org/en/decisions/9.COM/10.23>), "Aitys, art of improvisation" (<https://ich.unesco.org/en/decisions/10.COM/10.B.20>), Traditional intelligence and strategy game "Togyzqumalaq" (<https://ich.unesco.org/en/decisions/15.COM/8.B.37>), "Heritage of Dede Qorqud" (<https://ich.unesco.org/en/decisions/13.COM/10.B.3>), epic culture, folk tales and music" and so on.

It is worth to note that the department of TÜRKSOY of Al-Farabi Kazakh National University in Almaty has close ties with such scientists from Türkiye as Prof. Dr. Mehmet Öcal Oğuz, the president of Turkish National Commission for UNESCO, Prof. Dr. Evrim Ölçer Özünel, member of the Turkish National Commission for UNESCO, PhD Tuna Yıldız, author of many scientific articles on the cultural heritage of Türkiye. The results of these relationships were periodic lectures and conferences with the participation of the mentioned scientists. In addition to that, their full support for the educational system of KazNU can be seen in scientific articles published by Kazakh scientists in Turkish journals included in the Scopus database. For instance, the magazine Milli Folklor, publishing such articles, plays a significant role in popularizing Kazakh culture, customs and traditions.

Conclusion

Turkic-speaking countries have achieved some success and have become full members of the glob-

al community in 30 years since the collapse of the USSR. However, when these countries were shut off from their culture under the leadership of the USSR at the start of their independence, Türkiye played an essential role in their integration. The country's foreign policy action in respect to other countries is primarily centered on economic, cultural, and educational grounds. Türkiye was able to expand its zone of influence by prioritizing the second choice. Türkiye's cultural strategy, which was founded on a shared history, language, and traditions, resulted in the establishment of several Turkic international organizations, educational programs, and cooperative universities and institutes.

According to Koksal Toptan, Türkiye's previous Minister of Education, the contribution to the education sector was a promising and strategically essential step. Several programs in this direction included the Orhun Exchange Program, the Yunus Emre Institute, İKTU, "Manas", and others. İKTU was the first university in the Turkic world, and it was founded by two states. This was a significant step toward educating a new generation of educated and competitive Turkic kids in the future.

Finally, it is important to highlight UNESCO's involvement in profoundly changing the concept of cultural policy as a part of soft power. Following in its footsteps, TÜRKSOY was founded, earning the unofficial moniker "UNESCO of the Turkic world". Its main goals were to build relations between new Turkic-speaking countries, preserve and promote the Turkic world's rich legacy. Many tangible and intangible cultural heritages have been added to the UNESCO list as a result of TÜRKSOY's numerous programs. The fact that the Navruz celebration spread outside the Turkic world and became a global event was also noteworthy.

Interaction with UNESCO, the experience gained from the world communities have become the key to the realization of both each independent Turkic country individually and the whole Turkic world of their interests, which help to form a society that makes an invaluable contribution to strengthening peace.

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