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PERSONNEL ISSUES IN THE CULTURAL SPHERE OF KARAKALPAKSTAN IN THE LATE 80 TH OF THE XX CENTURY

Abstract: The article discusses personnel issues in the field of culture and art of Karakalpakstan in the late 80th of the XX century. The training of personnel in the field of culture and art has repeatedly become the object of discussion not only at the Collegium of the Ministry of Culture of the republic, but also at a high level of government. The measures taken by the leadership of the USSR and individual republics, including Karakalpakstan in resolving personnel issues in the field of culture are shown.

Key words: cultural institutions, arts, personnel, music schools, schools, universities.

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Introduction

It is difficult to imagine a modern society that would not realize the role and importance of specialists and employees of the institution in solving current problems. It is the personnel who solve and create the most important prerequisites for the further development of this or that institution.

Despite the mass education, the sphere of culture of soviet society has always experienced a lack of qualified personnel. A characteristic feature of the soviet system of government was that the system of culture management was carried out both through state bodies and public organizations and directly along the party vertical [1].

Almost all the problems and costs of the former soviet system and the organization of the cultural process are associated with the level of training of personnel and specialists for the cultural sphere.

Under the soviet system attempts by the state to somehow reanimate the lifeless basis of the culture of soviet society and soviet man in the first half of the 1980s involved the implementation of reforms of general education, secondary special and higher education systems. At this time, the problems of training personnel, their rational use in the system of national economy are fully covered and studied. This issue was discussed at the XXVII congress of the

CPSU, at the June (1983) and April (1988) Plenums of the central committee of the party. The republics of Central Asia, the kazakh and moldavian SSR were classified as a category where the proportion of indigenous nationality in the composition of specialists is much lower than in the population of the republics. There was a staffing problem for these republics [2].

So, the collegium of the Ministry of culture of the republic, having discussed the results of the work of this department, notes that "in 1985, 48 applicants entered higher educational institutions according to the order in the industry profile, of them to the Tashkent Institute of Culture - 31, to the Tashkent theatre and art institute - 7, to the state conservatory - 7, to the Moscow institute of culture - 1, to GITIS - 1, to the Almata Conservatory - 1, to the Tashkent choreographic school - 10, to the Tashkent cultural and educational college - 2, to the Nukus cultural and educational college and to the art school a total of 213 man. "The management of educational institutions demanded compliance with quotas in order to prevent imbalances, i.e. the actual situation in the specialist market was not taken into account, but the target orientation of the nature of training without taking into account their quality and the potential of applicants.

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Thus, it was pointed to "an unjustifiably large percentage of applicants" accepted from the city of Nukus and a number of regions of the republic [3].

A similar situation was observed in music education. By 1986, 17 music schools and 2 art schools were operating in the republic. 2670 people studied in these educational institutions, 245 teachers taught, of which only 43 with higher education [4]. In 1985, the board of the Ministry of culture of Karakalpakstan even adopted a resolution "On the state of readiness of music schools and art schools of the autonomous republic for the new 1985-1986 academic year" [5].

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In addition to the lack of qualified personnel - teachers, the resolution noted a shortage of national tools (dutars, rubabs, doira, chang, kobyzov). In 1986, the state of work of children's music schools and children's art schools was considered at the collegium of the Ministry of culture, but the situation in this area was not clarified: the same shortcomings and problems were indicated as last year, with the exception, probably, of an increase in the number of students (2885 people) and teachers (277 people) [6].

The Union Ministry of culture, as a rule tried to solve the problem of personnel shortages in the republics by sending famous cultural figures to carry out one-time productions, which also did not always achieve the goal. In any case, the policy of sending the capital's cultural figures, in principle, did not contribute to the consolidation of specialists in the regions, so where possible, they tried use the system of distribution of graduates, as well as the system of retraining and advanced training [7].

In order to strengthen the quality of training in 1985, all music schools and art schools were transferred from the balance of the Ministry of education to the disposal of the Ministry of culture of the Republic. However, this problem was difficult to solve. For example, there were not enough specialist teachers [8].

There are serious problems in the preparation and arrangement of personnel in the system of enlightenment, the selection of repertoire of theatre and art institutions, financial support for the protection and restoration of historical and cultural monuments.

Held in 1987 at the 3rd republican competition of young talents of Karakalpakstan, in which about 40

performers took part - pianists, vocalists, performers on folk and orchestral instruments of the Nukus school of arts named after Zh.Shamuratov, a low level of performing skills was revealed, caused by a number of socio-cultural problems of the social process (lack of specialists, adapted buildings, residual funding of culture, etc.)

The question is asked: where does a competent graduate come from if there is no one to teach him, but if there are no talents in the classes of school - where will good teachers come from? Moreover, graduates of this educational institution are needed by a number of organizations of cultural sectors [9].

The number of certified specialists in concert organizations was also low: due to staff turnover, this figure decreased by 11.1%, there was a shortage of choreographers, conductors, design artists, directors, musicians [10].

The training of personnel in the field of culture and art has repeatedly become the object of discussion not only at the Collegium of the Ministry of culture of the republic, but also at a high level of government. So, on July 15, 1988, the People's Control Committee under the Central Committee of the CPSU decided "On serious shortcomings in the work of the Soviet bodies of the Uzbek SSR with personnel of cultural and educational institutions." Accordingly, the Council of Ministers of Uzbekistan on November 1, 1988, on the basis of this decision, adopted resolution No. 395, and the government of Karakalpakstan adopted a similar resolution of February 22, 1989, No. 49/2. Upon detailed consideration, it turned out that the number of certified specialists in this area is only 67%, of which only 20% have higher education. Of the annually produced specialists of educational institutions of Tashkent and Nukus, only 40% are fixed in the field. Particularly poor condition with the consolidation of personnel in the city of Nukus, Amudarya, Khojeli, Takhtakupir and other districts [11].

The activities of workers of some cultural institutions: parks, rural clubs, libraries were seriously criticized. In 1991, during the certification, 214 librarians of the republic did not pass certification. It was revealed that 283 library workers work with general knowledge or not in the specialty [12].

Thus, summing up the consideration of the personnel issue in the field of culture and art, the late 1980s of Karakalpakstan, we can say that a number of measures were taken at the state level to increase the number of certified specialists. A serious problem was not only the training of personnel for the field of culture and art, but also the arrangement of already trained specialists, the material and technical security of cultural institutions remained low. But, like any historical process, it did not avoid costs, mistakes and contradictions due to various circumstances.

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