Tradition and Inovation in the Global Dialogue of Cultures
Christopher Schwartz, Doctoral (PhD)
in Philosophy, Catholic University
Belgium: "Jürgen Habermas and the model of the chaikhana"
Christopher Schwartz, Doctorate (PhD) in Philosophy, Catholic University, Belgium: «Jurgen Habermas and the model of the chaikhana».
Mind-Body Dualism: Plato, Ibn Sina and Descartes

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8. Islamic Madrassa named after Ali ibn Abi Talib, Talas. Female Department.
9. Madrassa named after Khalima Innaya, Orlovka village, Talas oblast.
10. Islamic Institute “Kuran Nur”, Kara-Balta.
11. Islamic Institute named after Khashreti Usman, Alekseenska village, Iyail District, Chui oblast.
12. Tokmok Islamic Institute named after Lukman al Khakim, Tokmok.
13. Islamic Madrassa “Mustafa” under the Muftiyat of the KR, Tokmok.
15. Madrassa named after Abdullo ibn Masud, Archa-Beshik District, Bishkek.
16. Theological Department of the Kyrgyz – Turkish University “Manas”, Bishkek.
17. Theological Department of the Osh State University, Osh.
Some positive shifts in Islamic education in Kyrgyzstan since 2002

First of all is an emergence of Islamic educational institutions which carry out need of a certain part of the population for receiving religious education. It will lead to reduce the number of an uncontrollable Hujrta and Quranic schools.

Muftiyat under the requirement of State Commission on Religion Affairs of the KR, developed the standard Curriculum for all Islamic educational institutions, despite a dissonance in understanding of that standard by those who gained Islamic education in Tashkent, Bukhara, in the Arab-Muslim countries and in Kyrgyzstan. New Curriculum is really started taking root since September, 2014.

If poorly educated teachers taught in Islamic educational institutions in 2002-2004, now all educational institutions are completed by the graduates having education in Madrasa, Islamic Institutes and Universities. Some of them have PhD degree. Most of them are graduates of the Islamic educational institutions.

Teachers began to write very actively own textbooks literature which has high popularity among the population and support their everyday existence at the expense of the public literature.
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The International Philosophical Conference