

TURKPA

PARLIAMENTARY ASSEMBLY OF TURKIC-SPEAKING COUNTRIES

COMMISSION ON SOCIAL, CULTURAL AND HUMANITARIAN AFFAIRS

REPORT

“DAY OF TURKIC LANGUAGE”

INTRODUCTION

During the Second meeting of the Commission on social, cultural and humanitarian affairs held in Ankara on 5 April 2013 it was decided to touch upon the subject “Day of Turkic languages” as the main agenda item of the Third meeting to be held in Bishkek.

Currently, there is a process of re-evaluation of culture and written literature in the TURKPA member countries. In this regard, Turkic countries should further seek to diversify and substantiate their cooperation in such fields, as education, science, culture and mass media.

Oral literature of Turkic nations has enormously contributed to the development of Turkic languages and left a priceless heritage in the form of eposes, epic stories, tales and poems. The most famous masterpieces of the Turkic oral literature heritage are Manas, Semetey, Seytek, Alpamys, Koblandy, Er Targyn, Kambar Batyr, Korkyt Ata and other eposes and folk tales. Vocal literature of Turkic nations generates information about daily life of ancient Turks, their traditions and their perception of world and environment.

Orkhon Yeniseian scriptures of VI-X centuries have been used as significant sources for the historical study of Turkic languages. Pazyryk, Issyk, Noyun Ula Kurgans represent the earliest known examples of scriptures of Turkic languages in Altai mountains. As it is known, Orkhon Yeniseian scriptures were discovered for the first time by the Russian scientist of German origin V.V. Radlov in 1891 and the first scientist who decoded these scriptures was the Danish linguist Wilhelm Tomsen. Outstanding turkologists have contributed to the study of Turkic languages.

Fundamental inputs to the development of Turkic written literature were made by outstanding scientists and thinkers of Turkic world such as Mahmud Kashgari (Divani – lugat-at Turk), Yusuf Balasaguni (Kutaglu Bilik) etc.

Declaration of Turkic as the official state language in 1277 in State of Karamanogullari Dynasty (middle south part of contemporary Turkey) had started the process of re-introduction of Turkic language that exists in social life to state languages.

II. EDUCATION FIELD IN THE TURKPA MEMBER COUNTRIES

Azerbaijan: Higher educational institutions in Azerbaijan have solid experience and traditions in preparation of specialists for foreign countries. According to the information of the Azerbaijani Ministry of Education there are 6795 foreign students from approximately 50 countries studying in the higher educational institutions of the country.

In its turn, the State Programme on Education of Azerbaijani Youth Abroad for the period of 2007-2015 was adopted in order to provide the study of Azerbaijani young people in the world leading universities. In the programme's framework, about 5000 students will acquire an education in the universities of countries such as USA, Great Britain, France etc.

Currently, students from all the TURKPA member countries are studying in various fields at the high educational institutions of Azerbaijan. In particular, there are 35 students from Kazakhstan, 9 from Kyrgyzstan and about 2543 students are from Turkey. 12 lyceums and the Caucasus University operate in Azerbaijan on the basis of the Turkish educational system. Alongside, the Center of Kazakh language, history

and culture after A. Kunanbayev was established in 2011 at Baku State University. Similar centers with study of Azerbaijani language exist in Kazakhstan.

Kazakhstan: The country undergoes reforming and modernization process in the field of education and science. Educational structure is adjusted in conformity with the International Standard Classification of Education.

The priorities of technical and professional education (TPE) are as follows:

- taking into account the plans to introduce 12-year primary education system, to ensure equal availability of TPE for the youth;
- to increase the quality of specialists' preparation and competitiveness of the staff;
- to develop partnership with the business sector.

The higher education is developing on the following directions:

- to ensure wide and equal access of the citizens to higher education;
- to prepare specialists as per the demands of the labour market and industrial and innovative development;
- to connect the education, science and industry;
- to set up a system of corporate management in the higher education.

Kazakhstan annually sends its students for study at the universities of leading countries in the framework of "Bolashak" scholarship programme. Additionally, the Development Plan of Scholarship was adopted for the purposes of its improvement providing an implementation of programme- and target-oriented method of selection, preparation and employment of graduates.

Regarding the students from the TurkPA countries that are studying in Kazakhstan's higher educational institutions:

Currently in Kazakhstani higher educational institutions study 124 students from Azerbaijan, 802 students from Kyrgyzstan and 262 students from Turkey.

Apart from that, subject to the Resolution №500 of the Government of the Republic of Kazakhstan from 20 May, 2012 for the educational year 2013-2014 200 scholarships have been allocated for the students from the Turkic speaking countries, including 13 scholarships to students from Turkey, 19 scholarships – to Azerbaijan and 32 scholarships – to Kyrgyzstan.

Regarding the preparations of specialists with higher education:

Taking into account the importance of the current report, it is appropriate to give information as regards the preparation of specialists on the discipline Turkic Studies. Education on Bachelor's, Master's, PhD degrees on the said discipline is given at the L.N.Gumilev Eurasian University (Astana), Al-Farabi Kazakh State University (Almaty), Kazakh State Pedagogical University named after Abai (Almaty) and International Kazakh-Turkish university named after Q.A.Yassawi (Turkestan).

Kyrgyzstan: The Kyrgyz Ministry of Education currently implements the Education Strategy for the period of 2010-2020. The main objective of the strategy is to create conditions for sustainable development of education system through efficient use of internal and external resources for improvement of quality of education services. In the field of education Kyrgyzstan up to date has established links with more than 60 neighboring countries and beyond. Today above 1500 students from Turkey, 700 from Kazakhstan and 8 from Azerbaijan study in the higher educational institutions of Kyrgyzstan. 25 Turkish lyceums, Manas Kyrgyz-Turkish University and Aloo-

Ataturk private university operate in Kyrgyzstan on the basis of the Turkish educational system.

Turkey: In Turkey basic and higher education systems are based modern examples. The process from primary education to highschoools is in the format of 4+4+4 and obligatory. Schoolbooks are distributed to students free of charge. In higher education Turkey had 70 colleges and universities in 2003 and at the moment there are 179 colleges and universities and an important percentage of these also have post graduate and doctorate programs in routine. In every single one of 81 provinces of Turkey, there is at least one state college or university. In the framework of Erasmus Programme students from universities of European countries come to Turkey as visiting students for terms of 3 months to an academic year and as such students from Turkey also go to European countries as visiting students. In the framework of Farabi Programme exchange programs are implemented between universities in Turkey.

In addition to basic programs in natural sciences, economics and administrative sciences, pedagogic sciences, social sciences, medicine and engineering branches; in contempory fields of genetic engineering, bioengineering, aerospace engineering, control systems engineering, aerospace electronics, molecular biology and disaster management, there are degree programs beginning from graduate level.

According to the Turkish Board of Higher Education there are more than 4200 students from Azerbaijan, about 1300 from Kyrgyzstan and 727 from Kazakhstan studying in Turkey.

With the view to developing more actively cooperation among the TURKPA member countries the following measures should be taken:

- Implementation of intellectual, cultural, social and scientific-technical cooperation potential of the TURKPA member countries;
- Improvement of education's quality in the TURKPA member countries

III. COOPERATION AMONG THE TURKPA MEMBER COUNTRIES IN THE FIELD OF MASS MEDIA

Media cooperation and interaction among TURKPA member countries remains undeveloped and there is a low level of information flows among member countries. At the same time, Turkic media platform significantly contributes to enhancement of information links among countries.

For example, Turkey performs information coverage for the Turkish diaspora through TRT-Turk television channel. Besides that, TRT-Avaz channel provides common Turkic broadcasting.

There are international channels functioning in Azerbaijan and Kazakhstan, but their broadcasting framework focused on the own ethnic diasporas. Companies from Mass Mass-selling Turkish media companies opened regional offices in Azerbaijan, Kazakstan and Kyrgyzstan. Representations of largest Turkish information agencies operate on the territory of Kazakhstan, personal correspondents of the Kazakh information agencies work in Azerbaijan and Turkey, Kazinform agency has own representative in Baku and representative of Kazakh agency Khabar is located in Ankara. Mass-selling Turkish daily newspaper Zaman opened its regional office in Azerbaijan, Kazakhstan and Kyrgyzstan. Nowadays Turkish mass media agencies strengthened their representation due to linguistic affinity of two nations and Azerbaijani mass media agencies are also widely represented in Turkey. Moreover, Turkish radio and television channels don't face technical problems in receiving signals on the territory of Azerbaijan.

In Kazakhstan only Turkish mass media are represented among 10 largest information agencies and those are correspondents of Anadolu and other news agencies.

IV. PRIORITY TASKS OF CULTURAL AND HUMANITARIAN COOPERATION AMONG TURKIC-SPEAKING COUNTRIES

Cultural and humanitarian relationships among Turkic-speaking countries have been dynamically developing since beginning of 90ies of the last century. In particular, educational establishments of Turkey were opened in many Turkic-speaking countries and autonomous entities, products of Turkish mass media, television channels and film studios also exist there.

Establishment of TURKSOY in 1993 has facilitated rebirth of Turkic culture and contributed to the exchange of cultural achievements among Turkic nations. Thus, achievements in this field during last twenty years have been quite tangible.

At the same time, conspicuous is the fact that there is a lack of comprehensive and direct channels on information and cultural exchange among Turkic-speaking countries. One of the reasons of such situation is shortage of qualified interpreters and translators from one Turkic language to another. Additionally, interpreters and translators should have multi-faceted profile, i.e. should command social and political vocabulary and able to translate in certain field.

Proposed measures

1. Preparation of interpreters/translators. International events with participation of the representatives of Turkic-speaking countries revealed the need for improving quality of language translations (written, simultaneous and consecutive). Interpreters face the difficulties in choosing equivalent phrases, simple and complicated terms and established notions, as well as deviation from stylistic of translated language occurs. This necessitates **preparation of professional interpreters** in higher educational

institutions of the member countries. In this regard, the following aspects may be considered:

- specialization on professional translation from Turkish/Azerbaijani into Kazakh/Kyrgyz languages;
- specialization on professional translation from Kazakh/Kyrgyz into Turkish/Azerbaijani languages;
- preparation of scientific works on the issues of professional translation;
- organization of contests on professional translation among interpreters and students;
- organization of national and international seminars dedicated to discussions on translations issues;
- creation of unions of interpreters/translators of Turkic languages.

2. Measures on expanding information exchange among Turkic-speaking countries. Large national information agencies preferably should have employees with good knowledge of mentioned languages that would promote obtaining information in due time and provide translation into relevant language.

Similar proposals could be taken into consideration with regard to science and cultural field. For example, it would be possible with availability of professional interpreters/translators to provide a direct translation of works from one Turkic language into another on novel scientific achievements and innovation developments. The same can be said about looping facilities of television and film products.

Proposed practical actions:

- daily news broadcasts on the developments in the Turkic world;
- launching of pages in the leading information agencies on development in the Turkic world;

- broadcasts on culture, history and languages of Turkic nations.

Aforementioned actions would encourage diversification of domestic information space in each country and would minimize reliance on restricted circle of external news sources. In general, creation of direct channels of information exchange will enrich cultural and scientific fields and lead to the diversity of domestic information space.