Religious Education in a Comparative Perspective: Kazakhstan’s Searching

Gulnar Nadirova¹, Shynar Kaliyeva², Anar Mustafayeva³, Dariga Kokeyeva⁴, Maiya Arzayeva⁵ and Yktiyar Paltore⁶

Al-Farabi Kazakh National University, Almaty, Kazakhstan, 050040
E-mail: ¹<gulnad@mail.ru>, ²<shynar_kalieva@mail.ru>, ³<rummana@mail.ru>, ⁴<dmkbuddy@gmail.com>

KEYWORDS Control. Course. Islam. School. State

ABSTRACT Together with the achievement of political independence, and the ensuing of spiritual, more specifically, Islamic awakening, the Republic of Kazakhstan has experienced a revival of religious education, which from the beginning of 90s of XX century gradually became widespread. Since 2011, Islamic education in Kazakhstan has been put under the state control. Though there is no well-designed and formally approved concept of religious education today in Kazakhstan, the situation with secular school religious studies, distinguishing it from the models existing in other countries, deserves the attention of researchers. With the objective to study this type of education in its political and social context, researchers have concluded that the main impetus for the introduction of incentive-oriented disciplines in religious schooling is not so much a desire to uncover potential consolidating, spiritually enriching role of religions for the Kazakhstan society, their peaceful cultural essence, but the complicated ideological situation in the country.