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We encourage International members to form local associations to which you deposit a contingent.
IT-Post is free of charge for international colleagues - please mail a letter and your name and address to **Oksana Khomutenko Jørgensen** page 3

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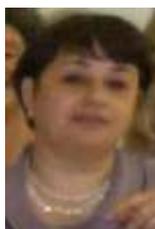
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The purpose of INTERNATIONAL TEACHER - Post

is to be the international quarterly magazine for “International Teacher Association”, - a network of teachers and pedagogues in order to promote a culture of peace and non-violence, which UN has defined as “*respect for human rights, democracy and tolerance, the promotion of development, education for peace, the free flow of information and the wider participation of women as an integral approach to preventing violence [and creating] conditions for peace and its consolidation.*” (UN Resolution A/58/11)

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THE EDITORIAL BOARD is open to all interested and active colleagues who want to support international understanding through educational work.

We are looking forward receiving your letter to the editor, an interesting article, pictures, students' work, pedagogical projects, information of common interest, “advertisements”, poems etc.!

Notice please: *Our English language might not always be perfectly correct, but we hope that the sincere intentions will be clear!*

Also notice please: Opinions expressed in the articles don't need to reflect the views of ITA or the editorial board!



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International Teacher Association Denmark 2013



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Generalforsamling for ITA Danmark den 8. marts kl. 13 på Helms Skole i Korsør.
Vi starter med lidt frokost og slutter med at spise sammen på en af byens restauranter.
Alle medlemmer er velkomne.

Kontingent til ITA

Kontingent for medlemskab 200 kr. (unge og studerende 50 kr.) som bedes indbetalt pr 1. april på ITA's konto: 1551 16454494 eller indbetal på giro: +01< +16454494<

Annual Meeting 2014 is in Yakutsk, Siberia



Galyaa Zhondorova is inviting us to Yakutsk next summer. We are looking forward to an extraordinary experience.

Yakutsk 2014

2-10 July 2014 The International Teacher Association holds an annual meeting in Yakutsk, Siberia. The meeting aims to reflect the range of interests of teachers and researchers, to promote the successful experience of practical teaching activities, get to know the methodical work of teachers in the Far North of the Russian Federation.

2nd of July day of arrival

3rd of July Tour of the North- Eastern Federal University (Visit , school buildings , Arctic Research Center, campus cultural center). Lunch. Round table with students and teachers of the North- Eastern Federal University. Dinner. Excursion " Evening Yakutsk"

4th of July Round table. Lunch. A visit to the ethnographic complex "Kingdom of Permafrost". Dinner Press conference for media

5th of July A trip to the Bulus (unique natural monument with Neta glacier)To 22.00 on a separate program

6th of July Visit to the Baikal University of Economics and Law. Tour, a meeting with the teaching staff . Lunch. Round table discussion with students and faculty of the Baikal University of Economics and Law. Dinner. Viewing movies submitted for the contest "The Mystery of Yakutia"

7th of July Visiting the old- school museum of Russian dialects in Yakutia. Round table with students and teachers of the Philological Faculty NEFU. Lunch. Dinner. Visit to the Museum of mammoth. Excursion to the State Depository of Precious Metals Republic of Sakha (Yakutia). Leisure time

8th of July Visit to the international summer school for foreign students and trainees "Summer in Siberia ." Round table with teachers and students of the international summer school NEFU. Lunch. Tour of the Lena River (until 22.00 on a separate plan)

9th of July 8.30 to 22.00 Visit ethnographic complex with the reconstruction of the elements of the national holiday Ysyyah (the meeting with the summer Yakut New Year)

10th of July Check-out Day

Støt skolerne i Nepal

Indbetal fx 100 kr. pr måned eller et engangsbetøb

Indbetal pengene på ITA's Nepalkonto: 8500 0003572137

Mange tak
for bidrag



Annual meeting Bulgaria 2013^{Aa}

arranged by Petya Giozova



By Ester Winther

2nd of July

On our arrival all groups were met by Petya, so she spent all day travelling forth and back to the airport!

Finally she could relax and have a very nice dinner together with everybody in the restaurant at hotel Silver where we spent the night.

On the same evening we were also introduced to Daniel, who was with us every day translating all sort of interesting things.

3rd of July

After a visit to The National History Museum we were taken on a walk through different parts of Sofia. Sofia has always housed many different religions and we passed churches, synagogues and mosques – also ruins of Roman and Turkish baths and ancient roads, excavated in the process of building the new metro-line.

To get to our lunch-restaurant we had to pass a demonstration for better living

standard in Bulgaria. The demonstration was peaceful, and to the Bulgarians being able to demonstrate is a significant sign of freedom!

We ended our city-tour with a visit to the very beautiful Alexander Nevsky Cathedral.

In the early evening we started a 4 hours drive through beautiful landscapes on our way to our “home” in Arbanasi for the next five days: A nice, nice hotel with a marvelous view of Tornovo.

4th of July

Opening of the conference.

Marina held the opening speech and amongst other interesting things she told us that the number of Russian members is growing. We also discussed the headline for the next year: Sustainable Values.

After lunch we went to visit the school-department in Turnovo, where the director told us about all the different work they take care of. Just to mention a few besides taking care of the different subjects they are also responsible of organizing National



Tests, integration of pupils with special needs, contact between the schools and the population, contact to schools in distant and poor areas and testing that the teachers do their work properly!

Before going back up to our nice hotel in Arbasi, we spent some time at the Samovodene Marketplace.

5th of July

The Mayor of Turnovo had heard of our visit, so he invited us to his office, where he told us all that was worth knowing about Turnovo including the period when it was the capital of the country. One of his biggest projects right now is to make the city “European capital of Culture” in 2019.

After the visit to the mayor’s office we visited Petya’s school, where we heard about the teaching of geography and history.

After lunch we went to the University and heard a lot of interesting things about the education of teachers. It’s always so interesting to learn what they do outside your own country. One of their headlines was: “*Every child needs a smile*” – an important thing for all teachers to remember!

6th of July

This day we spent in our own village, Arbasi. We went on a guided tour and saw the most beautiful church, - not one single spot was left undecorated. Afterwards we visited a museum with items from the Osman period. In the evening we went down to Turnovo to watch the fantastig sound-and lightshow.

7th of July

In the morning we went to Turnovo to visit an ethnographic museum with items from the Middleages and after that we went up

to the Castle where we had a guided tour. Back at our hotel we had a session of sharing “Good practices”. Gry, Lise, Vaseлина, Raisa and Ester talked about some of the projects they had worked with/thought about.

8th of July

After breakfast we continued “Good practices”. Galina, Aysia, Marguerita, ?????? and Petya told us about some of their projects. Petya also had a videoshow from Elena showing sights from Iakutsk.

After that it was time to close down the conference:

1. Petya and Galina were elected to the international committee
2. Marina held her speech talking about next year’s theme ”Living Values” and “A world without wars”

3. Handout of diplomas

Next year’s “Annual Meeting”: Georgia, Hungary and Bulgary were suggested.

(We also talked about Iakutsk, but it will probably be too expensive).

After that there was a lot of hugging, exchanging of presents and “see you next year”.

Most of us then went back to Sofia and had a delicious farewell-dinner at hotel Silver .

9th of July.

Time to go to the Airport and time for the last goodbyes.

Thank you to everybody who helped making the conference such a succes, and last but not least:

Thank you to Petya for having arranged it all.

Topic for the academic year 2013—2014

by Marina Azarenkova



PROJECT WORK in Teaching and Up-bringing Professional Communication in International Teacher's Association Learning centre. Theory and practice.

Leadership in a sustainable world through Educational Values.

ITA must help students, their friends and parents to understand and adopt a sense of social consciousness and civil responsibility for the sake of our common WORLD without wars. That is the way of nature to relax what is tense, to fill what is empty, to reduce what is overflowing. The wise leader follows the natural order and does not take a consumer society for a model.

Modern professional education , we have been preparing our students to achieve and develop, tends to consider them as a subject of learning and personal development. In classrooms and at the classes with School- College -University students, and outside, with their parents and a community as a whole, the teachers create conditions and atmosphere for professionally competent Personality growth, open to the World without wars, sharing the ideas of sustainable development of his/her/ country, nation, world.

Sharing and improving the UNESCO Mission, ITA promotes intellectual cooperation among institutions of higher learning and academics throughout the world to permit access, knowledge sharing within and across borde



The work on a project may include the following steps:

Preparatory (getting acquainted with the topic and definition of the project structure);
Project development (gathering information, it's analysis and preparation for the project presentation);
Presentation of the project and summing-up.

Finding information and the discussion may be carried out in different ways individually, in pairs and in groups.

A very important goal-aim of any project is to point out the intellectual and emotional contribution to personal development of students. Working with a project students

should be able to express their own opinion, attitudes and ways to solve the problem.

Our interdisciplinary intercultural project seeks to investigate and explore the nature, significance and practices of intercultural communication and the best learning-teaching methods it declares, supports and creates. Intercultural communication touch on a vast array of academic disciplines –literature, history, philosophy, psychology, psychoanalysis, biology, physics, etc. In cases of significant social tensions, and even international conflicts there are questions of what counts as communica-

tion and cooperation, and how it moves from the level of individual in a family and in a class to community, national and international relationships. Our common useful and professional work in ITA and carrying out project items will examine full range of multicultural communication complexity. It will encourage innovative trans-disciplinary dialogues.

With the help of questionnaires, which will be answered by students, we will reach the conclusions that young people (and adults- their parents, for example) are oriented towards themselves and their own world consisting of their family , friends, colleagues, community. They are personally and socially sensitive, value the moral values and are ready to engage themselves in activities of common interest, what is the very point of communication.

The course of the whole project is divided into 4 parts logically following one another, waiting for research, description and analysis. In order to explain, what the very Headline “ **Living Values in the World of a Sustainable Development**” means for everybody, we proposed the students and teachers they should work out

projects on the topics below:

Understanding more about me.
Background: PERSONAL HEALTH, emotional health, mental health, SO-

CIAL HEALTH, physical health, spiritual health. We shall summarize and analyze three most important stages of the process:

-Practice by thinking over the topic:
-Practice by Doing useful things on the topic:

”Living values in a world of a sustainable development

- Practice by Teaching Others:
- Applying Effective Communication Skill

2. Leadership in the world of a sustainable development .

1. My native country and its heroes. Famous people in literature, history, science, sport, art, etc. Why are they leaders? What is the impact of their personality for notion ‘Sustainable development’? 2. Tell us about your VALUES TOPICS./Look through Appendix/ 3. Working with parents. It includes two parts, for students and for teachers. It provides suggestions for teachers to work with parents effectively.

4. Working with the community. This section of the project

suggests ways to create awareness and support within the community for the schools prevention efforts. There are examples which include how to work with local

law enforcement officials, health and social service agencies, religious leaders, the media, merchants, park and recreation officials, and other civil and municipal leaders. (An Open Letter To - may be one of the examples effective cooperation with community.)

3. Environment and our Global Community.

- Student Philosophies and Responses-
- My World-Our World
- Declaration of Responsibility To Nature-
- Human behaviour and Environment-

4. Education for Non-Violence and Peace for sustainability and development.

- History and Peace-

- Poetry and prose about Peace-
- Dealing with the Past in different families, countries, etc. (reconciliation, peace memories, culture of remembrance –
- Psychological approaches to Peace Education in class, in family, in science.

Everybody knows, in our world we all have been learning for ages to Live Together. So, dilemma for everybody – to learn the importance of making decisions based on Ethical Principles.

Our global task as teachers of schools, colleges, universities is raising a Reliable morally and highly prepared professionally Personality-Leader, having a sense of

achievement to stay motivated and effective in everyday life. That is why it will be wise to propose students they should work out a project explaining the terms in their real meaning in everyday life.

”Learn the importance of making decisions based on Ethical Principles

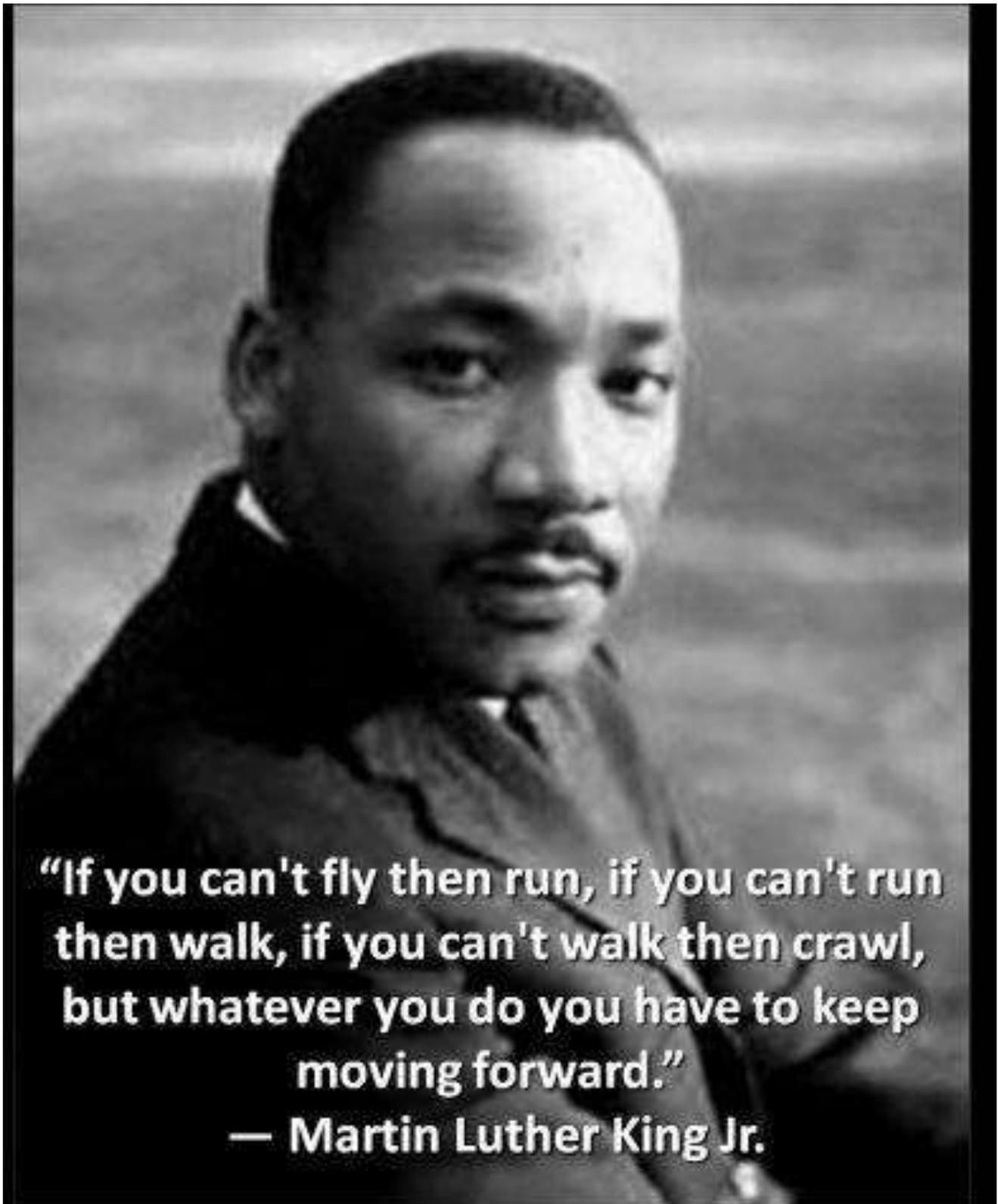
We name it ‘Big Objectives.’ The students use stories, real events, memories of the other people, their own observations and resumes concerning sense and meaning such terms as: Sense of power, feeling important, feeling lovable, self-confidence, feeling valued, feeling successful, feeling accepted, maintaining one’s integrity, managing stress effectively, being self-discipline, managing conflict effectively, feeling trusted and more..

The expected result of the students collection of stories may be one more book Random Acts of Kindness...

Individual work and work in a team, workshops, seminars, role-plays, open letters, reports, poems, stories, conferences, scientific papers – all these forms of com-

munication in the field of our common Big Project and a sum of Mini-Projects will contribute to a fund of Good Will Findings for the World Without wars. For the World for Happiness , when every teacher make students look forward to the next lesson. When each student thinks about one more very effective and promis-

ing lesson:” I am a little burned out. I’ll work on my talent, and surround myself with supporters. My motivation will be back in time. I always feel my usual drive to succeed.”



“If you can't fly then run, if you can't run then walk, if you can't walk then crawl, but whatever you do you have to keep moving forward.”

— Martin Luther King Jr.

Napoleonic myth in the Russian literature by Tarek

The newest comparative investigations give huge possibilities for intercultural communication. Particularly imagelological investigations, which mean examination of country's character or a personality from this country in another country.

Napoleonic legend possessed a special space in Europe in 19-th century. Its lines were much similar to various nation-

al cultures, but had individual diversity, too. We can say there was formed a personal literary Napoleonic myth in the Russian literature, and the creators were "the first Russian poet" A. Pushkin, M. Lermontov, L. Tolstoy, F. Dostoyevsky and also the authors of the "second" rank. Literary Napoleonic myth at the turn of 20-th century overlapped the Nietzschean myth and its ganglion became the mythologem of "overman". But we can say that deep inside of the Russian symbolism were two directions: sacralization of this character (D. Merezhkovsky) and the be-

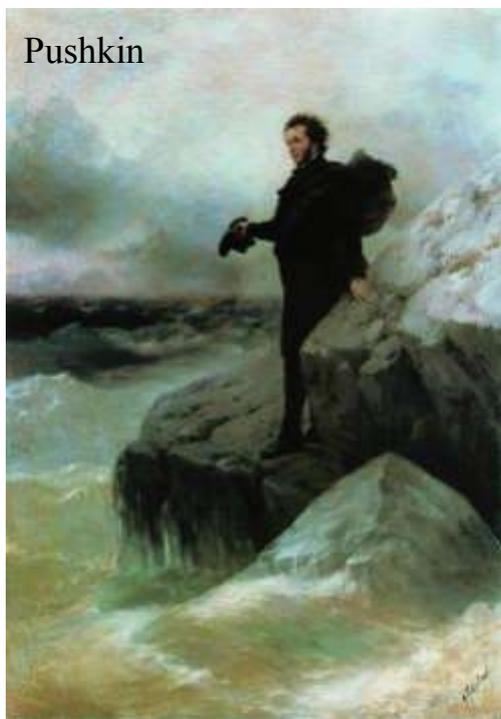
ginning of the desacralization process (Vyach. Ivanov), which was already distinctly set in M. Gorky's, V. Mayakovsky's works.

Napoleonic myth is so-termed "new" myth and its center is a cultural name being mythologem. Napoleonic period itself made his name to the symbol of an defined idea, which had different content in France and Russia. Napoleon was a bearer of such ideas as the reduction to order, national consolidation, adjustment and calm after blood-and-chaos period in French public conscience. For Russian audience already at the beginning of 19-th century it was an character of a fearless soldier, winner, people's liberator from the autocratic pressure. However, at the moment his plans of conquest were directed to Russia, understanding of Bonaparte's character changed. He teamed in national perception the Antichrist's form which brought doom and destruction.

At the source of Russian Napoleonic myth stand A. Pushkin and M. Lermontov. There were main aspects nominated in their works which Russian literature made actual for more than hundred years: the unseen event of the human spirit, ge-

nius dominating over everybody, agreed with romantic aesthetics ("hero") and a cruel but infamous conqueror ("tyrant"). Except of these main aspects there are important additional aspects, too: Napoleon-personality who appeared suddenly, climbed up to the top of the social and political ladder gorgeously and was lost mysteriously. This mythologem assumed mystic shapes in the literature at the turn of 20-th century.

Each of new cultural periods made actual one of these aspects and this fact allows us to talk about the keynotes of the public conscience. Napoleonic myth came to an end in fact in 1920th. This deed discloses not only the change, but probably the termination of one paradigm and the rise of another one. In Soviet ideology there was no place for this myth, its function was performed by other myth, myth of the colossal anthropologic draft of the new human being creation. The confirmation of the Napoleonic myth destruction is the evidence, that his name turned to the common name, which means groundless claim to the greatness, and this claim is confirmed by nothing.



A brief update from Nepal

By Jimmy Lama, Nepal



Jimmy Lama in Darjeeling in India

Jimmy Lama, ITA Nepal Coordinator Experience Teaching in India

This summer he spent time in the district of Darjeeling in the northeast India as part of his research work for his Masters course that he is currently doing at University of Sussex in the UK. His topic of interest was to look at how, if it can, NGO funded activities enhance the quality of works from the perspective of local people and whether it empowers the local community to move towards self-sustainability.

We will bring the article in the next issue

of IT-Post. In this issue we bring Update from Nepal.

The schools ITA supports in Helambu namely Nakote, Tartong and Serkathili are doing better than even before. At Nakote, there are currently 104 students, which although is a decrease from last year due to 12 children who graduated and had to go to another school, it received 6 new admissions. The science lab is working fine and the teachers are teaching with greater confidence. At Tartong, we have a proposal to build new classroom as currently they only have 5 rooms without space for office and a separate kindergarten. The Tartong villagers have received a grant of Rs. 85,000 or \$1,000 funding from the government and we plan to match it with our own funds, which we have accumulated from volunteers' contribution in 2012 and 2013. In the near future, we also plan to build a separate volunteer house at Tartong for volunteers to stay, which can also be used as adult learning centre in the village when the volunteers are not staying. A couple of local teachers including ITA teacher Pemba Sherpa is willing to volunteer his time



to teach the elders in the evening time. I think this will be a good project. A recent volunteer, Tenna Damm, have agreed and is excited to raise funds for this project. We welcome any support that can come from anywhere for this cause that we expect to cost around \$5000. Similarly, Serkathili School has much better environment now with bigger and proper playground and enough classrooms. The new English teacher that we at HELP provide is better than the last one. There are currently 65 students each at Tartong and Serkathili.

In helping these schools become better than before, a big credits goes to the continued supply of volunteers who have worked in these schools. And in organising volunteers come to Nepal, big thanks to Jytte Svendsen at ITA.

Appeal for volunteers:

Finally, we cant thank enough to each of our past volunteers who have made tremendous contribution to improve each of these schools. We call for volunteers not only to fill in the vacant classes but also because they inspire the children to become more confident and it helps build a lasting friendship in the long term. I, myself, am an example of what I have become due to the support I received from

volunteers' teachers when I was a student myself in a village school in 1990s.

Therefore, I would like to appeal to interested people (students and teachers) to apply for volunteering. The best time to volunteer is from November through to end of March and from mid of April through to end of June. You can also combine your volunteering stint with a short trek in between the teaching time. Many volunteers in the past have done it and enjoyed it too. The basic requirement is that the volunteers need to be available for a minimum for 4 weeks, be able to speak in English, raise funds to pay for their flights and local costs, donate \$200 to our project and be open-minded to live and work in a completely different culture and community. Although having a previous teaching experience is helpful, it is not a barrier to qualifying for volunteering at these schools. It can be an opportunity to change someone's life who are underprivileged and living in a completely isolated world! If interested, please email to either Jytte at Jytte.Svendsen1@skolekom.dk or myself at jimmylama@gmail.com. We also have some information posted on www.help-nepal.org/becomeavolunteer.

Thank you for your time reading this.

Jimmy Lama
ITA Nepal Coordinator
HELP Nepal Director
www.help-nepal.org





Thank you very much for a great stay to Daniel and Petya



Annual meeting in Bulgaria. Meeting the Mayor of Veliko Tarnovo



Folk dance in the hotel



Trekking around Annapurna



Christian, Niels, Østen, Anna, Mikkel og Tenna at dinner in the home of Jimmy Lama



Niels is welcomed to the school as a volunteer

Six young Danes on the roof of the world

by Niels Bjerren Sørensen



Anna, Tenna, Christian, Østen, Mikkel and Niels went to Nepal to work as volunteers in schools in the mountains in the Helambu region.

We enter a small room in the building made of stones, probably found nearby, by the steel door covering the entrance. The children, less than 15 in number, all rises with a sudden jerk, and sing in unison; “Goodmorning sir.”

My first thought was “wow, you’d never see this in a Danish school!” This memory is from my first school day in Sarkathaly Primary School in the Helambu area of Nepal. We had been in Nepal for five

days, and now we were in what would be our hometown for the next month. The accommodation was simple; a small room with two “beds”, essentially wooden benches with a soft blanket spread across, and a single light bulb, rarely working due to power shortage. The bathroom was something, you’d have to get used to.

Our hosts were very friendly, it was the owners of Sarkathaly’s only shop, and the owner of the lodge, where we had our room. The family consisted of the father, who spoke almost no English, but he was quite eager in teaching us Hyolmo (the local dialect), the mother spoke a little more English, but not much further than “hello,



Anna and Niels with a student from Sarkathaly School

breakfast” or “hello, lunch”, but their hospitality said more, than any words in the English language. Their daughter-in-law also lived in their house, she was about our age and recently had a son, the family’s first grandchild. She was also very friendly and spoke more English than her parents-in-law.

We were both very excited and a bit nervous of teaching, we knew little of what to expect, both from the kids and the other teachers, and the equipment of the school. The teachers were all quite friendly, but most of them spoke little English (even the English teacher). We started out with teaching from their books, they’re all in English (except their lessons in Nepali), so it was easy for us to understand the point of the assignments, but we soon discovered that the children understood very little of it. So we started to deviate more and more from the books and came up with our own lesson plan. I taught English and

social studies, and Nanna taught mathematics and “health” (a subject concerning hygiene, physical exercise, etc).

It took some time for the children to accept our weird way of teaching, and the language was a challenge, but I think they liked our style of teaching. I had a lot of quite good discussions in class 5 about different subjects, like religion, poverty and cultural differences. Even though we sometimes struggled to find common ground concerning language, we usually found a way to understanding each other and being understood as well.

The month in Sarkathaly showed us a great insight in the life of people in Nepal, living in fairly remote areas, a big deal of Nepali and Buddhist culture and a lot of rice. Really a lot of rice.

*Written by Niels Bjerren Sørensen, 21
19 years old.*

Teaching English as The Spirit of Living



Petia Giozova, Marina Azarenkova, are visiting professor Dimitar Veselinov at Sofia University i

By Marina Azarenkova, Saint Petersburg, Russia

Terra Inspiration. Teaching English as The Way of Life and Spirit of Living. As Insight.

To a great Educator and a great Personality Frank Kroyer's memory devoted...

Part 2

A lot of people of our age we contact with do not share our position to improve the world by our own, even smallest efforts on the way to tolerance, peace and self-estimation in everyday work with the others. In Internet – wars and conflicts. And misunderstanding. People hate, fight, cry destroy. But not only. We know through our own practice due to the English language and its usefulness in communication, what a miracle is a tolerant behavior, a tolerant communication, a tolerant education.

When there no stupid or brilliant, silly or clever students, but smart and unique everybody, open to new knowledge and ready

to share it with the others. As one genius author, Champion Teutsch, whose book we read recently said, meaning a tolerant atmosphere for learning-teaching: "... our fear will be converted into confidence, failure into success, hate in love, lack into fulfillment and abundance, misery into happiness." Happiness of mutual understanding and personal perfection.

The English language in Intercultural communication stimulates all us, involved, to learn the main principles, to think a lot, to read a lot, to get a source of power and a principle of power. In our real practice, learning and thinking, we understood one more remarkable phrase: "A quality of your life depends on the quality of your thoughts".

The English language supports our belief in fruitfulness and usefulness of peaceful communication in a world without wars, because it is a way of enjoying present pleasures without injuring future ones. We wish to have as many our friends, supporting us in thoughts and actions as many as it is possible. We believe, we know they

join us every day and support us. Our business above the others, the most important and urgent is efforts in direction of Peace existence and keeping through peaceful communication .

Once we read in our beloved English the words of immortal Voltaire. And admired. And agreed. "...I shall pass through the world but once.

Any good therefore that I can do,
Or any kindness that I can show
Bring to any human being-
Let me do it now.
Let me not defer or neglect it,
For I shall not pass that way again."

Really, we invest a lot in youngsters, children and adult by means of right using English in all possible situations in teaching. It guides them strait to the meaning, lighting Sense and Sensibility.

Being real "book worms", both the teachers, and the students, we looked through and then discussed among the others one of Pavel Florenskiy's book. His life way and his achievements seemed us tremendous, needed to be learned and appreciated by those living.

Thinking about Intercultural communication, we mean the climate and the spirit of a group in the centre of attention, that determines the nature of any group field. Student's speeches and actions at the English classes are figural events, giving the whole group, involved, - "The Very Group Forms and Actions" in accordance with personal decisions, intentions, will and feelings.

Florenskiy's life, having been analyzed through common reading, appeared to become an alive example- model of the

unique personality. Florenskiy taught to stay open and receptive in all situations, even under hardest difficulties of life. In theory and real practice of our training-communication process we included Florenskiy's explanation how to classify own conflicts and remain gentle with all functions, leaving the group without dominating.

The Philosophy of Personal Life-Way recognition and Self-Realization, as the core of Personality on the common Way, has been discussed at our seminars and adopted as a key-of a communication up - today. The motto of our activity at "Bookworms' English studies were Thomas J. Watson, 1874-1956, American IBM chairman's words:" The great accomplishments of man have resulted from the transmission of ideas and enthusiasm."

The next line-direction of our work with the English language is "My English Portfolio". Of course, due to the very definition the term denotes a list of personal achievements. The process of getting them needs efforts and long time, that is why in our everyday practice we deal firstly with right approaches and rightly chosen attitude, capable in the future combine our portfolio. The students learn to know that effective actions- then results- arise out of a dear sense of being and good. So, an introduction part of a personal portfolio is "A Personal Health Passport". What does it mean?

Personal health relates to how we see ourselves as individuals: how our egos develop (the ego is that part of ourselves that needs to develop a sense of self and fulfillment): that we hope to achieve: and how we define success for ourselves. We each

find self-fulfillment in unique ways, that are defined by what we value and what we hope to accomplish not only for ourselves but for our community.

We can define for ourselves endeavors with bring us ego satisfaction. As a result of self -estimation and self-understanding is the reward for Doing the Work, which arises naturally out of the work. We all are team-players. The better is our team-portfolio, the better is our personal's one. So, we improved our English , using a short guide in judging the "communicative value" of material or as a resource to help us develop the student's own communicative syllabus (later- habits and skills). This international (mostly – American) approach to learning communicative English is extremely effective. Level 1 was defined as Surviving and included Basic Needs, Socializing and Metalinguistic. Level 2 included Adjusting and Setting In as Basic Needs, Socializing, Metalinguistic, Professional and Cultural; Level 3 – Participating; Level 4 – Integrating, as the highest level of professional skills-habits, providing the effective communication in a society, country, world.

A system of tests, annual and prolonged, summarized the student's skills and their attention to this aspect of a program as a whole. In their portfolio- compositions they wrote about their problem-solving skills, we consider being the most important for collecting their future portfolio:

-I can identify problems and propose possible solutions.

-I can find and use a range of information from different sources.

-I can distinguish between facts and opinions

-I can evaluate different solutions to a problem and select the best one.

-I can be positive when faced with a new situation that is difficult.

-I can show I have the strength to adopt to a major charge.

As a result, I asked the students to put together a list of all roles they can find in school-University studies while learning and in their future profession they are interested in – make the list as exhaustive as possible; To find out what qualifications or entry requirements with the English language are needed for each of the roles. They did it; It was as interesting, as fruitful and useful for students as for teachers. And, at last, some remarks about The Most Competent Lesson, we started with. Our vision of teaching at all force us to find out the features of a such lesson in every lesson we prepare for our students.

The goal and aim for this magic scientific and moral action is to do all possible in order to learn those learning How to Research, Brainstorm and Move Forward. The frame of this essay let us denote some urgent moments of an effective lesson to be mentioned and taken into account.

We start with Guidelines for Planning Lessons and list them.

All teachers know it and follow it.

1.Consider the content that is to be taught for a given class day.

2.Plan activities that will help students reach functional objectives.

3.Prepare an outline of what you intend to do during the class period.

4.Check for flow and integration of classroom activities.

5.Provide variety in classroom tasks.

6.Evaluate your plan after the class is over.

Some years ago Adrian Chadwick suggested that teachers should use a very wise recommendations while preparing for the lesson. It is a paper, approbated by theory and practice effectively in different countries by different teachers, and supported them as a key-advice. What shall we do? Define the local teaching situation.

a.type of school, college, university
b.age, ability, interests of pupils, students
c.role and status of English in school, college, university curriculum
d.language level to be aimed at upon completion

e.EFL syllabus and examinations

f.human and material resources

2.Define your programme.

a.students'needs

b.overall aim of the course

c.specific objectives, e.g. language skills, and level

d.present language level of students

e.teaching methods and technigues

f.testing and evaluating procedures

h.time allocation.

We always have two criteria: situational and personal. The coursebook will be the major link between these two sets of aims. So, the next stage of our common (students-teachers) activity is our readiness and good will quietly reflect, reading and attending lectures; learn in groups, through games and role-plays; experiment, build up concepts, brain-storm ideas; organize group-discussions, putting things in their own words in English; build up case histories, making comparisons; write notes, using data bases of textbooks; share ideas, pare learning, looking for personal implications; organize priority list, finding examples and making models; use learning maps, seeing the big picture, using analogies, building concepts.

Napoleon Hill, American motivational writer on wealth left us brilliant words. We are open to the very sense absolutely, as there is no more wealth as treasure as education is! ‘...Do not wait; the time will never be ‘just right’.Start where you stand and work with whatever tools you may have at your command and better tools will be found as you go along.’

So, we find the time and momentum to make the whole deal of our life and fortune happen. It is very difficult to succeed in everyday practice, if we look back at circumstances of our turbulent life, preventing to see Our Way , Teaching and Learning, as Food for Thought and Energy of Living. In our approach and attitude to our mission as light mystery and a prolonged happy chance to be useful, we put in our hearts and soul a great talent and optimist's Bernard Shaw words:’ People are always blaming their circumstances for what they are. I don't believe in circumstances. The people who get on this world are the people who get up and look for the circumstances they want, and, if they can't find them, make them.’ Our Unity in teaching, Intercultural communication teachers and students with and through the English language, our belief in good will and common sense, our sincere appreciation for everything we have learned from our colleagues and students with their positive and enthusiastic personalities, arm us with hope to win the day. We can not direct the wind, but we can adjust the sails. The most competent lesson of every teacher and every student the very everyday's personal professional, moral, spiritual, intellectual and artistic contribution to a Sustainable development of a world, open to life treasures and findings and needed our protection.. It is Our Way. As insight. As Terra Inspiration.

DERZHAVINSKY LYCEUM TODAY



By Elena Ivanovna Krasnova

In 1991 a new educational institution opened its doors – school-college №1, which on October 19, 1995 by decision of the Mayor of Petrozavodsk was reorganized into Derzhavinsky Lyceum.

Derzhavinsky Lyceum has been the win-

ner of different contests such as “School of the Year” 1997-2002, “Russian School of the 20th Century”, national project “Education” 2006 -2007, and received the award of the International Fund “Cultural Initiative”. There are different specializations and they are:

- The Department of Mathematics and Computer Studies
- The Department of Information Technology
- The Department of Medicine and Biology
- The Department of Economics
- The Department of Physics and Technical Drawing
- The Department of Social Humanities

Derzhavinsky Lyceum is a social and cultural center that has its own picture gallery

“Karelian Palette”. The Lyceum is participating in the program “Safe School”.

Derzhavinsky Lyceum is the only purely high school in the Republic of Karelia (7-11 grades).

Teaching is organized in the following profiles: mathematics, information technology, medicine and biology, social sci-

ence and humanities, economic, design and technology.

From 1993 to 2011 some 3607 students graduated from the Lyceum, 86 of them with golden and 238 – with silver medals.

Lyceum students are among winners of city, regional, Russian and international Olympiads, creative contests, and conferences. They actively participate in realization of different projects such as:

- Summer Museum School on Kizhi Island
- Literary Local History

The lyceum has two partner schools in the United States of America in the state of Minnesota - Marshall School in the sister-city of Petrozavodsk Duluth and Minnetonka High school in Minneapolis. Russian and American students have been actively involved in the student exchange programs for 4 years. This cooperation is mutually beneficial and important for cross-cultural understanding.

The conference “Derzhavinsky Readings” has been held for 17 years.

The scientific conference of students` research works has been held since 1996. Firstly, it was supposed to represent scientific works devoted to life and work of Gavril Romanovich Derzhavin, the famous poet and the first governor of Karelia.

Over some time the conference has turned into a multi-departments area, where students can show the results of the first steps in different spheres of science. There are such subjects as Physics, Techno sphere, Mathematic, History, Biology, foreign languages, Information Technology and etc. Every subject is paid attention to. After the conference the brochure with thesis of presenters` works is published. For most of the students their first performance was

the beginning of the fascinating way in the world of discoveries. Some of them achieved good results: participating in National conferences, International contests and projects.

Subjects of the XVII conference “Derzhavinsky Readings”

Mathematics

Natural Science

Social Studies

Foreign languages

Physics

The Russian Language and Literature

Literature and the History of Karelia

Literature

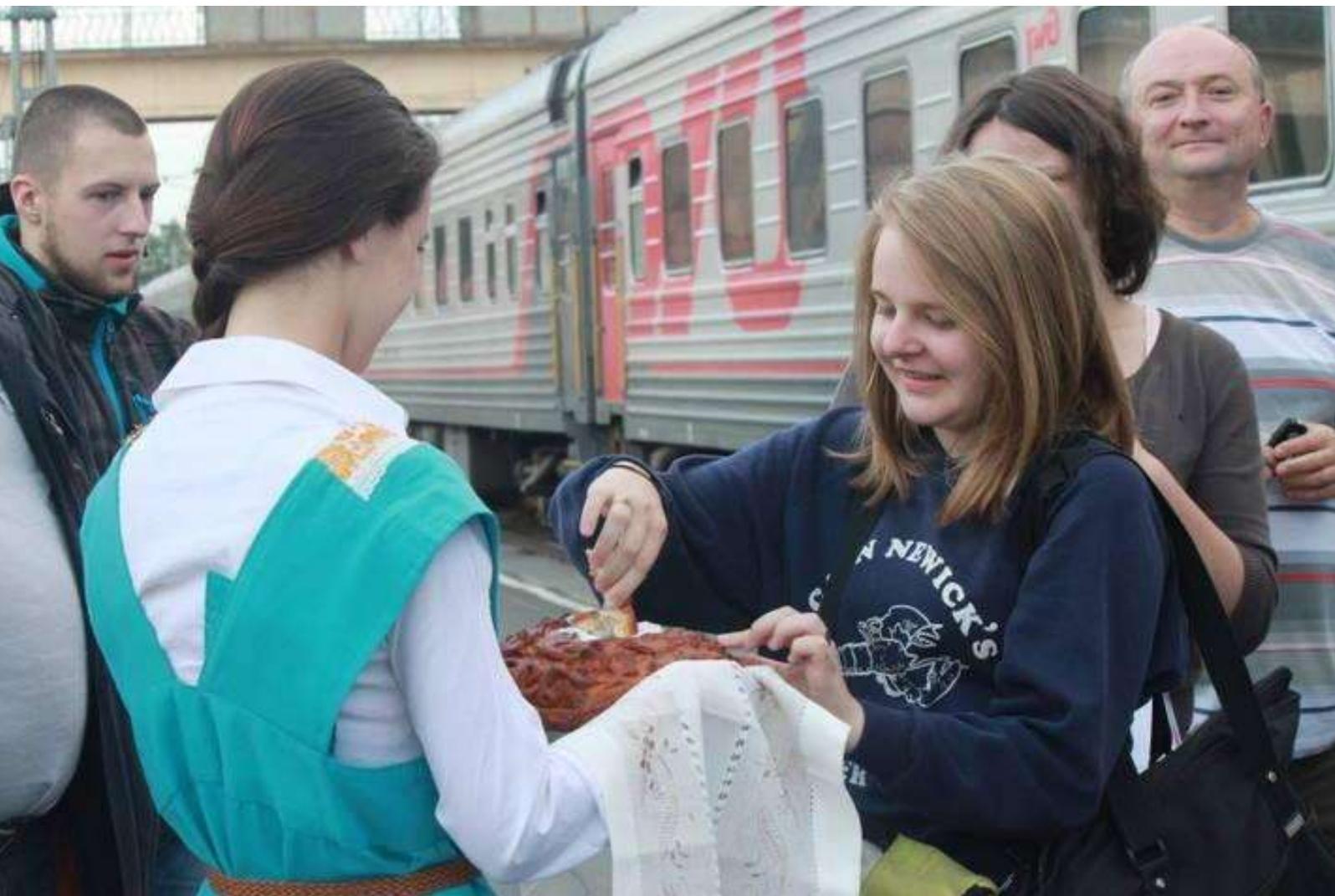
Culture Studies

We have different traditions. They include: Environmental activities, Science Week, The Day of the Lyceum, Annual trips to Saint-Petersburg, Assistance to children`s boarding school, Theatre festivals, and Sport competitions between classes. Visits to the National Philharmonic Society, theaters, exhibitions and museums are organized within the framework of the unique program “Education by Culture”. The Lyceum Theatre is an integral part of the Lyceum as well. Not only students take part in the theatre but teachers act there too.

Karelian palette in Derzhavinsky Lyceum
In 1997 the lyceum gallery started collecting pictures which were presented to the lyceum by the graduates, their parents and Karelian artists.

The aim of creating the gallery was to collect the range of pictures that belong to the Karelian masters of Art. Some paintings were gifted by famous Karelian artists E.K.Pehova, G.A.Stronk, V.M.Ivanenko, A.I.Morozov and others.

Other pictures were bought and presented to the lyceum by the graduates and their



parents. There are works of professional artists of Karelia, members of the Artists' Union in the gallery. Also, the exhibition includes a few works, made by amateur painters.

The thematic excursions prepared by the teachers and students of the lyceum are held in the gallery.

Sociocultural Aspect of Teaching Foreign Languages in Derzhavinsky Lyceum

Derzhavinsky Lyceum has taken part in the international educational on-line program "International Education" for 4 years. Our partner school is Minnetonka High School in Minnetonka, MN, USA. Besides us, the school has relations with 2 schools in China, schools in Serbia, Spain, Holland and Germany.

Goals and objectives of the program:

To provide students with an opportunity of establishing intercultural and interpersonal contacts and acquiring skills ensuring students' in the global world of the 21st century.

Each program participant from every country has a pen friend from the American school. These pairs get monthly assignments, and by e-mail, Skype or social network must exchange opinions on the suggested topic, compare information given for discussion and make certain conclusions.

Thus, students are actively involved in searching, processing and presenting information in Russian and English. Learning about their own country and culture is also activated.

Stages of my work:

1. Forming the group (April, May)
2. Exchanging e-mail addresses (Teacher - students)
3. Establishing contact between the teacher and the students (exchanging messages)
4. Writing a detailed personal letter (as a compulsory attachment – correction of mistakes)
5. Sending the corrected letter to the student
6. Individual consulting (beginning of school year)
7. Group work – explaining assignments for the following month
8. Holding general (open) lessons – students' presentations on the suggested topics. Classmates, teachers, potential project participants are invited (students of the 9th grade) are invited.
9. Constant correspondence with the teacher: announcements, meetings, questions, checking (preliminary) of students' work, advice on assignment execution
10. Those successfully completing the project of the year receive a certificate (Minnetonka High School Certificate)

What do we get during and at the end of the project?

1. First-hand knowledge of the country through the foreign peer participant
2. Expanding knowledge of own country during assignment execution
3. Development of writing skills
4. Vocabulary expansion
5. Improvement of computer skills (Power Point presentations, booklets, etc.)
6. Information processing skills (search, processing, presentation)

7. Development of critical thinking
8. Desire to share knowledge with peers
9. Feeling of pride and satisfaction for the completed work

Based on the above, one can make a conclusion that project participating students learn about the culture of the country whose language they are learning, become better aware of their own culture, develop skills of presenting it in a foreign language thus getting involved in the dialogue of cultures. Project participation prevents formation of false stereotypes about the foreign and one's own country.

The students become aware of sociocultural realities during the project implementation getting access to the culture of other peoples, which allows them to socialize their experience, involve them in independent project and creative work promoting comprehensive development and upbringing of students.

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SKYPE SPEECH-THERAPY LESSONS



SKYPE SPEECH-THERAPY LESSONS

By Kuznetsova Natalia Alekseevna, a speech-therapist of City Children Polyclinic №1, Vladimir, Russia

Abstract. The article tells us about Skype speech-therapy lessons, describes some advantages and disadvantages of this new method in speech-therapy.

Keywords. Skype, computer, monitor, web-camera, speech-therapy, lessons.

“Everything flows, everything changes ...” - an ancient Greek philosopher Hera-

clitus said.

Today we are all witnesses of the great technical progress. Day by day we learn about different inventions in different spheres of life that really simplify our life and we can't imagine our life without them.

Skype speech-therapy lesson is one of these things which make it possible to take a lesson without going anywhere, just sitting at home before the screen of your monitor. One of the advantages of it is its practicality, especially

in the conditions of life of huge cities as Moscow, where the traffic is blocked for hours.

Speaking about Skype speech-therapy lessons, I remember Isaac Asimov (1920-1992), a well-known American science fiction writer and his famous story “The Fun They Had” about the school of the 2157 year and the pupils who studied school subjects just sitting before the monitor without going anywhere. The future he predicted is happening today. We are on the threshold of this epoch...

Speech-therapist correctional work is

based on such sense organs as eyesight, tactile sensation, hearing. To diagnose and correct a speech disorder in a proper way a speech-therapist should see, hear and sometimes touch a child(or a grown-up). A child should also hear and see a speech-therapist to fulfill her instructions.

Perfect web-cameras, microphone, colons with the needed internet speed can make this process possible and qualitative. But the tactile contact is more difficult – you can't use speech-therapist instruments or spoons through the monitor screen, only when the mother is sitting beside her child, she can fulfill some speech-therapist instructions herself.

Why are Skype speech-therapy lessons becoming more and more popular nowadays? The advantages are quite obvious:

Access everywhere. If you have Internet you've got an opportunity to study with a speech-therapist, even if you have no speech-therapist in your town or village. You don't need to make a pause in your speech-therapy lesson, if you are going somewhere on vacation or on business - if you get internet there you get a speech-therapist.

And it's universally known that the regularity of the lessons is one of the main principles of the speech-therapy curing (correctional work).

Convenience. It is convenient for mums, who don't want to risk their children's health in endless clinic queues, in town transport in the periods of heat, rain and frost. It's much better to use this time to see friends, for instance. It's convenient for young mum of a large family: she has no need to refuse from the lessons for an elder child, because there is nobody to sit with the younger child, she has no need,

to ask relatives to sit with the baby.

Safety of time. You don't need to waste plenty of time for travel to speech-therapist cabinet. You can save at least 1-2 hours.

Freedom. You can change the time-table of your speech-therapy lessons, if your child is playing up or ill. The only thing you need is to send a message with your intention.

Confidence. Most people prefer to keep in a secret their lessons with a speech-therapist(especially grown-ups) and Skype lessons allow to save this confidence.

Payment. There is a plenty of internet money systems with the help of those you can pay speech-therapy service sitting at home in your arm-chair.

Perfect for grown-ups. It's really very convenient, because you don't need to quit from your jobs to attend a speech-therapist in town clinic or kindergarten. You can study after the work, even at night, because time zones allow it, too.

As for me I've got some experience in Skype lessons with my own child of 4 years old and I should say that Skype lessons make her get interested in the material. She is always very pleased to see Mum in the monitor and that is really cool for her!

And it's not by chance Skype speech therapy lessons became popular. In our age of mad speeds and busyness Skype is a great benefit before ordinary lessons. I think it's our present and it's our future. At any rate, you are to choose...

Education in Developed and in Underdeveloped Countries

By Liz Martinez, Mexico



language-culture, socialization and learning practical ways to compete to obtain extra points and things. Administrators in these systems are oriented towards feelings-emotions and like to hire human personnel who share their same racial background, culture and local community interaction. In most instances, the administrators evaluate socialization level more than academic performance and achievement. Foreign teachers

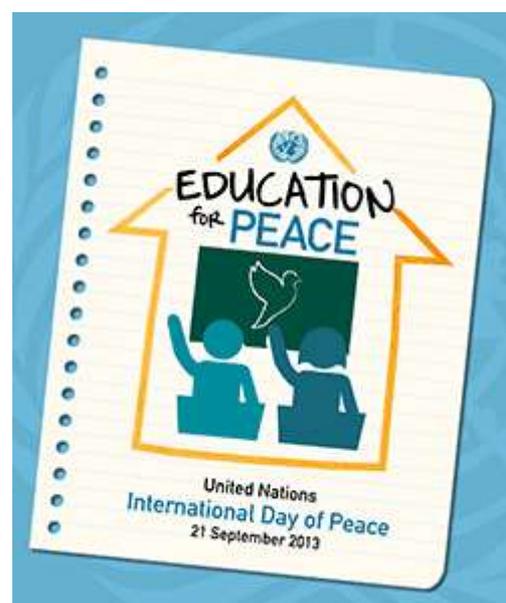
therefore need special protection and different evaluation standards in these environments.

The educational administration is not the same in developed countries as it is in underdeveloped countries. It is important to separate developed and underdeveloped regions.

Developed regions are: Canada, north of the United States, north of Europe and north of Asia. Underdeveloped regions are: Africa, Arabia, south of Asia and Latin America. Standards of education, methodologies and learning techniques vary. For example, the evaluators of teachers in Mexico have standards compared to Africa, Malaysia, Thailand and Vietnam.

In Mexico educational techniques are not as important as it is sharing the same lan-

In underdeveloped countries the middle-class is disguised and misclassified with the low social class, social and educational hierarchies cannot be compared with those of developed countries.



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