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Sociological analysis of military education in Kazakhstan

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Abstract

Relevance. High-quality military education, which guarantees the creation of effective armed forces capable of repelling threats to national security, is one of the main factors in determining the strength and influence of a state in the international arena.

Purpose. The purpose of the study was to determine the features and specifics of military education in Kazakhstan by studying the activities of military educational institutions and departments in large cities of the country.

Methodology. The study used system-analytical method, with the help of which it became possible to consider the basic characteristics of the military education system in Kazakhstan; and the historical method, facilitating the analysis of the process of training in military specialties over time.

Results. The determining factors and prerequisites for the formation and development of the independent armed forces of the Republics of Kazakhstan were identified and the state's military education system was characterized at all levels, from school to postgraduate education and advanced training courses. Key points in the processes of transformation of state military education were identified, in particular regarding the reorganization of a number of higher military institutions and the creation of a state higher educational institution – National University of Defence of the First President of the Republic of Kazakhstan – Elbasy. The effectiveness of the military sector was measured using qualitative and quantitative indicators. Additionally, the main military specialties and faculties offered in higher educational institutions in major cities were listed.

Conclusions. This study covered the main directions, issues, tasks, and methods of the educational process in Kazakh military universities. It also examined the development of military education in Turkey and Russia, identifying key factors affecting their educational systems. The findings and conclusions can serve as a practical foundation for enhancing national programs to train military specialists in Kazakhstan and other countries.

Keywords: army training; higher education institutions; specialized departments; military science; national security.

Introduction

At the present stage of development of the human race, issues of security and survival of individual ethnic groups or countries are among the most discussed at various platforms of national, regional and international

cooperation. The well-being, prosperity and physical security of any state fully depend on the level of the armed forces, the professional skills of officers and the modern innovative and technical base of the sphere. In the context of improving the armed forces and improving the

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qualifications of representatives of military specialities, issues of specialized education are the main factors in the formation of the national security system. The high level of the educational process in military educational institutions, the introduction of the best world experience in this process, taking into account national characteristics, will contribute to the formation and development of a modern military infrastructure. The Republic of Kazakhstan, like most other countries, carefully approaches military security issues, paying special attention to the training of relevant personnel. The study of the topic of military education in Kazakhstan is relevant and timely. In the context of active globalization and, as a consequence, growing threats to its independent status and security, the Republic is systematically increasing its military potential, in particular, training future military specialists, on whom the stable and safe development of the state will primarily depend.

The scope of the work is to present the distinctive features and specific features of Kazakh military education by considering general trends, summing up the positive and negative aspects of the development of military science in the Republic in the context of national and international interaction. According to T.S. Korotkova and D.I. Zakirova [1], obtaining a quality education lays the foundation for improving people's living conditions and ensuring sustainable development, the essence of which is to increase well-being and protect the planet by accelerating economic growth and solving many issues in the field of education, healthcare, social protection and employment, as well as climate change and environmental protection. In accordance with the provisions of Kazakhstan's youth policy, according to the results of a study by A.N. Teslenko [2], the place and role of youth work in the state's implementation of the strategic development plan, the main emphasis of which is on education and improving the professional level of young people, is determined.

Based on sociological research conducted at a number of universities in Kazakhstan, experts S.M. Duisenova et al. [3] concluded that for students of all levels of education – bachelors, masters, students in second majors – an important aspect of the educational process is obtaining an appropriate diploma, especially for such specialities as military affairs, medicine, and exact sciences. B. Sailan and N. Nurbosynova [4] concluded that the structure of the military education of the Republic, which includes the Armed Forces of Kazakhstan, the national army, air force and naval forces, has become the basis for ensuring the country's security and specialized education, which has come a long way from individual military units to a modern scientific system is a key element of state development. D.T. Adyrbekov et al. [5] believed that the level and qualifications of the teaching staff were fully consistent with international standards, but believed that some weakening of discipline among students during their education in the future may prevent them from obtaining clear and deep scientific theoretical knowledge and practical skills.

A.A. Bulatbayeva [6] considered the phenomena of excessive bureaucracy and a multi-level system of accepting certain issues that significantly affect the quality of teaching in educational institutions. A. Seidikenova et

al. [7] believed that the rather weak knowledge of foreign languages both among students and among specialized teachers introduces some problems into the educational process, for example, into the system of classification and translation of international terms and concepts in the military sphere. Military education in European countries also has a number of advantages and disadvantages. I. Urych and G. Matysiak [8] considered the educational process from the point of view of benefits in the future professional path of students (using the example of Germany, France, Latvia and other countries), and T. Libel [9] examined the issue of the lack of national and regional military training establishments (in the Scandinavian countries: Denmark, Norway and Sweden).

The purpose of the study is to characterize the key features and dynamics of the military educational process in the Republic of Kazakhstan through the study of individual components and structural elements of the subject under study using the example of a number of higher educational institutions in the country. The main research objective is to determine the specifics of the military educational process in the Republic of Kazakhstan. It aims to reveal the features of the activities of the main elements of the educational structure of the country's higher military institutions. Another objective is to find out the professional level of teaching and research personnel involved in the training of army specialists. The research will consider the qualitative and quantitative indicators of military training in Kazakhstan by analysing both the national education system and comparing it with several other countries, particularly the Republic of Turkey and Russia.

It also seeks to emphasize the role of the National University of Defence of the First President of the Republic of Kazakhstan – Elbasy as the main higher military institution at all levels of army training, from initial basic to professional specialized and postgraduate. The research will also present general practical recommendations for improving the quality of teaching relevant material in higher military educational institutions of the country and suggest updates for the state defence system as a whole.

Materials and Methods

The methods that were used in the preparation of this work were system-analytical, statistical and historical methods, as well as methods of analysis and forecasting. Using the system-analytical method, the main features and distinctive factors of the formation and development of the military education system in higher educational institutions and professional military departments of the Republic of Kazakhstan were identified and considered. The dynamics and specifics of various trends in the transformation of educational programs in the area of training in military specialities are summarized. Using the historical method, different groups of factors influencing the transformation of the educational process among students of military and specialized specialities since the Republic gained independence are summarized. It also shows various specific trends and factors shaping the educational process in higher educational institutions of the country in the field of army training.

Using the statistical method, general qualitative and quantitative indicators of the effectiveness of educational activities of higher military educational institutions in Kazakhstan are presented; the positive and negative results of certain decisions in the field of training military specialists were assessed. Based on the data obtained during the work, using the forecast method, general practical recommendations have been developed and presented to improve the relationships and effectiveness of work in the field of training, in particular, military specialties. Using analysis methods, the features, and directions of activity of military educational institutions and military departments at educational institutions are examined through the prism of their activities in the field of training specialists of various qualifications for the army corps and the military field of the state. The specific characteristics of the military education system of a number of other states, in particular the Republic of Turkey, are analysed.

In the course of preparing this work, a large array of scientific literature was reviewed and used, the main emphasis of which was on studying the features of the formation and development of military education in the Republic of Kazakhstan since independence in 1991. This literature included, in particular, scientific reviews [3], analytical and critical publications [6], statistical materials [10], educational methods and manuals [11]. In order to gain a deeper understanding of the essence of government steps in the field of strengthening the military power and defence forces of the Republic of Kazakhstan, some

regulatory documents and legislative acts were reviewed and studied – both in the field of education and science, and in the direction of the formation of state youth policy. For example, Law No. 745 “On the creation of the Armed Forces of the Republic of Kazakhstan” [12], Decree No. 3353 “On the transformation of the I.S. Konev Almaty Higher Military School into the Military Academy of the Armed Forces of the Republic of Kazakhstan” [13], Strategy “Kazakhstan-2050” [14], Decree No. 554 “On approval of the Military doctrine of the Republic of Kazakhstan” [15].

Results

Human potential and intellectual resources are the main components of the successful development of a modern state. Despite the widespread robotisation and the introduction of artificial intelligence technologies in enterprises and industries, direct human participation is still necessary. The military sphere (weapons, science, ensuring general security, financial investments, development of military infrastructure, increasing the officer corps) is one of the key elements necessary for the stability and safe existence of any country, as well as for creating the image of an advanced and strong state (Table 1). Without proper preparation, theoretical and practical basis, as well as serious education, it is almost impossible to clearly and harmoniously carry out the designated tasks.

Table 1. Indicators of the armed forces of states (for the period 2022-2023)

Place	Country	Coefficient (PwrIdx)*		Army strength (2022), people	Budget for the armed forces (2023), billion dollars
		2023	Dynamics (compared to 2022)		
1	USA	0.0712	-	1,395,350 (3)**	877 (3.5%)*
2	Russia	0.0714	-	900,000 (5)	86 (4.1%)
3	China	0.0722	-	2,035,000 (1)	292 (1.6%)
4	India	0.1025	-	1,460,350 (2)	81 (2.4%)
5	Great Britain	0.1435	↑	153,200 (33)	68 (2.2%)
6	South Korea	0.1505	-	555,000 (8)	46 (2.7%)
7	Pakistan	0.1694	↑	651,800 (6)	10 (2.6%)
8	Japan	0.1711	↓	247,150 (19)	46 (1.1%)
9	France	0.1848	↓	203,250 (21)	54 (1.9%)
10	Italy	0.1973	-	161,550 (32)	33 (1.7%)
11	Turkey	0.2016	-	355,200 (15)	11 (1.2%)
12	Brazil	0.2151	-	366,500 (12)	20 (1.1%)
13	Indonesia	0.2221	↑	395,500 (11)	9 (0.7%)
14	Egypt	0.2224	-	438,500 (10)	5 (1.1%)
15	Ukraine	0.2516	↑	196,600 (23)	44 (33.5%)
63	Kazakhstan				

Note: * – the coefficient includes a group of indicators, including the number of military units, financial situation, material and technical base, geographical location; ** – place in the general ranking of the number of armies in the world; *** – spending on the army as a percentage of the gross domestic product (GDP).

Source: [16, 17].

Studying the texts of legislative acts in the field of military training and military science, many experts came to the conclusion that specialized military education is the basic and primary principle for the development of modern

and competitive armed forces of the state [3; 9]. In the relevant documents of many states (military doctrines, strategies), in particular, Decree No. 554 “On approval of the Military doctrine of the Republic of Kazakhstan” [15]

states that among the main measures for the development of military education should be, among other things, training in demand specialities for the military organization of the state, improving the quality of training of military specialists for through the introduction of modern teaching methods and technologies into the educational process, the introduction of innovative tools (simulators, simulators) into the learning process. The essence and meaning of the term “military education” should be clearly defined.

Western and Kazakh scientific studies draw a similar conclusion regarding this concept [4; 18-20]. It is generally accepted that military education is a strictly controlled educational process during which students acquire certain rules, knowledge, skills, and other elements necessary to perform tasks related to ensuring the security of the country and its borders. In general, it is possible to conclude that military education is a clearly controlled and regulated process of preparing and training military specialists of various qualifications in order to protect the state from external threats [6]. This definition is followed by almost all states of the world, including the Republic of Kazakhstan, developing and improving their military sphere.

Military Education in the Republic of Kazakhstan

After gaining independence in 1991, the Republic of Kazakhstan began to actively create and update all components of public administration, primarily the army. On May 7, 1992 the Law was signed No. 745 “On the creation of the Armed Forces of the Republic of Kazakhstan” [12], according to which, from the moment of its signing, all military units and units located on the territory of the country came under the control of Astana. The law determined the structure of the Armed Forces, which included ground forces, air and air defence forces, naval forces, airmobile forces, military educational institutions and other relevant bodies [21]. The document became the first legal act regulating activities in the field of military education and military science in the country [22]. Today, a unified military education system operates in Kazakhstan, covering all levels of military specialist training [7]. As of the beginning of 2023, the Republic of

Kazakhstan ranks 63rd in terms of the level of the Armed Forces [10], military and support personnel number 355.000 people (15th place) [16], military expenditures amount to \$11 billion (0.5% of GDP) [17]. These indicators are average on a global scale, but in Central Asia, the Republic holds second place, behind Uzbekistan (62); Turkmenistan has 82nd position, while Kyrgyzstan (107) and Tajikistan (120) are at the bottom of the ranking of the strongest armies in the world.

The legislative basis of military education in Kazakhstan includes an impressive list of documents, among which, firstly, it is worth highlighting Laws No. 745 “On the creation of the Armed Forces of the Republic of Kazakhstan” [12], “On the defence and Armed Forces of the Republic of Kazakhstan”, “On education”, “On science”, “On military service and the status of military personnel” [23], and also Decree No. 554 “On approval of the Military doctrine of the Republic of Kazakhstan” [15] and Strategy “Kazakhstan-2050” [14]. According to the Ministry of Defence of the Republic of Kazakhstan, over 3000 people undergo military training annually [24]. The Ministry has created a multi-level military management system, which includes science, innovation, education, as well as logistics and strategic planning. Education (including postgraduate) and training of military personnel, as well as support personnel, takes place in higher military educational institutions, as well as in military departments created at other educational institutions [25].

The main condition for training a military specialist, on whose level and professional skills the country’s security will depend, is the organization of a continuous, sustainable and harmonious process of training the future military personnel. Over the years of independence, Kazakhstan has developed a wide system of military education, which includes three main levels of the educational process: secondary, technical (vocational) and higher education. In addition, according to the paragraphs of the Law “On Education” [26], the main levels include bachelor’s, master’s, doctoral, as well as advanced training, postgraduate education, and retraining (Table 2).

Table 2. Levels of military education in Kazakhstan

Education levels	Educational institutions	Directions
Average	Republican school “Zhas Ulan” (Almaty); Republican school “Zhas Ulan” (Karaganda); Republican school “Zhas Ulan” (Shymkent)	Basic training, including theoretical and practical foundations of military activity
Technical (professional)	Military College named after. Sh. Ualikhanov (Shchuchinsk); Military College named after. S. Nurmagambetova (Astana)	Training of junior command personnel for military service under contract as non-commissioned officers
Higher	Military Institute of the Ground Forces (Almaty); Military Institute of the Air Defence Forces (Aktobe); Military Engineering Institute of Radio Electronics and Communications (Almaty)	Training of specialists in air defence, communications troops, automated control systems, information, and cybersecurity
Postgraduate	National University of Defence of the First President of the Republic of Kazakhstan – Elbasy (Astana)	Improving skills in the field of scientific-pedagogical, operational-tactical, strategic and logistics activities
Other	Departments in higher education institutions	Retraining and advanced training courses for military personnel

Source: [5; 11].

Based on the above, it follows that the military education system of Kazakhstan is quite developed, has an established working structure, generally complies with international standards and principles and contributes to the development of scientific, innovative and pedagogical military potential of military specialists.

National University of Defence of the First President of the Republic of Kazakhstan – Elbasy

In 1997, by decree of President of Republic of Kazakhstan No. 3353 “On the transformation of the I.S. Konev Almaty Higher Military School into the Military Academy of the Armed Forces of the Republic of Kazakhstan” [13], in Astana, was established National University of Defence of the First President of the Republic of Kazakhstan – Elbasy – higher education was created military educational establishment, main tasks of which are the preparation of scientific and pedagogical personnel of the highest degrees of qualifications, retraining, and promotion of qualifications of military personnel, conducting fundamental and applied military scientific research. The university is a complex research and educational

institution, which includes teaching, laboratory, scientific and residential premises. In addition, on the territory of the educational institution there are many classrooms for different numbers of students, computer classes, conference rooms, and scientific libraries. The wide interconnected system of the university functions smoothly in order to achieve its goals in the following areas: training of specialists at the strategic level of military affairs management, training of operational-tactical specialists, classes for future scientific and pedagogical workers in the military sphere, advanced training, postgraduate education, conducting scientific research and development work [24].

The university implements a wide range of projects and programs in various areas of training in the field of military affairs: the specifics of the air force, engineering forces, chemical and biological defence, as well as other specialities that are offered for study at the faculties of the educational institution. In total – 9 faculties, 23 departments (Table 3).

Table 3. Structure educational process at the National University of Defence of the First President of the Republic of Kazakhstan – Elbasy

Faculties	Faculty “Academy of the General Staff of the Armed Forces*”	
	Faculty of NG** RK***	
	Combined Arms Faculty	
	Faculty “Institute for Advanced Studies”	
	Faculty of Military Humanities	
	Faculty of Logistics and Technical Support	
	Faculty of Air Defence Forces and Information Systems Security	
	Faculty of State Security Service	
	Faculty of Border Service of the National Security Committee	
Departments	Troop control and combined arms headquarters services	Rocket Forces and Artillery
	Physical training and sports	Engineering Troops and RCBP Troops**** and Environmental Safety
	Military history and law	Languages
	Technical support	Training of foreign military personnel
	Information security	Strategies
	Military and government administration	Operational art and tactics
	Social disciplines and pedagogy	Operational art
	Ensuring the service and combat activities of the NG	Operational art and tactics of the NG RK
	Air Force	Mobilization preparation and territorial defence
	Logistics support	Air Defence Forces
	Social disciplines	Managing the daily activities of troops
	Civil Defence	
Studying programs	Master’s degree	Doctoral studies

Note: * Armed Forces – armed forces; ** NG – National Guard; *** RK – Republic of Kazakhstan; **** RCBP – radiation, chemical and biological protection.

Source: [13].

To summarize, it is important to note that the main goal of the university is to bring the military education system into line with the Concept of the State Armed Forces until 2030 (a project that was developed by the country’s Ministry of Defence as part of the implementation of the Address of the Head of State to the People of Kazakhstan dated September 2, 2019) [1], namely: improving the

quality of teaching, the level of doctoral and master’s theses, scientific and practical research, as well as improving the logical and conceptual apparatus of decision-making among military specialists in the process of their training.

Other Military Educational Institutions and Military Departments in the Republic of Kazakhstan

Speaking about other educational institutions in the field of military training in Kazakhstan, which train professional military and support personnel of various skill levels, it is worth noting that in every large city of the Republic there are large military universities, institutes, as well as colleges, cadet corps and specialized schools [1]. For example, In Almaty, there are the Military Institute of the Ground Forces, the Military Engineering Institute of Radio Electronics and Communications, and the Almaty Republican School “Zhas Ulan” named after B. Momysuly. In Astana, there is the Military College named after General S. Nurmagambetov. In Karaganda, there is the Karaganda Republican School “Zhas Ulan” named after Twice Hero of the Soviet Union T. Begeldinov. In Aktobe, there is the Military Institute of the Air Defence Forces named after T. Begeldinov. In Shchuchinsk, there is the Military College named after Sh. Ualikhanov. And in Shymkent, there is the Shymkent Republican School “Zhas Ulan” named after Hero of the Soviet Union S. Rakhimov [27].

Military departments operating at educational institutions throughout Kazakhstan provide a full range of theoretical and practical skills at basic and intermediate levels of training. Thus, military departments function in such educational institutions of the country as, for example: in Almaty – at the Al-Farabi Kazakh National University, Satbayev University; in Astana – at the S. Seifulin Kazakh Agro Technical Research University, L.N. Gumilyov Eurasian National University; in Karaganda – at the Karaganda State Technical University, Karaganda State Medical Academy [28]. The activities of military departments at educational institutions of various profiles and directions are focused on general tasks, namely the physical, psychological and professional training of officers of the army of Kazakhstan for the defence of the state. Analysing the educational, scientific, as well as educational and ideological work of higher military educational institutions and military departments of Kazakhstan, it is possible to highlight some main tasks, the implementation of which is given great attention by these institutions, namely:

- planning, organization, control, and monitoring of the general state of the military sphere in the Republic;
- training a sense of responsibility – both individual and civil – for one’s state, its security and stable development;
- creating a group of socially active people capable of quickly responding to threats through clear and responsible assistance to the army;
- education in society of a simple and natural concept of the place and role of each citizen in situations of critical or martial law – both among professional military personnel and among civilians).

International Military-Educational Cooperation of Kazakhstan

As part of the development of international cooperation, the National University of Defence of the First President of the Republic of Kazakhstan – Elbasy and other educational military institutions are actively conducting exercises, internships, and exchanges of teaching staff with

the participation of a number of states. In particular, the member countries of the Collective Security Treaty Organization (Armenia, Belarus, Kazakhstan, Kyrgyzstan, Russia, Tajikistan) annually conduct joint military exercises, involving hundreds of military specialists and support personnel [8]. Graduates also participate in these programs. This became possible thanks to cooperation with a number of military educational institutions (memorandums of cooperation both with Kazakh educational institutions and with educational institutions of other countries – the Czech Republic, Ukraine, Turkey). Among the main partners of Kazakhstan in the field of military education are such educational institutions as the National Defence University of the Czech Republic, the Turkish Academy of Justice, the National Defence University of Ukraine, and the National Defence University of the People’s Liberation Army of China [29; 30].

In the context of international cooperation between Kazakh military educational institutions, it is worth noting particularly close cooperation with Turkey and Russia. Thus, the Republic of Turkey is one of the most popular countries for military training abroad among Kazakhstani students. Occupying 11th place in the 2023 Military Strength Ranking [10], with an army size of about 355.000 (rank 15) and expenses of about \$11 billion, which is 1.2% of GDP [16, 17], Ankara is a good example of the systematic development of military science and spheres in general in the modern world. Considering the fact that in mid-2016 the country experienced sudden transformations in military education and the military system, the statistics presented demonstrate good development of the field, especially in terms of the development of new weapons and equipment, as well as the training of specialists to manage it.

Until 2016, several military educational institutions functioned in Turkey: The National Security Academy, the Academy of the Armed Forces, the Military Academies of the Ground Forces, the Air Force and the Navy, as well as secondary military (specialized) schools, lyceums, and specialist training centres [31; 32]. On July 31, 2016, Turkish President R. Erdoğan signed an Order on the closure of these and a number of other military educational institutions and the creation on their basis of the National University of Defence, operating on the basis of the Laws “On Higher Education” and “On Personnel of Higher Educational Institutions” [31]. This decision was dictated by the need to review the existing military system and update the algorithms and mechanisms in it (in particular, due to mass poisonings and bullying in the country’s army educational institutions), but primarily in order to prevent a repetition of the military coup attempts that took place on 15 – July 16, 2016 and to strengthen control over the army and military by the authorities [33]. In general, the National University of Defence, established under the Turkish Ministry of Defence, positions itself as one of the leading defence universities in the world, where they train military specialists to raise the country’s prestige and strengthen military strength.

Regarding Russia, the indicators of the military sector are as follows: 11th place in the 2023 Military Strength Ranking [10], the size of the army is 900,000 people [16], the amount of expenses is \$86 billion (4.1% of GDP) [17].

These results are achieved, largely, thanks to military training, which receives sufficient attention, but at different levels it is very uneven. There are also several levels of military training here: secondary education (cadet corps, colleges), higher education (military academies, universities), where the educational process occurs according to age and scientific program [34]. However, in schools and technical (vocational) educational institutions, the emphasis on military training is very active and often of a compulsory nature [35].

Analysing the functioning of the military training system for young people in Kazakhstan, in particular, studying the structure and content of the educational process during military training in the Republic, it is possible to say that this Kazakh military structure is a self-sufficient and fully successfully functioning mechanism. Due to the fact that in recent decades the nature of military threats has changed, become more active, and many new effective weapons, equipment, means and instruments of warfare have appeared, the situation requires urgent intervention through a complete reorganization and harmonious development of the sphere as a whole. Kazakhstan skilfully approaches the solution of these problems, training military specialists at all stages of their life development – from school training to postgraduate education and advanced training, in accordance with the challenges of the modern world. However, despite the fact that the modern military education system in Kazakhstan is a very effective and functioning structure, there are a number of issues (for example, participation in international programs and projects, updating the legislative framework), the solution of which will have a positive effect on the activities of educational entities process in the country.

Based on the analysis of the results obtained, the following practical steps and recommendations are proposed for consideration:

- improving the principles and standards of professional military education in accordance with the best world practices, including the military doctrines of the North Atlantic Treaty Organization [36];
- innovatization of educational programs and plans, taking into account modern challenges and threats to both the national security of Kazakhstan and global risks;
- updating the existing regulatory framework in the field of military education and military science of the Republic;
- carrying out a comprehensive increase in the level of professional qualities of employees of the scientific and pedagogical staff of higher military educational institutions and relevant departments;
- participation in international experience exchange programs and training of practical skills among students of military universities.

Discussion

Exploring the issues of sociological analysis of military education in the Republic of Kazakhstan involves examining the features and specifics of the educational process in higher military institutions and military departments of the country. This analysis is conducted through the prism of modern global transformations and

the dynamics of development of the country's scientific institutions. It is possible to draw the following conclusion: the topic of this study, based on the increasing level of threats to national security and stability of state development, is widely studied and discussed. A significant contribution to the study of the issue of army training of young people was made by Central Asian specialists, primarily from Kazakhstan and Uzbekistan. The results of their scientific research brought updated data regarding the qualitative and quantitative indicators of the functioning of military educational institutions in the region, namely, in Kazakhstan. Also, Kazakh scientists presented a detailed analysis of the role and influence of the National University of Defence of the First President of the Republic of Kazakhstan – Elbasy on the military educational system of the Republic.

Experts from other countries (Bulgaria, Poland, Turkey, Sweden) placed the main emphasis in their works on the consideration of national systems of military training of the younger generation, as well as on the analysis of the education sector as a whole. Scientists have obtained general characteristics and classification of military education (primarily, the definition of a concept that harmoniously describes all national military educational systems of the countries of the world). Important data were obtained by scientists regarding the general analysis of the Turkish and Russian military educational systems. By comparing the main indicators according to international ratings, it became possible to evaluate and compare various factors influencing the army in these countries. It was found that, starting from a reasonable and logically understandable distribution of educational load in higher educational institutions and military departments, it is possible to create clearly functioning, systematized and reliable Armed Forces of the state.

The presented work voiced the idea that the training and education of military specialists to solve problems associated with the complexities and challenges of the modern world is crucial both for the state in the context of national security and for citizens, their stable and quiet life. This idea continues the conclusions of S. Paananen [25] regarding the perception of students in military specialties of higher educational institutions of the skills, knowledge, practical and theoretical developments that they receive during their education. The author argued that thanks to a flexible and adaptive education system for military specialists, it is possible to quickly and easily absorb new knowledge, clearly respond to changes in the situation in the state and, thus, create and adapt the country's Armed Forces to the new realities of the modern world. Innovative systems of the educational process, new teaching methods, the introduction, and use of modern auxiliary technical means (simulators, trainers) seem to be the main factors influencing the successful assimilation of taught material in various educational institutions, in particular in military areas.

The results of scientific research by T. Chalakova and R. Chalakov [36] confirm this idea: the world and society are changing, adapting to new conditions of existence in the global space, and only successful synergy with new data will allow development in the right way. According to experts, the introduction of modern tools into the

educational process is necessary, because by training future specialists, a contribution is made to the safe and stable existence of the country. The interaction of different countries in the field of high technology, logistics, transport, military affairs, as well as issues of security and geopolitical balance, is the key to close cooperation in the context of the exchange of experience, knowledge, and personnel. Such conclusions were made in this work, which partially corresponds to the assumptions of H. Mroz and P. Navy [22] regarding the strategic role of Kazakhstan in Central Asia. Experts believe that the harmonious development of such industries as energy and agriculture contributes to the growing interest of foreign specialists in cooperation with Kazakh colleagues. At the same time, the authors assured that military science and the military sphere in general is not an area where one should be completely open and share one's own developments and technologies.

The need for close contact between military educational institutions of different countries, in particular, conducting joint exercises, training, practical and theoretical classes, as well as the exchange of experience, useful skills and personnel, is voiced in the presented work as the main task on the way to improving the military education system in different countries of the world. N. Atanasova-Krasteva [29] also believed that joint exercises, especially within the framework of international organizations (for example, under the auspices of the North Atlantic Treaty Organization or the United Nations) would have a positive impact on the level of training of both professional military personnel and future officers who will take part in these operations soon. At the same time, the specialist called the need to organize and conduct international joint operations and training a task not of primary importance.

The Republic of Turkey, as an example of forced reform of the army system due to a direct threat to the national security of the state and the lives of its citizens, was considered in the context of studying the features of its military education system in the presented work. The conclusions obtained during this study confirm the work of B. Ates [31] on the topic of transformation of the military sphere and military education in Turkey over time. The author argued that, despite the prominent position of the army as an institution and the serviceman as an individual, the country lacked practical mechanisms for monitoring relationships within the system and its impact on young people with high levels of radicalization, especially students in higher educational institutions. At the same time, the expert argued that further tightening of monitoring and control over all elements of the military sphere, mainly military education, must be continued even after establishing full control over all entities in this area.

Having studied all the available scientific literature on the sociological analysis of military education in the Republic of Kazakhstan, it is possible to make several conclusions. By examining the activities of higher military educational institutions and military departments, a detailed understanding of their work emerges. This understanding focuses on the specifics of training military specialists and support personnel of all qualifications. In the foreseeable future, the development and improvement of military education will remain a significant topic of

scientific research by various specialists. Additionally, this issue will continue to feature prominently in parliamentary meetings and presidential speeches in Kazakhstan. The key problems that require a quick and clear solution from the Kazakh authorities regarding the rapid growth of threats both globally and at the regional level will be tasks in the area of increasing the level of competence of teaching staff in the context of adaptation to the modern world realities.

In general, the state policy of Kazakhstan in the field of military education is quite well-established and systematic (a multi-level educational system that includes army training at all levels of the general educational process), however, excessive bureaucracy, a clear vertical of power and partial closeness in some way prevents the system from adapting to new conditions of a rapidly changing world. Considering the results of scientific research by Kazakh and European experts, the following is summarized: when comparing the level of military training and development of military affairs in the countries of Central Asia, Kazakhstan is the undisputed leader. Regarding the global level, the Republic's position is not so impressive. And to raise the bar for military training in the state, the interests of all subjects in the sphere should be taken into account. The fulfilment of this task can only be achieved by combining all efforts to update the existing model of military education in Kazakhstan.

Conclusions

In the course of studying the specifics of the sociological analysis of military education in Kazakhstan, using the examples of individual higher military educational institutions and military departments, the features of the educational process in scientific institutions of the Republic were investigated, in particular, the main indicators of the country were analysed based on the level of training of army units. It was established that the military education system in the Republic of Kazakhstan, which includes military science, innovation, the latest developments and technologies, as well as scientific publications and design projects, is a fully functioning and self-sufficient structure in the educational sphere of the country.

The study showed that the professional training of scientific and teaching staff at higher military educational institutions is at a fairly high level, as evidenced by multiple international projects, experience and personnel exchange programs, as well as the number of foreign students in Kazakhstan. Analysing various statistical indicators, it is possible to conclude that thanks to the coordinated work of all subjects of the educational process in the military sphere, the Republic managed to achieve leading indicators for the development of the army and military science in Central Asia. The level of education, the quality of the material taught and the general attitude of teaching and research personnel towards students in military specialties contributed to the growing popularity of this area of study in Kazakhstan among students from neighbouring countries. However, in order to compete with world leaders, the state should pursue a more active policy in the context of an adequate response to modern security threats, in particular, develop more modern methods of teaching relevant material using innovative tools and mechanisms.

Considering the general specifics and characteristic features of the development of military education in the Republic of Turkey at the beginning of the 21st century, it is possible to conclude that, despite a fairly developed system of educational programs and specialized military educational institutions, the country lacked a clear strategy and understanding of future tasks and goals of state policy in sphere of military education of youth. However, after the attempted military coup in 2016, the authorities adopted a number of reforms and changes, the consequence of which were qualitative and quantitative changes in the internal structure of the entire army apparatus of the state – from the initial stages of education to postgraduate training, as well as advanced training. Regarding military education in Russia, for a long time the situation was considered indicative and promising – the country had a multi-level system of military educational institutions and corresponding departments with in-depth study of army affairs. However, negative trends in the increased militarization of young people in this state soon emerged.

In order to more deeply and thoroughly study the issues of training military specialists in the Republic of

Kazakhstan and to obtain various qualitative and quantitative data regarding the educational process in military universities and military departments of the country, for future scientific research on this issue it seems appropriate to consider joint military educational programs and projects within the framework of cooperation between Central Asian states – both in the context of theoretical research and in the field of practical application of acquired skills. The novelty of the research lies in the development of practical recommendations for improving the educational process in military educational institutions and advising departments of the Republic of Kazakhstan, taking into account modern geopolitical challenges and threats.

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Conflict of Interest

None.

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Соціологічний аналіз військової освіти в Казахстані

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Анотація

Актуальність. Якісна військова освіта, яка гарантує створення ефективних збройних сил, здатних відбивати загрози національній безпеці, є одним із головних чинників визначення сили та впливу держави на міжнародній арені.

Мета. Метою дослідження було визначення особливостей і специфіки військової освіти в Казахстані шляхом вивчення діяльності військово-навчальних закладів і кафедр у великих містах країни.

Методологія. У дослідженні використано системно-аналітичний метод, за допомогою якого стало можливим розглянути основні характеристики системи військової освіти Казахстану; та історичний метод, що полегшує аналіз процесу підготовки військових спеціальностей у часі.

Результати. У процесі дослідження виявлено визначальні чинники і передумови становлення і розвитку незалежних збройних сил республік Казахстан і охарактеризовано систему військової освіти держави на всіх рівнях, починаючи від школи і закінчуючи післядипломною освітою і курсами підвищення кваліфікації. Визначено ключові моменти у процесах трансформації державної військової освіти, зокрема щодо реорганізації ряду вищих військових закладів та створення державного вищого навчального закладу – Національного університету оборони Першого Президента Республіки Казахстан – Єлбаси. Ефективність військового сектору вимірено за допомогою якісних та кількісних показників. Також розглянуто основні військові спеціальності та факультети, які пропонуються у вищих навчальних закладах великих міст.

Висновки. У даному дослідженні висвітлено основні напрямки, проблеми, завдання та методики навчального процесу в казахстанських військових вузах. Також розглянуто розвиток військової освіти в Туреччині та Росії, визначено ключові фактори, що впливають на їхні системи освіти. Отримані результати та висновки можуть стати практичною основою для вдосконалення національних програм підготовки військових фахівців у Казахстані та інших країнах.

Ключові слова: армійські навчання; вищі навчальні заклади; спеціалізовані відділи; військова наука; національна безпека.