BG Pulse Journal USA
ISSN:1947-2536 http://www.bgpulseusa.com/index.php/bg

"THE ROLE OF INTERNATIONAL CORPORATION IN SAFEGUARDING INTANGIBLE HERITAGE"

Alisher Omonov, Raxmonov Xurshid

Silk road International University of Tourism and Cultural Heritage
Group-226 Academic writing

Doi: https://doi.org/10.5281/zenodo.23854639

Abstract : Most people consider heritage as historic buildings, old monuments, sculptures but in reality it is more than they think. Firstly heritage is divided into two parts.1-Tangible heritage.What we can see and touch it for example historic monuments such as Registan square, Guri Amir moselum, Itchan kala and many more. 2- Intangible heritage. What we cannot see and touch directly it could be songs, festivals, tales, skills, tradition and so on. In order to preserve and keep heritage countries can call for help to the International organisations UNESCO for instance, but these kind of organisations cannot solve this problem solely by themselves. In order to reach this target we should focus on how these frameworks are applied in real life and how local communities are supporting this existing system. This article examines the role of international cooperation in safeguarding heritage in Uzbekistan by using qualitive document analysis and drawing on UNESCO's 2003 convention, UNESCO's reporting on Uzbekistan and another one academic research by Bortolotto 2020. The analyses focuses on International recognition,community participation and the transmission of cultural knowledge. The sources suggest that international cooperations can improve cultural identity and awareness and provide opportunities for countries to exchange experience. However that solely international recognition itself cannot guarantee that traditions will continue. This article argues that international programmes should connect with practical activities including with the local community and support the transfer of traditional knowledge between upcoming generations.

Keywords: Heritage, Tangible, Intangible, UNESCO, Uzbekistan, community participation, cultural safeguarding.

Introduction

Cultural heritage is an important part of cultural identity and its history. It often associated with historic buildings, archeological sites and monuments. However heritage involves living traditions such as music, dance, oral stories, traditional craftsmanship, and these practices are known as an intangible heritage as mentioned previously because another main reason is their Mani value lies in knowledge.

UNESCO accepted the convention of Safeguarding of the intangible heritage in 2003. The convention clarifies the safeguarding living traditions respecting communities and international cooperations as crucial objectives UNESCO 2003. It also mentions that cultural heritage is transmission between generations and it can change according to communities and environment .

Uzbekistan can be a good option for this case because it provides a relevant case for this study. The country's heritage includes different forms of music,dance, craftsmanship, and traditional knowledge. UNESCO's official information on Uzbekistan recordes a range of cultural elements

and provides information abouth the country's activities under the convention UNESCO. Such recognition can help cultural traditions are more visible internationally. Nevertheless, international recognition does not mean successful safeguarding. A tradition may become popular outside its community while there are limited opportunities to learn and practice. This creates an interesting question how international cooperations can help communities to continue their traditions instead of only performing it to the wider audiences.
This article addresses the following questions . How can international cooperations contribute to safeguarding Uzbekistan's intangible cultural heritage while securing active and meaningful participations by local individuals?

Literature review

In 2003, UNESCO introduced the Convention for the Safeguarding of the Intangible Hertage this is provides an international frameworks for protevting living cultural traditions crafts , performing arts, rituals and oral traditions .The convintion also highlights the need to pass cultural knowlage to future generation and encourage local communities to protect pf their hertage .

Bortolotto et al (2020) also studied how community participation works under the UNESCO Convention. Their research identified challanges in turning international policies into meaningful participation at the local level. The study suggests that local people should tak part in decisions about safeguarding their traditions instead of being considered only as holders of cultural knowledge.

These studies help to understand the situation in Uzbekistan. However, more research is needed to explore how international cooperation supports local tradition bearers, cultural education, and the transfer of traditional knowledge to younger generations. For this reason, this article examines how international cooperation contributes to the protection of Uzbekistan’s intangible cultural heritage, with a focus on community participation and sustainable cultural development

Methodology

This article uses a qualitative document analysis. This method is checking and getting the main ideas from the articles which have already been published and examining polices and evidences related to the topic.

Three main sources are used for writing this article. The first one is UNESCO 2003 convention which is about providing the international framework for safeguarding intangible heritage. The second one is UNRESCO's official reporting on Uzbekistan which gives informations national safeguarding arrangements and reporting activities. The third one is academic study by Bortolotto 2020 which shows how community participation is vital and how implemented by UNESCO.

The sources are analysed according to three themes, community participations, international cooperations and the transmission of cultural skills and knowledge. The aim is learn how they connected with each other and how they influence to the whole heritage. This article has limitations and lackness because official reports can provide with the informations but not the real experience of every single community. Similarly, research examining as well cannot explain every single situation in Uzbekistan. Therefore I ask my own sincere apology in advance for this and the findings used for comparing, identifying and giving solutions.

Result and Discussion

International cooperation as a framework for safeguarding

International cooperation allows countries to exchange information, knowledge and developed shared approaches to protect cultural heritage. UNESCO's 2003 convention can be a proper framework for this work. It encourages countries identify and protect their heritage, also increasing awareness of its importance and cooperate internationally UNESCO 2003.

This framework is vital as cultural traditions might face similar obstacles in different societies. For instance, traditional craftsmanship skills may be less common when young generations have fewer opportunities to learn and activate them. By cooperating they can learn and share their experiences by documenting traditional knowledge, organizing educational activities and urging young generations to be passionate about it.

UNESCO's periodic reporting system also supports international cooperations, since it allows countries to assess their safeguarding measures and identifying areas where further research or support is needed. However, the existence of an international framework does not guarantee that every one of them can be effective, for getting its maximum benefit communities and these cooperations should work together by supporting each other's.

International recognition and its limitations

International recognition can be one of the best ways of introducing their traditions and culture to the wider audiences. UNESCO's official records make information about cultural elements available to researchers, educational institutions, students and public as well. In the case of Uzbekistan these records provide a starting point for learning about the country's cultural diversity, UNESCO 2003.

Recognition can also encourage interest in cultural education, research and cultural tourism. When people learn about a tradition, they may become more interested in its history, culture and tradition. International platforms can support communication between countries and increase awareness of different cultural practices.

Nevertheless, recognition alone cannot prove that a tradition is being successfully transmitted. A tradition may be recorded in an international database while the number of people practicing it remains limited. Similarly, a festival may also attract many visitors without creating long-term opportunities for young people to learn traditional skills and knowledge

This distinction recommendes that international recognition should be treated as one of part of a wider safeguarding process. It should be connected with activities that help communities practise their traditions, teaching younger generations and maintain the knowledge associated with cultural practices.

Community participation, policy and practice

Community participation is a central principle of intangible heritage safeguarding. People who practice a tradition often have enough knowledge of its history, meaning and method of transmission. Their involvement is therefore important when decisions are made about how the tradition should be documented, promoted or supported.

However, academic research shows that applying this principle can be difficult, Bortolotto 2020,

examined the implementation of community participation in the UNESCO convention. Their research used examples from UNESCO and several countries, including Brazil, China and Greece. The authors found that administrative procedures can sometimes separate the idea of participation from its original purpose.

This finding raises an important issue for international cooperation. A project may report that community members were consulted, but consultation does not necessarily mean that they influenced the final decisions. Meaningful participations requires opportunities for people to express their views and affect the activities that concern their heritage.

This research is not specifically about Uzbekistan, so its finding should not be treated as direct evidence that the same problems occur in every uzbek safeguarding project. However, it provides a useful framework for evaluating how community participation is organized.

In uzbekistan, this approach could be applied examining whether craftspeople, performers and other tradition beares participate in planning cultural programmers.

In uzbekistan, this approach could be applied examining whether craftspeople, performers and other tradition beares participate in planning cultural programmers. It would be useful to investigate whether they can influence how their traditions are presented to visitors and whether safeguarding activities respond to their needs.

Therefore, international cooperation should support not only the inclusion of community participation in official documents but also practical ways for communities to influence decisions.

Uzbekistan's Safeguarding System

Uzbekistan is well-known for its rich and diverse cultural heritage like dance, traditional music, crafts and festivals. International cooperation, especially through UNESCO, gives Uzbekistan a framework for recognition and safeguarding of these cultural expressions around the world. UNESCO Intangible Cultural Heritage website documents Uzbekistan's participation in international safeguarding and gives information about heritage elements related with the country (UNESCO, n.d.-a).

International recognition can increase people's awareness about traditional practices and encourage cultural institutions to spend more money for their preservation. It also creates opportunities for cultural exchange, research cooperation and sharing experiences between different countries. However, recognition alone cannot guarantee that a tradition will continue in everyday life.

Effective safeguarding needs continuous work at the local level. This can include supporting master artisans, recording traditional techniques, organising workshops and giving young people opportunities to learn directly from experienced practitioners. These activities can help to keep practical knowledge which cannot always be saved through written information or photographs.

UNESCO's framework also shows the importance of reporting and evaluating safeguarding activities. Periodic reporting allows countries to explain how they implement the Convention and discuss their challenges and progress (UNESCO 2003). For Uzbekistan, this framework can help to

evaluate existing activities and identify areas where more cooperation, funding or community participation is needed.

Education and transmission of cultural knowledge

Education and Transmission of Cultural Knowledge Education takes an important part protecting intangible cultural heritage this is because traditions can continue when knowledge and skills are moved from elder generations to younger people. Traditional dance , craft , music and oral storytelling usually need practical experience and communication with the people who has experince. Because of this, protecting cultural heritage is not only recording information, but also creating chance for people to learn and practise them..

International cooperation can assist this process through educational exchanges, workshops, projects and training programmes. For instance, if cultural institutions and local craftspeople work together, it will help to organise workshops so young people learn traditional carpet weaving directly from experienced artisans. These programmes can also teach learners about the cultural importance of traditional design , the history and symbols.

However, educational programmes should not present heritage as something which only belongs to the past. Traditional practices can still be important when young generations understand their culture`s value and find nice ways to practise them in modern society. Universities, schools, museums and cultural centers can help to connect theoretical knowledge with practical experience.

International partners can provide knowledge and opportunities for exchange, but educational activities should also consider the needs and priorities of local communities. This approach can help to make sure that safeguarding activities support living traditions instead of only preserving them as historical objects. and cultural importance of traditional designs.

However, educational programmes should not present heritage as something which only belongs to the past. Traditional practices can still be important when young generations understand their cultural value and find suitable ways to practise them in modern society. Schools, universities, museums and cultural centres can help by connecting theoretical knowledge with practical experience.

International partners can supplies with knowledge and opportunities for exchanging everything, but educational activities should also priorities local communities. This approach can help to make sure that safeguarding activities support living traditions instead of only preserving them like historical sites.

Bortolotto, C., Demgenski, P., Karampampas, P., & Toji, S. (2020). Proving participation: Vocational bureaucrats and bureaucratic creativity in the implementation of the UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage. Social Anthropology, 28(1), 66

References

1. Bortolotto, C., Demgenski, P., Karampampas, P., & Toji, S. (2020). Proving participation: Vocational bureaucrats and bureaucratic creativity in the implementation of the UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage. Social Anthropology, 28(1), 66–82. https://doi.org/10.1111/1469-8676.12741

2. UNESCO. (2003). Convention for the Safeguarding of the Intangible Cultural Heritage. https://ich.unesco.org/en/convention
UNESCO. (n.d.-a). Intangible Cultural Heritage. https://ich.unesco.org/
UNESCO. (n.d.-b). Periodic Reporting.

3. ttps://ich.unesco.org/en/periodic-reporting-00460