



THE STATE OF PERSONNEL TRAINING FOR THE CULTURE AND ART SECTOR IN NAMANGAN REGION

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ABSTRACT

This article analyzes the formation of the personnel training system in the field of culture and art in the Namangan region during the years of independence, the problems of the early years, and the achievements attained today. In particular, it reveals the work carried out on the basis of state programs to develop the material and technical base of the Namangan Art College and children's music and art schools, as well as to improve the educational process. Furthermore, it highlights the results achieved by students in national and international competitions, along with the current pressing problems in preserving the master-apprentice traditions in the field of traditional handicrafts.

KEYWORDS

Culture and art, personnel training, music education, Namangan Art College, young performers, material and technical base, master-apprentice tradition, national culture.

INTRODUCTION

In recent years, systematic measures have been implemented in Uzbekistan aimed at developing national culture, creating the new history of New Uzbekistan, preserving and promoting masterpieces of intangible and material cultural heritage, popularizing folk art and amateur arts, ensuring the active participation of the republic in global cultural processes, and fostering the innovative development of the culture and art sector. The system of personnel training in the field of music and art is an integral part of the national education system. Considering the importance of music education in the upbringing of the younger generation during the years of independence, large-scale events were carried out. A number of works have been accomplished in the years of Independence for the development of this network. In this regard, paying attention to the educational institutions of the cultural sphere is of great importance. Today, there are fields of socio-cultural activities, art criticism, and music education within Namangan State University, as well as the Namangan College of Art, Namangan College of Culture, and a number of Children's Schools of Music and Art operating in the region. In the early years of independence, the situation in educational institutions was not satisfactory either. For example, in the 1992-1993 academic year, out of a total of 17 music schools in Namangan, 7 required capital repairs, and out of 274 teachers, only 80 had higher education. Out of 2493 students, 1454 studied folk instruments, 534 piano, and 20 students studied dance. The lack of students in the dance direction is also related to local characteristics, which are determined by the strength of religious beliefs. Until recent years, important regional artistic events were mainly carried out with the participation of dance groups from other regions.

LITERATURE REVIEW

During the years of independence, special attention was paid to the restoration and repair of historical-cultural and architectural monuments. At present, these places have been handed over to cultural-educational and religious educational institutions. For example, the historical monument Mulla Qirg'iz madrasa was restored and turned into the building of a specialized secondary religious educational institution [1]. In 2008, in order to comprehensively develop the talent and raise the cultural level of the growing young generation, ensure that young people enjoy the highest examples of national and world music and fine arts, fundamentally reform the musical education system, develop children's music and art schools and form a modern material and technical base, as well as provide them with qualified pedagogues and specialists in music culture and art, the Resolution of the President of Uzbekistan "On the state program for 2009-2014 to strengthen the material and technical base of children's music and art schools and further improve their activities" was adopted[2].

According to the resolution, issues such as ensuring the development of primary musical education, increasing the skill and qualification level of specialists and teaching staff in this field, improving the education system in children's art and music schools, raising the cultural level of the young generation, comprehensively supporting talented youth, creating conditions for young people to enjoy examples of national and world art, strengthening the material-technical and general educational base of the republican specialized academic lyceums of music named after R. Glier and V. Uspensky, and assigning the educational and methodological support of the professional activities of these specialized music academic lyceums to the State Conservatory of Uzbekistan were defined for the Ministry of Culture. In accordance with the relevant resolution of the country's president adopted in 2008, 52 Children's Music and Art schools were built and commissioned in the republic in 2009–2010[3]. The first music educational institution established in the Fergana Valley was the Namangan Art College. It was founded in 1934, and over the past years, it has become a unique cultural and educational center of the region, an educational institution that perfects the performance skills of talented young people entering the field of art[4]. The Namangan State Music College was renamed the Art College in 1980. In the 1982-1983 academic year, education was conducted in 10 directions. The educational institution, which started at the beginning of the academic year with 528 students, finished with 399 students[5]. The main reasons for the sharp decrease in the number of students were that local youth were taught by representatives of other nationalities and that the education was far from national traditions. For instance, out of the 89 female pedagogical staff of the Namangan Art College, only 20% belonged to local nationalities[6]. This negatively affected the academic performance of students who wanted to learn the art of music.

DISCUSSION AND RESULTS. After the Namangan State College of Art was reconstructed in 2000, based on order No. 215/1 of October 27, 2000, of the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan, Center for Secondary Specialized, Vocational Education, it received the status of a college [7]. During the years of independence, students of the Art College participated in countrywide competitions of young performers and achieved high results. In particular, at the republican young performers' competition held in Karshi in 1993, Vadim Korobeynikov won 1st place, Rustam Ortiqov 2nd place, and Shokir Xojiyev 3rd place.

In the Decree of the President of Uzbekistan No. 1692 of December 31, 1996, "On improving musical education, the activities of culture and art educational institutions in the Republic"[8] the Ministry of Culture was tasked with ensuring the participation of talented youth in international and national reviews, festivals, and various conferences in the field of art, as well as holding such events in the country, and as its implementation, the republican review competition "Folk Instruments" was held.

In the 1997 review competition, students of the Namangan Art College Ikromjon Botirov in "Afg'on rubobi", Sanobar Mirzamova in "Dutor", and Rustam Toshboyev in "Prima rubobi" won the championship[9]. At the republican young performers' competition held in Tashkent in 1997, they secured one 1st place, one 2nd place, and two 3rd places. In this competition in 1999, 2 students, and in 2007, 1 student won 1st place. Also, in the 2009 republican competition "Yagonasan muqaddas Vatan", Odina Abdullayeva, and in 2010, Shahzoda Hasanova were awarded 1st place. In 2011, at the republican young performers' competition held in Samarkand, the college students took one 1st place and one 3rd place, and in the 2013 competition in Tashkent, they took one 2nd place. In 2014, at the festival of wind and percussion orchestras held in Tashkent, the college orchestra took 1st place and won the grand cup. In 2013, the folklore ensemble "Namangan guldastasi", formed by college students, took an honorable 2nd place in the "Barhayot an'analar" review competition organized by the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan, Center for Secondary Specialized, Vocational Education in Samarkand.

In the 2013–2014 academic year, a 3rd-year student Gulasal Abdullaeva became the winner of the "Nihol" award, while a 3rd-year student Ahrorova Maftuna took 1st place in the international competition "Zolotoye Koltso" (Golden Ring) held in Suzdal, Russia.

The above achievements in the fields of culture and art testify to the effectiveness of the work being carried out in this direction.

Between 2010 and 2015, extensive construction work was carried out at the college: a 400-seat educational building, a 200-seat student dormitory, a 300-seat concert hall, and a 120-seat small concert hall were fully renovated, while a new "Choreography" educational and training building and an 80-seat student dining hall were built according to modern requirements[10]. The scientific and pedagogical staff of the college is also up to standards, featuring 4 State Prize winners, 3 "Excellents of secondary specialized, vocational education of the Republic of Uzbekistan", 31 highly qualified teachers, and dozens of young professional teachers. Among similar educational institutions in the regions, the departments of "Acting Art", "Design", "Variety Singing", "Traditional Singing", and "Academic Vocal" were opened here as one of the first and have been operating successfully. The students of the college's "Acting Art" department staged plays on pressing issues such as "Ajal darvozasi", "Yigit yig'lamasin dunyoda", "Zaharli tomchi", "Bozorning beozor bolalari", "Qabohat", and "Alvido bolalik", presenting them to the young students of the region.

CONCLUSION

Special attention is paid in the region to the master-apprentice issue in the direction of art studies. In the field of fine arts, school students from Namangan participated in international and national competitions and achieved victory. However, the issue of apprentices continuing the art forms in traditional handicrafts remains an urgent problem. In most cases, pottery,

embroidery, knife-making, and other fields are on the verge of disappearing due to low income and competition in market relations.

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