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Education and upbringing in the Kyrgyz Republic in the context of globalisation: A contemporary model

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Abstract. The relevance of this study is determined by the need for a scientifically grounded rethinking of the education and upbringing system of the Kyrgyz Republic in the context of globalisation, which is accompanied by the blurring of value orientations and the growing risk of losing national identity. The purpose of the article was to develop and theoretically substantiate a general pedagogical model of education and upbringing based on the traditional values of the Kyrgyz people and modern scientific and pedagogical approaches, within the framework of the Unguzhol Doctrine. The study employed methods of theoretical analysis, synthesis, systematisation, comparative pedagogical analysis, and conceptual modelling. The research examined the philosophical, pedagogical, and methodological foundations of the Unguzhol Doctrine, which serves as the core of the proposed pedagogical model. The structure and content of the Doctrine, its strategic significance for the teaching of social and humanities disciplines in higher education institutions, as well as the tasks set forth in the document and the ways of their implementation were analysed. It was established that the proposed general pedagogical model creates a scientific basis for the formation of a citizen of Kyrgyzstan, reveals the fundamental value-based and personal characteristics inherent to a citizen of Kyrgyzstan, and defines effective ways and means of their purposeful formation within the education and upbringing system. Special attention was paid to the key provision of the Doctrine aimed at transforming Kyrgyzstan from a consumer country into a producer country, which corresponds to modern socio-economic conditions and the requirements of a post-industrial society. The practical significance of the study lies in the possibility of using the obtained results by university teachers, researchers, and developers of educational programs in the modernisation of social and humanities education and educational activities

Keywords: national values; national identity; Unguzhol; doctrine; citizen of Kyrgyzstan

■ INTRODUCTION

For developing states, the question of educating citizens, particularly younger generations, in accordance with contemporary requirements represents a critical challenge.

Such pedagogical issues become particularly acute during periods of state formation, when determining the country's position among other nations, forming national identity,

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ensuring state security, and establishing international recognition. These challenges intensify during complex developmental processes and become significant social concerns. Currently, the Kyrgyz state faces transformations characteristic of post-industrial societies: transitions from quantity to quality, establishment of market relations in socio-economic sectors and public interactions, all occurring within the conditions of globalisation – an undefined, worldwide phenomenon affecting nations globally. Globalisation transforms not only economic and political connections between states but also cultural, linguistic, religious, and spiritual spheres within societies. As the world simultaneously expands and contracts under globalisation, individuals, societies, and states must determine their position and civic identity. The loss of national identity in the globalisation era results from deterioration of citizens' internal worlds, diminished national consciousness, and absence of patriotic and civic sentiments. According to the Kyrgyz Republic's "National Values" programme, the framework comprises four principal directions: (1) cultivating valuable individuals (forming and developing valuable citizens of Kyrgyzstan); (2) transitioning from valuable individuals to a valuable society (disseminating valuable behaviour at the societal level); (3) strengthening valuable spiritual culture (preserving and developing spiritual culture); and (4) preserving and protecting valuable material culture (standardising and developing material culture). These directions are interconnected and achieve effectiveness only through integrated implementation (Presidential Decree No. 303, 2022).

V. Musaieva & D. Baibosova (2024) considered society holistically, defining it as spiritual-moral ethics, values, and the nation's spirit as its core and soul. The foundation of education based on national values primarily consists of teachers' ethnopedagogical preparation. A. Alimbekov (2022) defined ethnopedagogical preparation as historical memory, respectful attitudes towards ethnocultural values, the ability to connect past and future, and the system of knowledge, skills, and competencies essential for teachers. These concepts emphasise the significance of moral and ethnocultural competence in teacher preparation. A. Muratov & N. Sovietbekova (2024) noted that upbringing must begin primarily in the family, stating that children are given as small human beings, and if deprived of care and attention, their future develops poorly. Therefore, adequate preparation of future teachers for educational work during their student period becomes critically important, enabling them to support parental responsibilities and properly educate children.

Contemporary research confirms the complexity of educational issues under globalisation conditions. S. Baygaziev (2025) indicated that globalisation affects economic, social, and cultural spheres, creating threats to national identity. Under these conditions, cultivating patriotic, moral, and valuable individuals becomes a state-level strategic task. M. Yurchenko (2024) reinforced this perspective, demonstrating the necessity of forming civic and national

identity in curricula. Kyrgyz researchers N. Diusheeva (2023), A. Mamytov (2024), and A. Raimkulova (2024) identified increased demands on teachers under conditions of globalisation, informatisation, technologisation, and distance learning, emphasising the necessity of integrating these with national characteristics, psychology, values, and folk educational traditions. The education and upbringing system in Kyrgyzstan requires preparation of teachers with high ethnopedagogical competence, moral ethics, and rich values. This establishes the foundation for future teachers to educate younger generations and preserve national identity. The research aimed to theoretically develop a pedagogical model that provides future teachers of the Kyrgyz Republic with educational, ethnocultural, and moral competencies for educating younger generations and preserving national identity under globalisation conditions.

■ MATERIALS AND METHODS

This study possessed a theoretical character and focused on developing a pedagogical model for preparing future teachers in Kyrgyzstan. The research based itself on systematic analysis of normative documents, philosophical-pedagogical literature, and authors' empirical observations. Primary normative documents included the President of the Kyrgyz Republic's 2022 "National Values" programme (Presidential Decree No. 303, 2022) and the 2024 Unguzhol world-level doctrine (The Doctrine of the Kyrgyz Republic..., 2024). Additionally, relevant laws and regulations defining national education policy and teacher preparation standards were utilised. Three principal scientific methods were employed in the research. Content analysis was conducted to identify key principles, values, and strategic goals of the Unguzhol Doctrine and "National Values" programme, with particular attention to patriotic, moral, and national identity aspects. Comparative analysis was employed to examine interrelations between national values and global challenges (globalisation, post-industrial social transformations, cultural assimilation). This method enabled identification of intersections between national traditions and contemporary socio-economic and educational requirements. Conceptual modelling was utilised in theoretical construction of the pedagogical model, integrating national identity, ethical principles, and patriotic competencies.

Methodological recommendations from other authors were also employed. For instance, S. Rysbaev's (2015) method of developing value-based curricula and A. Alimbekov's (2017) concept of ethnopedagogical preparation were utilised in substantiating components and stages of the pedagogical model. The research information base comprised official sites of the Kyrgyz Republic, presidential decrees in archives, peer-reviewed academic journals, and authors' observations conducted with teachers and students. Selection of the Unguzhol Doctrine as the primary source is justified by its integration of patriotic, ethical, and cultural education aligned with national strategic objectives. This methodology enables systematic theoretical examination of future pedagogical personnel preparation

in Kyrgyzstan, preserving national identity and forming ethical-patriotic competencies.

■ RESULTS AND DISCUSSION

Principal directions

of the Kyrgyz Republic's national pedagogical model and the Unguzhol Doctrine

Under such circumstances, the necessity emerges to return to historical paths, determine fundamental pedagogical principles defining the state structure system and strategic directions of national development based on spiritual values. The Doctrine of the Kyrgyz Republic "National Spirit – World Heights" (2024) emerges as the strategic document defining the foundation and basic principles of contemporary national pedagogy of the Kyrgyz Republic. It represents a document "...uniting the country's citizens into a unified whole, reviving faith in a bright future, strengthening civic patriotism and national spirit, opening paths to new breath". The concepts of "breath" and "direction" in the document's title derive from cultural and spiritual traditions of the Kyrgyz people: "breath" signifies spiritual strength and inspiration, whilst "direction" represents a historical and future-oriented path.

Currently, positive tendencies are observed in the development of the Kyrgyz Republic, with increasing trust in state institutions and authority within society. Under such conditions, the necessity for strategic documents aimed at strengthening national identity, civic consciousness, and patriotism intensifies. The "National Spirit – World Heights" Unguzhol proposed by the President of the Kyrgyz Republic is considered a significant state-level document of national ideology, aimed at strengthening ideological foundations of Kyrgyz society. This document must be accepted as a fundamental general national direction encompassing public-political, socio-economic, and cultural-spiritual development directions of the Kyrgyz people, relevant to nearly all sectors of Kyrgyzstan. National Unguzhol forms the scientific-methodological foundation of contemporary Kyrgyz pedagogy and education by defining the developmental future of the Kyrgyz people. Its principal leitmotif demands a national pedagogical model aimed at forming a creative Kyrgyz citizen – physically healthy, with strong patriotic consciousness, morally stable, intellectually advanced, aesthetically rich, equipped with modern technologies, flexible, capable of finding their place amongst various cultures. Most significantly, the "National Spirit – World Heights" doctrine serves as an instrument uniting the country's citizens, strengthening civic, patriotic, and national spirit (breath), inspiring the general Kyrgyz community, including pedagogues working in education.

The Doctrine not only defines general directions of ideological development but also characterises "A patriotic Kyrgyz citizen – a person possessing the virtue of serving the people, knowledge and professionalism appropriate to contemporary demands, capable of free thinking and independent correct decision-making, overcoming various obstacles in achieving goals, with strong will, boundlessly

loving their homeland and people". The principal tasks of achieving such citizenship are defined in the Doctrine as:

1. Forming national worldview based on respect for Kyrgyz people's history, culture, and customs.
2. Developing civic patriotism, supporting initiatives contributing to strengthening social unity.
3. Developing educational programmes and cultural projects aimed at disseminating national values amongst youth.
4. Strengthening the international image of the Kyrgyz Republic as a country possessing rich cultural heritage and progressive views towards the future.
5. Forming the uplifting spirit and creative atmosphere of society members accompanied by pride and honour in being Kyrgyz citizens.

Amongst tasks set in the Doctrine, particular emphasis must be placed on defining priority measures for raising the population of the Kyrgyz Republic from consumer status to producer level, required by contemporary socio-economic conditions and post-industrial society; forming values in citizens' consciousness of earning from honest labour, not coveting others' wealth, viewing and protecting state property as their own. This task actualises requirements for economic literacy, thriftiness, organisation, discipline, responsibility, and transition from quantity to quality in all spheres of activity from each citizen. For the Kyrgyz population, which has not experienced genuine capitalism and lived according to clan, kinship, and mutual assistance traditions characteristic of the feudal era, then existed in the Soviet era's distributive period, adherence to principles such as "stretch your legs according to your bed", "become accustomed to living without coveting others' wealth", "work like a slave, live like a lord", and "five fingers are not equal" becomes actualised, along with observing rules of non-interference with state and private property.

Requirements set forth in the Doctrine demand a national pedagogical model emphasising citizenship issues in the Kyrgyz Republic and encompassing implementation methods. The national educational model of pedagogy must be constructed considering current socio-economic conditions, Kyrgyz people's nature and mentality, historical-cultural path, national-spiritual wealth, linguistic and religious characteristics, and the reality that Kyrgyzstan is a multi-ethnic state. These issues connect with external factors such as democratisation in the globalisation era, international problem complexities, and labour market transformation; most critically, consideration must be given to labour-capable population exposure to migration. Simultaneously, internal factors characteristic of youth – mobility, desire to know other countries, career growth, self-affirmation and self-expression, realisation – accompanied by actions, whether desired or not, compel the population, especially younger generations, to know their native language, develop economic entrepreneurship, multiculturalism, social flexibility, emotional intelligence, openness to technological innovations, and live, work, and study under digitalisation conditions. Therefore, discussing the "National Spirit – World Heights" Unguzhol, multiculturalism

and multilingualism characteristic of Kyrgyz citizens must not be forgotten. Notably, for citizens of the Kyrgyz Republic, knowing two or more languages constitutes the general linguistic situation. The predominant portion of the country's population speaks the state language – Kyrgyz – whilst over 40% speak Russian, and contemporary migration processes strengthen the necessity of mastering other world languages, including English. This is stipulated in the Doctrine: "...respectful attitude towards the language, history, and culture of near and far neighbouring peoples". Such linguistic competencies are seen as essential tools for the successful integration of Kyrgyz citizens into the global socio-economic space.

National educational model and civic identity under multicultural conditions

The concept of Kyrgyz citizen forming the core of the Doctrine necessitates forming citizenship, which, despite being a paramount issue for the entire Kyrgyz people, lacks specialised research on this matter. Simultaneously, human self-identification as a citizen, particularly self-awareness as a national representative, constitutes a critically important issue. For the Kyrgyz Republic – multi-ethnic, multilingual, multi-religious, multicultural, and geopolitically exposed to various external influences – forming citizenship remains an extremely complex issue occupying first place theoretically and practically. Under such conditions, one of the significant tasks of social-humanitarian sciences, including pedagogy, actualises the issue of forming individuals capable of preserving their national-cultural identity whilst simultaneously being tolerant (patient towards cultural differences) towards other national characteristics under multilingual and multicultural conditions, as multilingualism and multiculturalism become social norms and values of contemporary society.

Characteristics of the Kyrgyz people that distinguish them from other nations – hospitality, tolerance (patience, endurance), equality (democracy), compassion, amongst other qualities – whilst undoubtedly representing high moral qualities, manifest obvious submissiveness (firmly adhering to something, bowing down), often leading to renunciation of their own interests (frequently to avoid offending others). Subordination strength towards the centre by authorities, inability to preserve values within short time periods, and susceptibility to absorption by other cultures (for instance, language, religion) provide impetus. Consequently, in Kyrgyzstan, a generation emerged that is neither "Kyrgyz" nor "Kirgiz", neither Kyrgyz nor Russian nor German nor anyone else. As indicators of citizenship, according to B. Saydullayevich (2025), human social maturity emerges, along with citizens' duties towards homeland and society, family obligations, responsibility towards their labour and profession, and political-ideological and moral qualities. These qualities manifest in human civic position (stance) – attitudes towards society, state, legal and religious organisations, authority, etc. Social maturity correlates with psychological and intellectual maturity.

When psychological maturity is incomplete, human social maturity delays, and their human behaviour, thinking, and understanding of societal demands fade. Simultaneously, changes in education goals complicate pedagogues' professional duties, demonstrating that traditional preparation models fail to meet current societal demands.

Therefore, from a pedagogical perspective, as noted by T. Putri (2024), systematically conducted social, civic, and patriotic education, depending on each country's historical and social development characteristics and corresponding to specific social and economic conditions, encompasses specially developed educational policy, ideology, models, programmes, and sequential educational measures. A. Silaban *et al.* (2024) stated that civic education corresponding to requirements ensuring stability in the country, considering human resources, represents the goal of patriotism-oriented education. It must encompass components such as patriotic education tasks, patriotic education content, patriotic education means, patriotic education methods (technologies, methods), and results of patriotic education conducted based on these components.

The fourth pillar of Unguzhol positions education, science, knowledge, and culture as its principal methodological direction. This expresses profound conviction that the sole path to preserving the Kyrgyz people as a nation and state connects to traditional educational experience inherited from ancestors, science, knowledge, and culture. Therefore, emphasis is placed on the equal obligation of the family, society, and state trinity in educating future citizens according to national values, providing contemporary scientific education, and forming high-culture professionals (Mechrishvili & Tkacheva, 2025). The reason for considering the Unguzhol Doctrine as a methodological foundation is that, when addressing any issue, methodology is required to form foundational ideas constituting its core. According to N. Asipova (2014), methodology, considered as a scientific concept, encompasses tools guiding determination of the object, subject, goal, and tasks of the issue under consideration, as well as research means and methods necessary for achieving the goal. The methodological characteristic of Unguzhol reveals all elements of current education from goal to result. Above all, it poses questions of creating contemporary new models of education, the family as the state's small model, educational institutions, and teaching and upbringing work within them (Baygaziev, 2020).

From a scientific-methodological perspective, it should be noted that for the multi-ethnic Kyrgyz state, educating Kyrgyz citizens accompanies conceptual issues at the ideological level. The principal issue here involves distinguishing the essence and significance of the concepts "state ideology" and "national ideology" and harmoniously applying them to educational goals and tasks. This is not simple, as scientifically understanding, distinguishing, and interpreting these two concepts and applying them in the educational process requires scientific-methodological preparation. Notably, the concepts of national ideology and state

ideology, each possessing their own essence and significance, do not always coincide. Distinguished from national ideology, state ideology represents political provisions, decrees, orders, educational programmes, and special appeals presented in the form of ideas officially supported by state organisations and institutions based on politicised laws, directing social life. National ideology, however, signifies a collection of ideas encompassing collective identity by reflecting the people's history, culture, and customs, naturally reflecting the people's historical experience, ethnic characteristics, and cultural-spiritual values, according to A. Alimbekov (2017).

In Unguzhol, which is widely discussed at conceptual and scientific-practical levels, attempts to harmonise national ideology with state ideology are evident. This can be substantiated as follows. Firstly, the “National Spirit – World Heights” Unguzhol is a document developed at the state level; therefore, it reflects various current development directions of the state. Secondly, Unguzhol is an official document demanding development of national educational strategies and, if necessary, its national model, based on national values, wealth, and customs. From this, for Kyrgyz citizens, human self-awareness as a national representative and state citizen emerges as an extremely complex social and psychological phenomenon. As life observations and scientific research demonstrate, under globalisation conditions, phenomena amongst youth include marginalisation (indefiniteness of national-cultural boundaries); national-cultural alienation; cultural assimilation (absorption amongst other nations); and national separation, accompanied by social-psychological and moral behavioural diffusion, complicating human national-cultural formation (Kadenova & Arakeev, 2024). This highlights the importance of a structured approach to fostering national identity within the modern global context.

Integration of the Unguzhol Doctrine into pedagogical practice and research discussion

The principal goal of state-level civic education involves forming the uplifting spirit and creativity of society members accompanied by pride and honour in being Kyrgyz citizens. Under such conditions, amongst the significant educational tasks of social-humanitarian sciences, including pedagogy, the issue of forming individuals capable of preserving their national-cultural identity whilst simultaneously being tolerant (patient towards cultural differences) towards other national characteristics under state language, multilingual, and multicultural conditions becomes actualised (O'Sullivan & Pashby, 2008). Simultaneously, the position of the Kyrgyz language, forming the primary attribute of statehood, is undoubtedly special. Related to this, “caring for the development of the state language and its constant use in all spheres of social life is the duty of every Kyrgyz citizen”, and “...the Kyrgyz language does not need protection, only application” (The Doctrine of the Kyrgyz Republic..., 2024). This requirement must be executed directly, without any disputes, and must be under state supervision.

Another advantage of the Unguzhol Doctrine is that it makes a significant contribution to theoretically enriching current social-humanitarian sciences (Zahabioun et al., 2013). The aforementioned document introduces concepts such as civic patriotism, valuable citizen, foundation, support, root sign, national symbol, national pride, and ecosystem into the scientific sphere by presenting these concepts in Kyrgyz scientific language, opening paths to scientifically explaining and interpreting these categories. For instance, “valuable citizen – a citizen who boundlessly loves their land and country, always ready to strengthen statehood, capable of defending their own and people's honour, respecting national values, showing respect to elders and honouring juniors, whose words and deeds coincide, striving to know much, honest, patient, sincere, generous, and forgiving”; “root sign represents the emblem of the Kyrgyz people reflecting the nation's integrity, ethnocultural appearance, intellectual strength, and constituent parts forming these”. Therefore, the Unguzhol Doctrine may be described as a significant contribution to understanding and interpreting social-communal sciences in scientific language.

Although all these concepts were not previously used in scientific sources, particularly works related to education, they derive from the Kyrgyz people's nature, reflect their spiritual world, and align with the Kyrgyz people's valuable wealth – valuing language (“one rises from falling on feet, but not from falling on tongue”), holding morality highly (“shame is a great nation”), and valuing patriotism (“a brave man is at the country's edge, at the enemy's face”). Therefore, the Unguzhol Doctrine must be accepted not merely as a political-cultural appeal to preserve pedagogy in Kyrgyzstan, the people's national educational traditions, native language, customs, and habits, but as a model for direct application in daily practice. A nation that cannot preserve and develop its culture, loses its language, religion, and national values has no future, like a tree bearing no fruit. Thus, ahead lies the necessity of developing large-scale projects and state-level programmes encompassing educational sector reform to implement the “National Spirit – World Heights” Unguzhol Doctrine, ensuring demographic growth and stable socio-economic development of the state. Primary tasks amongst such measures include transitioning to 12-year education meeting world standards, improving vocational education, and ensuring quality higher education opening paths to science. The above demonstrates that the Kyrgyz Republic requires an educational model possessing state-level priority, based on the Kyrgyz people's spiritual wealth and national cultural heritage. Therefore, the first version of the Kyrgyz Republic's pedagogical national model is proposed below.

National pedagogical model of the Kyrgyz Republic

In the globalisation epoch encompassing the entire world, preserving the state's position amongst other countries, its security as a state, economic stability, political independence, and cultural-spiritual identity; citizens' patriotic and

civic consciousness, moral world, and human thought system directly connect to duties performed as citizens of their country. The Kyrgyz Republic's national pedagogical model represents an educational and upbringing system aimed at forming national identity, patriotism, and moral qualities. The model's principal objective is to organise Kyrgyz citizens' education and upbringing according to national values and contemporary technologies, including ensuring their moral, intellectual, and aesthetic development. Principles encompass reliance on national values, civic

responsibility, multiculturalism, and innovation. Content includes educational, upbringing, cultural-spiritual, and socio-economic components, whilst methods employ content analysis, comparative analysis, and conceptual modelling. Outcomes include developed citizens' national consciousness, patriotism, moral and intellectual competencies, and enhanced tolerance and responsibility in multicultural society. The model is piloted in schools and higher education institutions, evaluated through integration of national values in lessons and competency growth (Fig. 1).

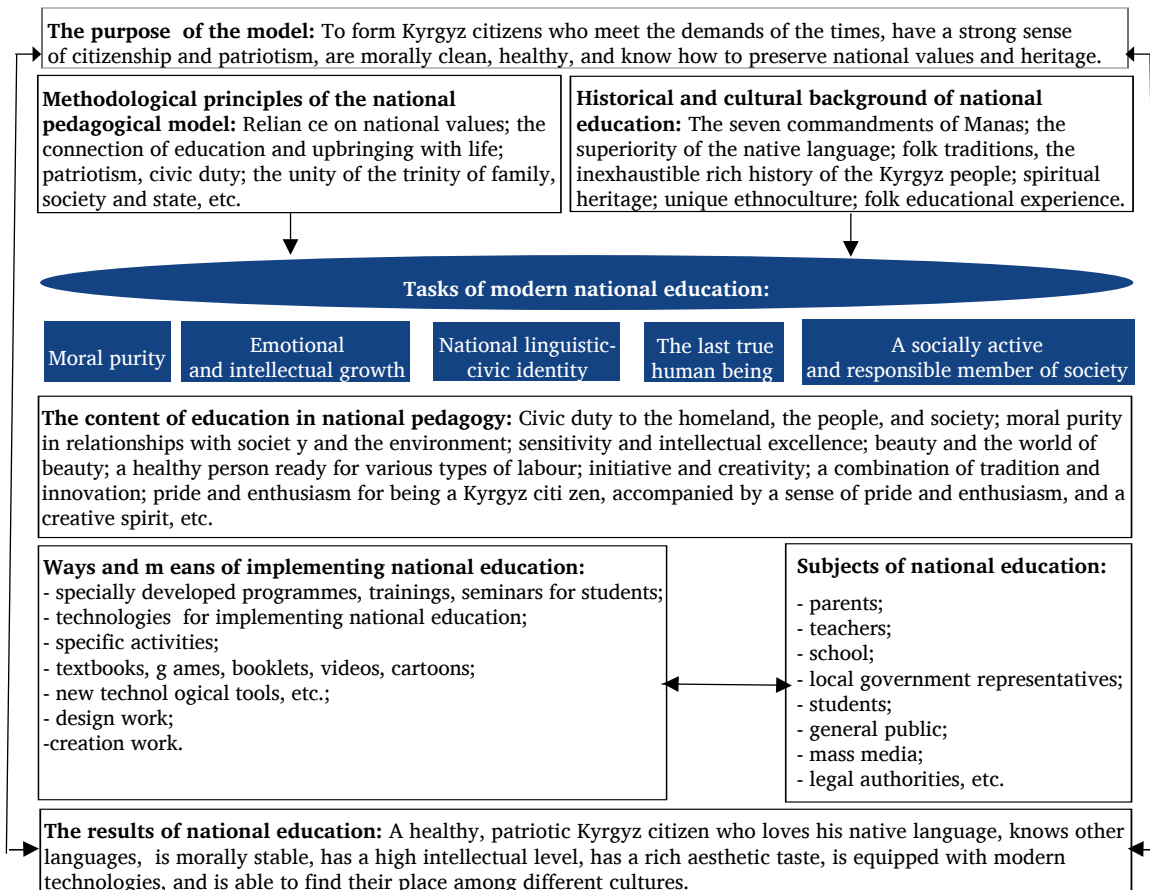


Figure 1. National pedagogical model of the Kyrgyz Republic

Source: created by the authors

The proposed model synthesises theoretical foundations from the Unguzhol Doctrine with practical pedagogical approaches, creating a comprehensive framework for education and upbringing in contemporary Kyrgyzstan. Implementation requires systematic coordination amongst educational institutions, families, and state structures, supported by appropriate curricula, teacher training programmes, and assessment mechanisms aligned with national values whilst maintaining openness to global educational standards.

CONCLUSIONS

The conducted research enabled identification of fundamental characteristics in constructing a pedagogical

system based on national values and spiritual-moral principles for Kyrgyzstan. Analysis of the “National Spirit – World Heights” (2024) Doctrine and philosophical-pedagogical literature demonstrated that effective education requires a systematic approach uniting families, educational institutions, and state structures. Findings indicated that forming citizens possessing moral qualities, patriotism, and national identity holds strategic significance for preserving the country's cultural and national characteristics under globalisation conditions. The research also established the significance of preparing future teachers, whose pedagogical activity must encompass ethnopedagogical knowledge, moral stability, and ability to convey national values to children. Theoretical analysis through

content-analytical, comparative, and conceptual modelling methods enabled identification of connections between national values and contemporary educational requirements, creating conditions for adapting global pedagogical experiences to Kyrgyzstan. The research confirmed the necessity of integrating principles of multilingualism, tolerance, and multiculturalism into the educational process. Compared with post-Soviet countries, a pedagogical model based on national values contributes to strengthening civic identity and consolidating social unity, reducing risks of cultural marginalisation and assimilation amongst youth. Future research possibilities might include piloting the developed model in schools and higher education institutions; examining the impact of future teachers' educational preparation

on forming pupils' national and moral values; and comparing the effectiveness of various methods of forming civic identity in globalisation and multi-ethnic society.

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■ CONFLICT OF INTEREST

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Ааламдашуу шартында Кыргыз Республикасынын билим берүү жана тарбиясы: заманбап модель

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Аннотация. Изилдөөнүн актуалдуулугу глобалдашуу шартында Кыргыз Республикасынын билим берүү жана тарбия системасын илимий негизде кайрадан ой жүгүртүүнүн зарылдыгы менен шартталат, анткени бул мезгилде баалуулуктук багыттардын бүдөмүк болушу жана улуттук өзгөчөлүктү жоготуу коркунучу күч алууда. Макаланын максаты – “Унгузол” Доктринасынын логикасында кыргыз элинин салттуу баалуулуктарына жана заманбап илимий-педагогикалык көз караштарга таянган жалпы педагогикалык билим берүү жана тарбия моделин иштеп чыгуу жана теориялык жактан негиздөө болуп саналат. Изилдөөнүн жүрүшүндө теориялык талдоо, синтез, системалаштыруу, салыштырма-педагогикалык талдоо жана концептуалдык моделдөө ыкмалары колдонулду. Иштин алкагында сунушталып жаткан педагогикалык моделдин өзөгү катары каралган “Унгузол” Доктринасынын философиялык-педагогикалык жана методологиялык негиздери изилденди. Доктринанын түзүмү жана мазмундук өзгөчөлүктөрү, жогорку окуу жайларында окутулган социалдык жана гуманитардык илимдер үчүн анын стратегиялык мааниси, ошондой эле анда коюлган милдеттер жана аларды ишке ашыруунун жолдору талдоого алынды. Сунушталган жалпы педагогикалык модель Кыргызстандын жаранын калыптандыруунун илимий негизин түзөрү, Кыргызстандын жаранына мүнөздүү түпкү баалуулуктук жана инсандык сапаттарды ачып берери жана аларды билим берүү жана тарбия системасында максаттуу калыптандыруунун жол-жоболорун аныктай турганы аныкталды. Өзгөчө көңүл Доктринанын Кыргызстанды керектөөчү өлкөдөн өндүрүүчү өлкөгө айлантуу багытындагы негизги жобосуна бурулуп, анын заманбап социалдык-экономикалык шарттарга жана постиндустриалдык коомдун талаптарына шайкеш келери көрсөтүлдү. Иштин практикалык мааниси алынган жыйынтыктарды жогорку окуу жайларынын окутуучулары, илимий кызматкерлер жана билим берүү программаларын иштеп чыгуучулар социалдык-гуманитардык билим берүүнү жана тарбия ишин модернизациялоодо пайдалана алышында турат.

Негизги сөздөр: улуттук нарк-дөөлөттөр; улуттук иденттүүлүк; Уңгузол; доктрина; кыргыз жараны

Образование и воспитание Кыргызской Республики в условиях глобализации: современная модель

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Аннотация. Актуальность исследования обусловлена необходимостью научно обоснованного переосмысления системы образования и воспитания Кыргызской Республики в условиях глобализации, сопровождающейся размыванием ценностных ориентиров и рисками утраты национальной идентичности. Целью статьи были разработка и теоретическое обоснование общепедагогической модели образования и воспитания, опирающейся на традиционные ценности кыргызского народа и современные научно-педагогические подходы, в логике Доктрины «Уңгузол». В ходе исследования использованы методы теоретического анализа, синтеза, систематизации, сравнительно-педагогического анализа, а также метод концептуального моделирования. В работе были исследованы философско-педагогические и методологические основания Доктрины «Уңгузол» как стержня предлагаемой модели, определяющего стратегические ориентиры развития образования и воспитания в Кыргызской Республике. Были проанализированы структура и содержательное наполнение Доктрины, ее значение для преподавания социальных и гуманитарных дисциплин в высших учебных заведениях, а также поставленные в документе задачи и механизмы их реализации в образовательной практике. Было установлено, что предлагаемая общепедагогическая модель создает научную основу для формирования гражданина Кыргызстана, раскрывает его исконные ценностные и личностные характеристики, а также определяет пути и средства их целенаправленного формирования в системе образования и воспитания. Особое внимание уделено ключевому положению Доктрины, ориентированному на трансформацию Кыргызстана из страны-потребителя в страну-производителя, что соответствует требованиям современных социально-экономических условий и логике постиндустриального общества. Практическая ценность работы заключается в возможности использования полученных результатов преподавателями, научными работниками и разработчиками образовательных программ высших учебных заведений при модернизации содержания социально-гуманитарного образования и воспитательной работы

Ключевые слова: национальные ценности; национальная идентичность; Уңгузол; доктрина; гражданин Кыргызстана