

діалог між Україною та Індією, було проведено декілька раундів політичних консультацій.

На порядку денному роботи саміту в Делі першочерговими були питання кліматичних змін та подолання наслідків стихійних лих і пандемії, харчової безпеки, зменшення фінансового тягаря бідніших країн, просування цифровізації та створення нових логістичних маршрутів. Активно обговорювалися питання реформ міжнародних фінансових інституцій. Успіхи РІ в посередництві між розвинутими демократіями та країнами так званого Глобального Півдня, що заклали фундамент для порозуміння та співпраці між державами різного рівня економічного розвитку та політичного устрою, активно підтримуються Заходом з метою мінімізації впливу Китаю.

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## **TREMENDOUS IMPACT OF MUSLIM CULTURE ON THE HIGHER EDUCATION IN TURKISH REPUBLIC**

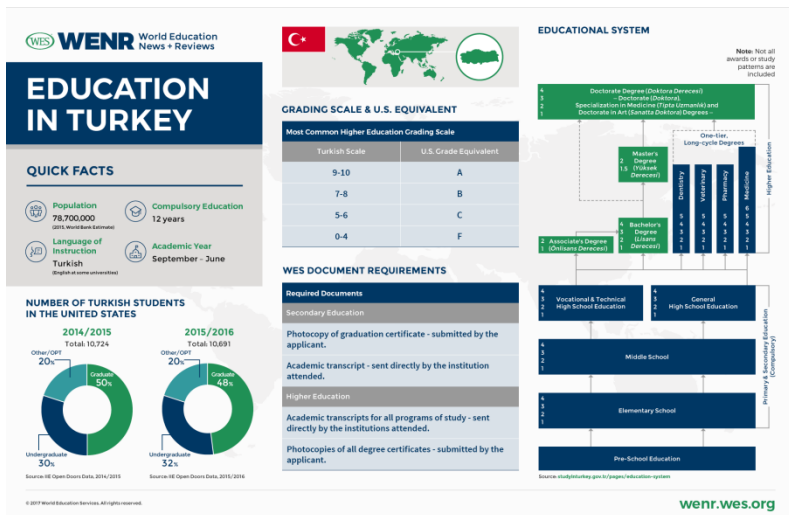
**Key words:** Turkey, Muslim culture, higher education, education reforms, modernization, westernization, Europeanization, autonomy, universities.

Education is a socially organized and standardized process and its result of constant transmission of socially significant experience by previous generations to the next, which in the ontogenetic plan of personality formation is its genetic program and socialization.

Westernization is a term used mainly to refer to the process of borrowing elements of Western culture by other cultures [1; 3].

Operating experience system of higher education in Turkey is of research interest because this country has passed the process of updating all structures of national systems education, modernization of the content and methods of teacher training, development of new forms and connections between the training of future professionals and general education school [2; 5].

The world economy and science today have inherent new features such as integration, dynamism, openness of information and rapid development of innovative technologies. Under such conditions, higher educational establishments that are a key social institution become centers of knowledge and information, experience and cultural wealth which not only have directly proportional impact on social progress, but also ensure economic growth of the Turkish Republic (Figure 1) [3; 7].



**Fig. 1. Contemporary Features of Turkish Education**

During the reign of Atatürk, scientific activity also revived. More and more educational institutions of various fields appeared: chemical – in Istanbul, veterinary – in Ankara. In 1933, medical, physical and mathematical, and research faculties appeared at Istanbul University [5].

Atatürk's attitude to science, his interest in social education and attention to technological developments are characterized by reforms in the 20s and 30s of the 20<sup>th</sup> century. Atatürk's interest in science, knowledge, learning and technology can be learned not only from his words, but also from his actions.

The quote proves how much he cared about science: “Everything in the world, material, spirituality, success – the master of which is science. Science every minute we live to realize the evolution of phases and track progress over time. It is very important” [4].

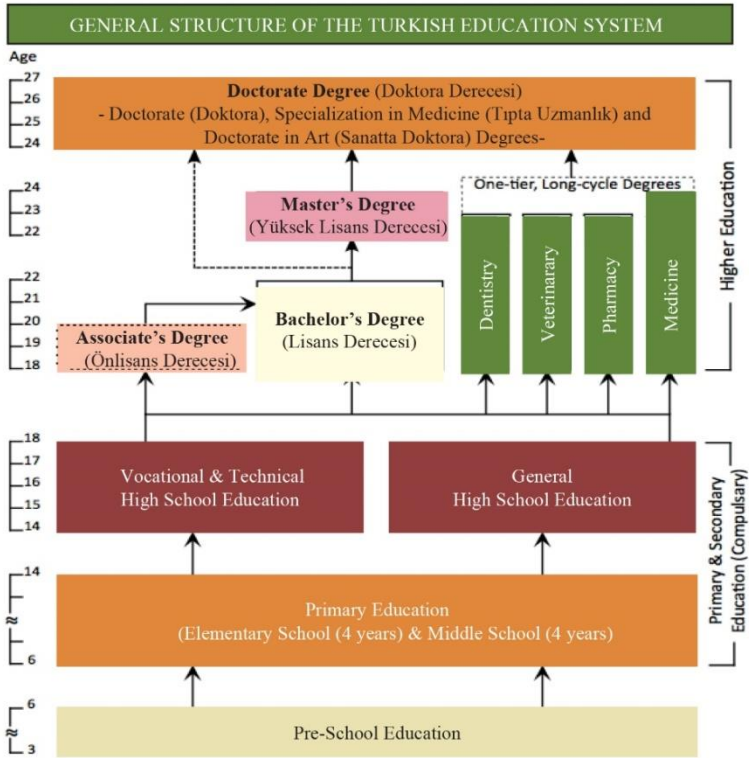
With this word, Atatürk made science a very important component of history for the country and the nation. Atatürk’s organization of scientific congresses and congresses in various fields such as education, language, history, art, culture and economy shows how much he attached importance to science. One of the most important of them is the Izmir Economic Congress [2; 6; 8].

Among the main changes were the following: the establishment of tuition fees, the reorganization of the educational structure at the department level, the requirement of full-time employment teaching staff, secondment of teaching staff workers from the three largest cities to newly created universities in the provinces in order to spread quality of higher education in the regions [3].

One of the most radical decisions was the establishment of the Council of Higher Education as a higher governing body of the university sector of higher education in Turkey. He acted as the head of the Council Minister of National Education, its members were professors from each university, elected by the Senate and equal to the number of members appointed by the government by the recommendation of the Ministry [3; 7].

Also, three members were to be from the Ministry, from the State Planning Organization and Scientific and Technical Council of Turkey. The law also defined the Interuniversity Council as the highest body of self-management. At the same time, reforms are taking place that relate to the structure of higher education institutions in Turkey.

Vocational and technical schools, as well as colleges in USA, were attached to the ministries which corresponded to their field of activity. The opening of the Representative Office of Correspondence Education (YAYKUR) – a new type of educational institution – marked the beginning of the development of correspondence education in Turkey (Figure 2) [2; 7; 9].



**Fig. 2. Modern General Structure of Turkish Education System**

Therefore, most of the time of the 19<sup>th</sup> century is due to the Tanzimat period, which was directed to the policy of westernization and peripheralization in the cultural, educational and scientific process. At the end of the 19<sup>th</sup> and the beginning of the 20<sup>th</sup> centuries, the change in political life due to the Young Turk revolution led to the growth of the scientific level in the country, the peak of which, according to the chronological framework of the study, was Atatürk's reforms aimed at education and science. It was during this period that the sciences taught in institutions of higher education developed, scientific societies were created under the auspices of the president [5; 8].

In our opinion, the system of higher education in Turkey at the beginning of the 20<sup>th</sup> century was unpopular even for Turkish citizens, but from the middle of the 20<sup>th</sup> century, the rapid development of university education, both qualitatively and quantitatively, is observed, due to the increased attention of the state, the reform of higher education, its increased financing, the involvement of foreign professors and teachers in the network of university institutions.

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