

INTERNATIONAL
INTERNATIONAL
TEACHERS
TEACHER POST



ISSN 13968580



Photo: Hanne Smidth

www.International-Teacher.dk
International Teacher is founded by Frank Krøyer in 1982

"INTERNATIONAL TEACHER-Post"

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ISSN 1396-8580

Publisher:

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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.

Content of IT-Post

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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!

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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ITA in Danish > Årsberetninger

Årsmøde søndag den 2. november kl 13 på Helms skole i Korsør

Bent fortæller om Undervisning i Palæstina

Lisbeth Djurhuus og Lilian fortæller om studierejsen til Yakutsk, Sibirien

Kamilla og Søren Futtrup fortæller om deres ophold i Nepal som hjælpelærere

(Den sidste aftale er ikke helt på plads)



Kontingent til ITA

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

Collaboration between members of ITA



Ludmila Seergenkova from Kyrgystan in a local Yakutian dress together with our president Marina Azarenkova.

Write an essay

Let your students write an essay about a subject that is important to them. Marina Azarenkova is collecting essays from students from all countries. It is her plan to publish them in a book or at the website. Please make a contribution.

Create a new holyday.

Read more about the ideas of Galina Dugashvili at page 20

Culture without borders

is the Theme of this academic year. Read more at page 10

Warning

The next issue of ITA-Post is only published at the Internet.

Go to the website www.International-teacher.dk and click at the ITA-post logo. Then you will be able to read the last 12 editions of ITA-Post.

Støt skolerne i Nepal

Indbetal fx 100 kr. pr måned eller et engangsbeløb

Indbetal pengene på ITA's Nepalkonto: 8500 0003572137

Mange tak
for bidrag



International Teacher Association has visited Yakutia

By Irina Germogenova, docent of Philological department of NEFU



Docent Irina Germogenova, at Nefu, Yakutsk

From 5 to 12 of July philological department of Northern-Eastern federal university was visited by delegation of respectful organization ITA (International Teacher Association) which was consist of teachers from Russia, Denmark, Bulgaria, China and Kyrgyzstan.

The mission displayed in the symbol – it's a dove who sitting under the wing of an owl on a background of heart. Teachers with open heart sow good, reasonable and are, also they bear idea of sustainable development of the world. The association

Within the receiving delegation the

conference “Leadership in the sustainable development through the educational values” was held. In the conference were participated a lot of students and teachers from different universities and schools of our republic. It was a really good exchange of very valuable experiences.

All the participants were given diplomas and certificates. These documents could be tickets to the profession for young generation.

The delegation visited Sakha national gymnasium, Khatiryck middle school, also gymnasium and school №1 of Namskiy region. With all the school was concluded the contract of cooperation. The delegation had been impressed by schools of Republic of Sakha, their educational technologies and innovations which have the high level of development.

Math's teacher of Vladivostok's school №44 Galina Markova shares her impressions: “While visiting regional schools we have seen that they are breathing modernity. New buildings, modern sport structures show us that Republic of Sakha (Yakutia) have chosen the right way of development”.

I would like to quote the words of a teacher of Modern American Open University in Central Asia (Bishkek): “In every village you have the most beautiful, the best home – it's school or kinder garden. You are happy people, you have the future.”

After visiting national Sakha gymna-

sium where implemented every child's educational need, delegation of ITA have decided to promote work experiences of Sakha teachers in the world.

Delegation was impressed by Northern-Eastern federal university also. The president of ITA Marina Azarenkova said: "Activities of the Department of Russian as a foreign language enriches international educational environment, makes available the promotion of teaching experience. That's the only way our world will become a world of sustainable development."

Very good impressions delegation received after visiting the House of national cultures. This spiritual unity coincides with the concept of ITA – united world in the cultural and national way.

ITA have a big importance and really respectful in the society. Delegation met the head of Department of federal relationships and nations of Republic of Sakha – E. A. Serguchev.

While visiting Yakutia delegation have visited a lot of sightseeing: Museum of Khomus and Kingdom of Permafrost, the unique place – Buluus and treasure house of Yakutia.

Petya Gezova, teacher of geography and economics of professional gymnasium shares her impressions too: "In the depths of Yakutia a lot of beautiful diamonds and jewelries, but more valuable than it are Sakha people –

they are openhearted, friendly and really talented. You are always in my heart and in my mind."

Next year will be having a motto: "Culture without borders". To this choice influenced the visit to Yakutia. The guests of our republic had known how Sakha people appreciate their traditions and culture while teaching in the educational process.



Teacher Galina Markova from Vladivostok, Russia and teacher Petya Gizova from Bulgaria

ANNUAL MEETING IN SIBERIA 2014

5 - 12 July 2014

By Ester Winther



Arranged by Galya Zhondorov

This year the Annual Meeting took place in Yakutsk in Siberia, and it was very well planned and organized by Galya Zhondorov.

For most of us it was our very first visit to Siberia and it was absolutely fantastic to experience the landscape and the nature of this “remote” part of the world. So very different from what we are used to, especially to those of us who come from the northern and central part of Europe.

5th of July.

After having been installed in our rooms at the Student’s Dormitory, we went on a roundtrip in Yakutsk. On this tour we visited a Museum for Jew’s harps, and a young girl played some beautiful music to us. Galya had arranged for a concert in the evening, but because so many of us suffered from jet lag it was cancelled and we had an early night instead!

6th of July

On this day Galya had arranged four vis-

its to local schools. To get there we went by bus along the Lena river, through landscapes of tundra and mountains. On the bus we were accompanied by a teacher from the University, and she put on her very nice and colourful national dress, which she wore all day. On our way we stopped by the roadside, where some people in their beautiful national costumes welcomed us to their region with salted bread and horsemilk. There was also a “good luck” tree where we could attach a rag of cloths and then hope for good fortune!

When we arrived at the first school there were of course no children because it was Sunday, but a memorandum was signed by the headmaster of the school, Galya (representing the University) and Marina (president of ITA). A very emotional moment.

We also visited a very special Museum: “The Museum for Mother’s who had given Birth to more than 10 Children”. There were pictures of these very fertile women together with their families, and the headmaster from our first school-visit pointed out a picture of himself and his mother.

7th of July

On this day the official conference opened. Many people took part and we listened to some very interesting contributions on the topic of the year that passed: Leadership in the Sustainable Development.

In the afternoon we visited “The Land of

Permafrost". Very impressive and again so unbelievable to those of us, who have never experienced more than maybe 15 degrees below zero.

8th of July

The conference continued all morning, and everybody had the opportunity of asking questions.

In the afternoon we visited another impressive museum: The Museum of Folklore and Mammoths, and we all spent quite some time studying the skeletons and the copies of especially the mammoths but also the cave-lion. Fantastic! In the evening we went down to The Lenin Square to see how "Family Day" was celebrated. People were having a good time listening to all the different singers on the stage.

9th of July

The day turned out to be a day of relaxation. First we went by bus for some time and then we sailed on the Lena River for a couple of hours. The goal was to visit a gletcher, and our local people could tell us how this gletcher was much bigger just some decades ago. Quite scary to think of!

10th of July

On this day we visited the Gymnasium which was for children between the age og 7-17. The headmaster seemed very enthusiastic and you could feel this enthusiasm all over the school! We listened to a marvelous drom-concert and a little girl of seven played for us on her Jew's harpe. In the afternoon we had some time for shopping in Yakutsk.

Late in the afternoon was the official closing of the conference and we were

given diplomas for this year's participation.

Before going back to the Dormatory most of us had a very nice walk round the area of the University – quite a large area!

11th of July

On this very last day in Yakutsk some went shopping while others visited the "Museum of Exiles". - Later in the day we all went to "The Museum of Diamonds" - a very well-guarded museum! Galya had arranged a very last visit for us, a visit to "The House of Friendship". We vere welcomed by a lot of people from different regions all dressed in their national costumes, and again we were offered salted bread and horsemilk. It was such a spectacular sight! They gave us an unforgettable performance of singing and dancing, and we are so thankful to Galya that she came up with this arrangement.

In the evening ITA held the Annual Meeting. Marina was reelected to be the president. We all appreciate her great work for the organisation. For our next Annual Meeting two options were mentioned: China and Bulgaria, but we didn't decide on either.

One thing is for sure: Galya had put a lot of effort in arranging this Annual Meeting and we all thank her very much. Thank you for the great work to Irina Germogonova, who is the deputy to Galya Zhondorova. We also want to bring our great thanks to the very sweet and extremely helpful young girls, who were our "garding angels" throughout our visit. Without them we would have been lost quite a few times!

Culture without borders

By Marina Azarenkova, President of ITA, Russia



Your job is not to judge.

Your job is not to figure out, if someone deserves something.

Your job is to lift the fallen, and to heal the hurting...

You are a Teacher.

- I. We all strive for a more peaceful and thrive society, other for innovative approaches to education, and for reaches across cultural and national borders. Bring satisfied with realization of the first part 2013-2014 international project “Leadership in a world of a sustainable development” (1. Understanding more about me; 2. Ethical principles of intercultural communication; 3. Environment and our global community; 4. Education for non-violence and peace for Sustainability and Development; 5. Leadership in a past, present and future world through history, science and literature; 6. Ecology of Planet and Ecology of soul, etc. We realized in such forms of presentation in schools and universities as papers, reports, poems, prose, individual and team mini-projects (students), role-plays, conferences, seminars, outdoor Activity “Care for Nature”, etc.

All efforts of 2013-2014 academic years in the countries, involved in ITA, must be applaud and critically analyzed from the position of teacher’s professionalism and parent’s care. We achieved understanding in our common work on Contents of studies and practice on value statements concerning the Theme of 2014-2015 Academic year’s ITA’s project “Culture without borders” on the principles Cooperation, Freedom, Honesty, Humility, Professionalism, Peace, Respect, Responsibility, Simplicity, Tolerance and Unity. The context of a new project International Teacher Association divides its activity and expected intentions - results into three basic principles:

Principle I

ITA supports investigation the project “Culture without borders” as a means of improving educational quality by building upon the knowledge and experience of the learners and teachers through History of Art, Music, Social and National traditions, Drama and Pop art, etc. ITA supports mother tongue universal instruction and the English language as a means of communication and correspondence.

Principle II

ITA supports the Theme “Culture without borders” at all levels of education, all groups of learners, children and adult, as a means of promoting both social and gender equality and enlighten as a key element of linguistically and intellectually diverse societies.

- Copying with Psychology (films, pictures, monuments, statues, poems etc)
- Characters (in different cultural models and items)
- Family and relationship (traditions and demands in national and foreign cultures)
- Examples of upbringing and leaders raising as codes of personalities in a future positioning
- Individual prognoses of abilities, talents and cultural cooperation of those involved in cultural interaction as foreseeing of the pest (history and culture; literature and culture; pedagogy and culture).

Principle III

ITA supports the project “Culture without borders” as an essential component of inter-cultural education in order to encourage understanding between different population groups and ensure respect for fundamental culture, ruling the world of creators and Humanity Leaders.

II. Or inter-cultural and interfaith ITA Program for Ethnic and Art Education, penetrating through project basic item-research “Culture without borders denotes:

- 1) Future thinking
- 2) Critical thinking
- 3) Systems thinking
- 4) Participation: engaging all in sustainability issues and actions of Culture’s learning and teaching

III. Summary of Key- Mechanisms for ITA productivity and effectiveness in learning - Teaching “Culture without borders”

1. High level group (ITA-teachers)
2. Working group (local teacher-students)
3. Collective consultation of ITA, UNESCO, Danish Culture Institute, communicative (on agreement- Memorandum of Intentions) schools, colleges, universities
4. Cooperation through learning Culture with people with disabilities; cultural education in situation of emergency and crisis.

IV. ITA for matching Learners, materials and teachers in context “Culture without borders”:

- 1) Monitoring and _____ the intellectual Challenge - groups of poets, painters, hard-work-maters, musicians, cultural- researchers etc.
- 2) _____ the tasks for being a good teacher, improving skills in Culture of his (her) Nation and self persona; culture;
- 3) How to vary the language culture context for effective teaching: Listening, Mining, Singing, Writing, Drawing, Reading.

V. The project “Culture without borders” - everyday life activity to the most difficult human’s problems solutions and international understanding in the classrooms of school, college, university. The interrelation of the various aspects of the project are:

1. “Culture without borders” - for intercultural understanding;



2. For international understanding;
3. For personal identity;
4. For national identity;
5. For the global environment;
6. For European and East- countries citizenship;
7. For mental social and moral understanding on a basic of eternal living values. (Else Brendholts remains)

VI. Workshops and Activities through and for “Culture without borders” learning and meaning:

1. The Global Vision Seminar (annual conferences of ITA)
2. Community Workshop: Examining Current and Future values of national and international culture through:
 - 1) Correspondence and cultural exchange schools and universities, cultural groups for the sake of sharing values of culture for a better world
 - 2) Research and summarizing current pedagogical technologies of Teaching Culture and communication in a sphere of international culture in raising a Leader and a Humanistic Creator of a Beauty and Rightness for the world of a sustainable development.

Appendix:

- List of participants
 - a) _____
 - b) Schools, universities, art groups, art clubs etc.

“There is nothing better than to be sure in the rightness of our cause and its usefulness, learning and teaching “Culture without borders”.

Kamilla and Søren in Nepal

By Kamilla and Søren Futtrup, Thisted, Denmark



Our journey started d. 15 April arrival in Kathmandu, Nepal d. April 16. Already on our second day in Nepal we were distributing school bags to newly enrolled students in Helambu province. We took the bus to Thimbu and began our adventure in Tartong the following day.

The SCHOOL

The first week in Tartong was in every way confusing and a huge culture shock. We had no plans or some fixed times to start from. This confusion was due to the lack of books, which led to no instruction to the students. Our first impression of the school system and the teachers were therefore a bit mixed. The children were very eager to learn and had a wonderful setting for our teaching. We had expected to be able to observe some lessons in the beginning, learn some words and generally just get a glimpse into their methods. But since none of the teachers intended to teach the first few days, we just started with smaller projects. It was frankly a bit demotivating with the indolent teachers and the lack of books. We had, however,

brought little material itself, and this we used a lot in the beginning. In general, it was easier and more accessible to teach when the books came and the last formally things were fixed. We got a clearer idea of how children learned best and what level we could teach. We followed Pemba and Chang, the two Help-teachers, and as we learned each other a lot about how, for example, handled the lack of homework, noisy or indolent children, difficult tasks and poorly constructed books. We found a way to collaborate, and generally were just everyday life happier and more manageable. (We learned, however, never fully accepting the two government-employed teachers and their methods, but at some point we learned just to focus on what we could contribute and not get locked up over their unpedagogical methods.)

TARTONG

Tartong and its people are amazing! We





were welcomed very warmly, and it was incredible to experience their hospitality and joy. We were often invited in to tea and lunch, and despite the language barrier arose, they were all very open and would like to know a lot about our country and life and especially how we felt about Nepal. Pemas family is just as nice as the rest of Tartong villagers and will be made very welcome in their home, where they gave us the best of the best and really treated us like their own. Unfortunately, there was not much we could help with, but eventually we got was allowed to help with the cooking and a bit of housework. In addition, we took ourselves often by playing with Pemas three cute nieces. We also enjoyed nature and we loved to take long walks in the magnificent landscape. We enjoyed to get back and we enjoyed that Tartong was one of the last destinations we saw of Ne-

pal.

TOURISTS

As planned, had 3 weeks of experience, which included river rafting, trekking, safari and a few days in Kathmandu. It was nice to have a break and to see more of Nepal, but most of all we missed the village and the people and the beauty of nature, as most of our experiences were somewhat not as real as our lives Tartong. However, it was incredibly exciting too. It was great to trek and see the impressive country, and this trip was truly memorable. We recommend taking a break and experience something different, but you have to realize that you have already experienced the real culture and the real people - You can't experience that in an evening show with "local and original dance".¹⁵



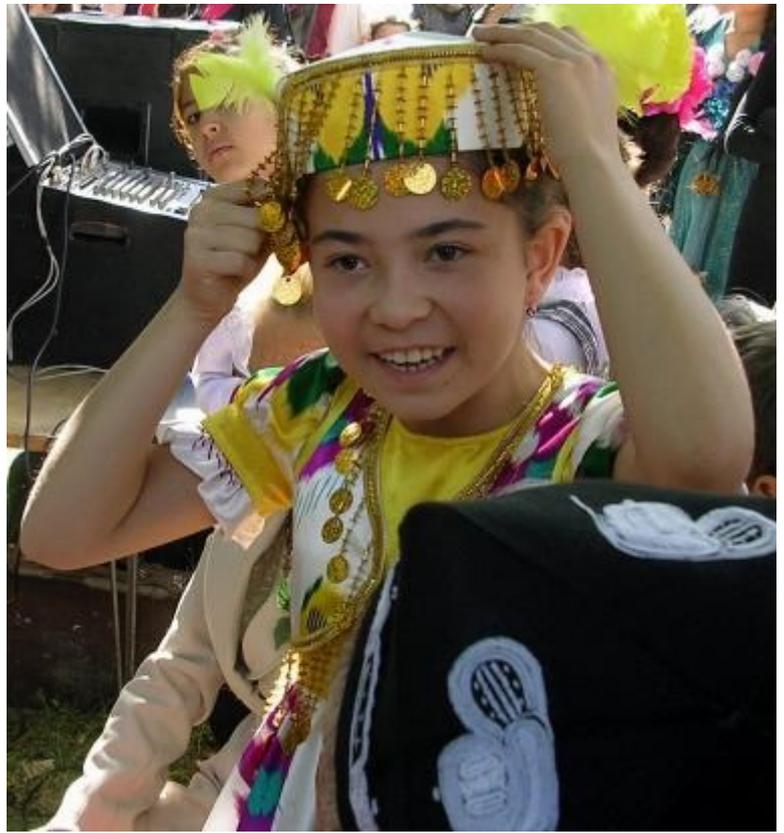
Marina Azarenkova and Galya Zhondorova with "the girls" at a gletcher in Yakutia, Siberia



At National Gymnasium of Yakutsk we were welcomed by drummers



Beauty of a decoration



Beauty of a human being. Read more in the article of Vladimir Ionesov at page 26



The ITA-coordinator Jimmy Lama got married to Dhiki in February. Elisabeth vildhoej and Jytte Svendsen went to Nepal to take part in the celebration. Congratulations to Dhiki and Jimmy.



2nd Himalayan Olympics

The 2nd Himalayan Olympics in Helambu, Nepal, took place in Nurbuling,.

Students from 20 partner schools took part in the Olympics. 316 students, altogether

There were competed in chess, table tennis, badminton, running, long jump, triple jump, high jump, football, volleyball, long distance running, writing essays and drawing.

The event was supported by Mondo Challenge Foundation and other donors.

TARTONG was the winner. Congratulations to Tartong. You deserve it.

You can see the full report at our website www.International-Teacher.dk
There are a lot of wonderful photos—in colours



Nepal

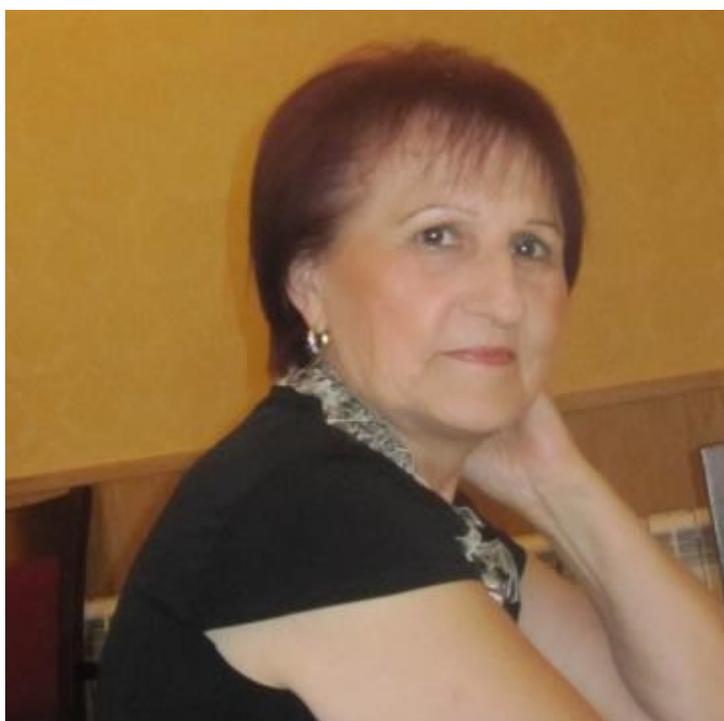


**Fantastic idea
Let us support this**

*By Teacher Galina Dugashvili,
Georgia*

*Teacher of English at Rustavi Georgian
Gymnasium #24*

Let us create a new holiday



Holidays honor people or events, if you could create a new holiday, what person or event would it honor and how would you want people to celebrate it?

I'd like to ask everybody from different countries to make their students think of this topic and join the international project—"Special Holiday"

Students should write in short about the holidays that already exist in their countries and then they should give their

Special Holiday

opinion about a new holiday that does not exist yet and they like to have such a holiday in their country.

I have already done it with my students, now I'm going to ask different schools in my town and then in other towns of Georgia to do the same. When I have all these works maybe we'll be able to meet in Georgia or somewhere else and discuss all of them. In the end we'll agree on one of them that will be acceptable for all of us and make it a very important and great international holiday.

There are many special days in Georgia, some of them are legal holidays. The following holidays are observed throughout the country: New Years Day, Christmas, Easter, Independence Day, St. Mary's Day, St. George's Day, etc.

The holiday that is loved by everyone: children and adults is New Year's Day. Families prepare for this holiday days before. They buy gifts and make special food. People wish each other a "Happy New Year" hoping it will bring health, peace and prosperity.

Christmas is celebrated on January 7-th. It is a religious holiday and people go to church services on that day.

Easter is in memory of the Resurrection of Jesus Christ. People give each other eggs painted red as symbols of new life.

On May 26-th Georgian people celebrate Independence Day because on May 26-th 1918 Georgia was liberated from

domination of Tsarist Russia and became a democratic independent country.

Georgians are very fond and proud of their capital and on the last Sunday of October they celebrate “Tbilisoba”- a holiday of the city of Tbilisi.

Georgian people also celebrate Mother’s Day to show love and respect for Mother, Women’s Day, Mother Tongue’s Day and some other holidays.

Here are extracts from some of my student’s works:

“I would like to have The Day Of Compliments once a year. Just imagine you are walking in the street and suddenly somebody says to you: “You look beautiful today,” And in that very moment something is happening in your body, in your mind. You are full of love and positive feeling. You feel confident in yourself. When you are in good mood your friends and family feel comfortable and fine with you.”

“I want to celebrate the holiday when the elderly people will feel that they are needed. I think it must be celebrated in autumn, as it is very beautiful season in Georgia. There should be arranged some very interesting events to make them feel happy. The Day Of Elderly People must be special not only for them but for everybody around them.

“Due to the facts that Georgian people lead mostly a locked life, they don’t have much fun I wish to make one day, when Everyone Comes out, there will be music, dancing, great fun everywhere. The main attribute of this holiday will be a carnival. Everybody will join the celebration.

They will make friends with new people, treat each other with some candies, cakes or drinks and have a nice chat.”

“As I love watching movies very much I want to have one day for everybody “The Day Of Watching Films” in the centre of our town. All the people will get together And watch some interesting films, after which they will discuss them at tables with a cup of coffee or tea, there will be friendly situation and everybody will enjoy being together.”

“If I had a chance to create a holiday, I would create the holiday to honour tolerance, democracy and freedom of speech. The celebration should be attractive. The government as well as other popular people singers, actors, writers, and so on should explain people what tolerance, democracy are and how we can use our right of freedom of speech. Little by little we will be able to become really democratic, developed and civil country.”

These are only short extracts from some of my students’ works. I hope students and their teachers will join us and let us know about the special holiday they would like to celebrate and how they like it to be celebrated.

Send your suggestions

Send your suggestions to Galina Dugashvili

GalinaDugashvili@yahoo.com and to the ITA-Post

Jytte.Svendsen1@skolekom.dk

Then we will bring the suggestions in the next issue of ITA-Post

Mother's day

By Teacher Galina Dugashvili, Georgia



Galina Dugashvili, Georgia and Raisa Pochevalova, Russia

On the third of March Georgian people celebrate MOTHER'S Day. It is the day when children, young and old, try to show how much they appreciate their mothers.

On Mother's day morning, some Georgian children follow the tradition of serving their mothers breakfast in bed. Other children give their mothers gifts that they have made themselves or bought in stores. Adults also give their mother cards, gifts, and flowers. Mother's Day is the busiest day of the year for Georgian restaurants. On her special day, family members, do not want mom to have to cook dinner.

On the 3rd of March students don't go to school as it is a holiday, so on the 2nd of March we had a special meeting at school, we spoke about our mothers, we expressed our feelings towards them. Some of them showed it in their stories, some of them composed poems devoted to their mothers. All of them wanted to be special in expressing their fee-

lings to their mothers.

Here are some of my students' works and I'd like them to be published in the ITA issue.

M is for the million things she gave me
O means only that she's growing old
T is for the tears she shed to save me
H is for heart of mine
E is for her eyes with love light-shining
R means sight and right she will always be.

Armaz Dugashvili

There is another student's poem which she composed that day and which she devoted to her dearest mother:

It's a beautiful day

It's a wonderful day

It's a sweet day

It's a Mother's Day

Mother is lovely

Mother is sweet

Mother is a woman

Who is devoted to you

Mother is a woman who can give you her life

Mary Gelashvili

A story composed by the 12-th grader Beka Oboladze:

Mary was a young girl when she married Tom. Marriage was successful. The couple lived happily and harmoniously, until the birth of their third son, when death took Tom.

Obliged with great sense of duty Mary started bringing up her children. Of course, she had to face difficulties, but

she knew she could not give up.

Time passed slowly. The bigger boys were growing, the harder life was getting for their mother. Tremendous suffering is what she experienced then, but never showed a sign to children.

Home was the only place where she felt happy. However they were poor, Mary managed to raise her children, honest, hardworking, full of love and respect to their parents.

Eventually, Mary was getting older, and older. Every day she thought of Tom and one day, the death came to take the wife to her husband. She was not afraid of it, as she knew she had done her best- she had raised her children perfectly.

Rest in Peace Mother Mary- was written on her gravestone

Another student Khatia wrote a letter to her favourite Mother:

Morning starts with your smile and you make my life beautiful.

Only you can truly understand what I really feel, what I am happy or sad about.

Thank you for being my Mom, for being such a good friend

Here is my letter to you. I am afraid words are not enough to express my feelings

Especially when I try to express the way I feel about you.

Really, even the most beautiful words can't say as much as my sight can do it!!!

Still another student expressed his feelings this way:

Memories. A lot of memories. All the memories about mother are in my mind. Some of them make me smile, others are just funny, but some of them make me sad, even the weather is sunny.

On my way of the life, I've met hundreds, whom I could trust, who could trust

me, and one, who could make me smile even there were miles between us.

T
H
E
Re WAS SMILE ON THE FACE OF
YOUR CHILD

Bachana

Here is another student's letter to her mother:

Mum, I miss you so much. You are far away from me, but I always feel your love everytime, everywhere.

Often, when I have some problems, when I feel bad, when I cry, when no one can understand my pain and my thoughts, you call me and say How are you Mary? Only you can guess my feelings and my thoughts, even you are so far from me.

Today I thought what to say to you, how to say thank you, that you are my mother and are so lovely and kind. I thought a lot but there are not enough words. Then I phoned you and just smiled.

Here I can write million words but I won't. They can't ever tell what I think. And I just say Love you. That's all.

Every day I think about us. I think a lot and I thank to God that you are my mother. I'm proud of you, I want to be strong like you. and kind like you. I want to be just mother like you to my child.

Remember mum, I will do my best, I will do everything that I promised to you. I'm sure one day you will be proud of me as well as I am proud of you.

Love Mary

That's How My Students Love Their Mothers



Mr. Gul Hameed Mansuri President ITA-Pakistan to Present Dr. Mansoob Hussian Siddiquei Director General Schools Government of Sindh on the Occasion of World Teacher Day 2013



Dr. Mansoob Hussian Siddiquei Director General Schools Government of Sindh to Present the best Coordinator in Preschool on the occasion of World Teacher Day 2013 along with Mr. Gul Hammed Mansuri President ITA-Pakistan, Mr. Khalid Shah Chairman, APPSMAS, Mr. Noushad Ahmed Khan Secretary General ITA- Pakistan and Mr. Hassan Askari Legal Advisor ITA-Pakistan

BEAUTY AS STRATEGY OF CULTURAL SURVIVAL AND EDUCATIONAL PARADIGM



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This contribution is continuation of my paper, which I one day presented to International Teacher Newsletter under the title “Beauty as Manifestation of Peace” (see IT, #1-March, 1999. – pp. 20-25). However beauty still does not leave me alone, but again and again demands me thinking about great cultural and educational power of aesthetic transfigura-

tion.

The aim of this project is consideration of the phenomenon of beauty in culture and aesthetic resources of social survival in changing world. As I marked in my previous paper “in the broadest sense, beauty is a category indicating complete harmony in an object, based on an ideal correspondence of form and concept”. Liberated by beauty, human being recovers his lost link with nature and extends the boundaries of his existence. Aesthetic manifestations are very important resource of overcoming of crisis and social trials. Focusing on the character of phenomenological essence of beauty in culture the study outlines how aesthetic means influence on cultural process and how cultural process determines the art-creativity. Based on ideas of F. Dostoevsky, V. Solovyev, A. Camus I develop the phenomenological view at nature and social mission of beauty in culture. The beauty and ritual-mythological creativity are saving lighthouses for the rebellious spirit and crisis-ridden consciousness in the changing culture. Moreover the *aesthetic process we can define as the special strategy of culture's survival and as educational paradigm*. It allows us to understand also how to exploit the crisis points and transitional situations in culture.

Since culture has existed, a great

multitude of words have sprung from men's lips, a huge variety, simple and complicated, sonorous and so-so: but probably none of them can compare in force, profundity and inherent sense with the concept of beauty.

Anyone who has ever tried to capture the sense of beauty has floundered or sunk into aria pedantry. As one of the ancient Chinese wise men was warning: "Approach [beauty] from where you will, from before or behind, you will see neither a beginning nor an end". The surest way to put anyone to shame in the face of the truth is to allow him to report on the subject of beauty. Beauty cannot be proven: it must be seen, heard, felt, for it is itself a demonstration. The paradox of beauty has silenced even the most talkative. This is what that ancient Chinese tradition by Lao-Tsi of tells us:

Begin to analyze a five-colored ornament –
your eyes will be dazzled,
Begin to distinguish the sounds in five-toned music –
your ears will buzz,
Start to tease apart the five senses –
you will be torn apart.

But the temptation of the handsome is too great, and will always prompt people to analyze. It could scarcely be otherwise, for this is a topic that deserves to be talked about, even at the risk of scorching one's wings on the way to the sun.

The history of world culture is a history of a thorny way of human being looking for freedom, order in the world and social harmony. Ideal beauty is the

embodiment of the order in the world. The factor of beauty has always been an extraordinarily significant accompaniment of the cultural and historical process. It strengthened the fundamental basis of cultural life. The necessity of beauty showed itself especially brightly on historical overbanks, and in the situations of changing of vital cycles of culture. Saving force of beauty often retained culture from disintegration and exposed the hidden possibilities of its spiritual revival and self-developing. Beauty is a powerful, but, unfortunately, still not enough realized resource of cultural practice and multicultural teaching. The history of beauty is a school of thought and culture of peacemaking, the cleanest source of philosophy of kindness, love, peace, non-violence and tolerance. And that is why turn to beauty is an important factor of development of cultural policy, in general, and multicultural creativity, in particular. Actually, all the historical experience of humanity shows that exactly in beauty or in 'the imaginative absolute', as Jakov Golosovker would say, there is spiritual nucleus of the cultural identity of different people, peoples and generations.

A short look at beauty in a dialogic space of culture and in the context of philosophical-anthropological comprehension of aesthetic opinions and cultural-historical landscapes of different epochs is exposed in this article. Thus, I tried to generalize estimations and interpretations of beauty as the phenomenon of culture and artistic paradigm, existing in the history of social thought. The maintenance of category of *wonderful* in the history of world culture opens up by the example of different artistic traditions.

It becomes more and more obvious, that in the basis of artistic myth creating there is the fundamental man's orientation on beauty as a strong point of culture in world transformation and in strategy of survival of humanity.

It should be noted that the look at beauty represented in the article, is just a look, and it's sure not complete un-

derstanding of *wonderful*. It's just a look, as we presumptuously suppose, at the rootage of culture. In fact there is too much noise on mobile branches of cultural life, in order to hear a quiet voice of the truth, even if this voice speaks to us in language of beauty.

The leaves of life move too much, and they don't allow us to see what lies at the basis. All that lies at the basis is unattainable, and all the unattainable can not be grasped by a sense, its destiny is different - to be a guide-book in the gloomy distances of human life. Attractive power of beauty as a spiritual force of culture shows up exactly in the fact that the world of *wonderful* remarkably incarnates the triumph of life in its untiring opposition to death. In culture the beauty is a life-asserting ideal, saving lighthouse, the sense of which is in the process of the constant approaching to him, but not in his conquest.

Surely, we should confess that the

manifestations of beauty in this world are exceptionally many. We find the beauty in nature, in people, in culture... But what is

it that makes us consider that so many different phenomena are equally beautiful? What is beauty?

The scrutinizer we try to analyze beauty in detail, the less of it we see. Analysis and comparison are only the methods

of cognition, but they are not the knowledge itself of subject of our reflections. Analysis breaks up the wholeness. We can see the truth only in distance from us, but not nearby. To understand the truth does not mean to see it in details. The closer we get to the beauty, the less of it we notice. It is better to look at it from a long way off. Beauty is best seen against an ugly background. It is the ugly and unsatisfactory that makes us notice beauty.

If we enter the world of beauty, we do not notice it, because we are inside it. We watch at beauty when we are standing on unbeautiful side, i.e. when we much strongly need beauty. The beauty is way of harmony and reconciliation in culture. Every art-manifestation presents reintegration and admiration of beauty. Music is integrity of diverse sounds, poetry is integrity of words, dance is integrity of motions, painting is integrity of images and colours, and sculpture is integrity of shape and space.



It seems that while creating beauty, a human being creates his own environment of survival. The more beauty surrounds him, the more living completeness it becomes for him. Maximum beauty is maximum genuine life. Thus, beauty is life itself.

Beauty teaches us not selfishness, but brotherhood. Some years ago Albert Camus remarked that “beauty has never yet enslaved a single person. On the contrary, for millennia it has brought comfort, every day, every moment, to millions of the oppressed, and has at times set some of them free forever.” He drew a very important conclusion: “Beauty is bound to help ease man's pains and his attainment of freedom”. People increasingly need such help during these transitional stages of their history (A. Camus).

Where do we turn in time of trouble? To our imaginations, which make up for foundering reality; to the beauty of an image or an ideal. Beauty, surely, is the embodiment of eternity, of the regular, of order, of harmony. And where else can man turn, given the constant changeability of this transitional era, when the old is everywhere at variance with the new, when all is unstable, all is in flux, all is indeterminate? In saying “to beauty, of course” I make no mistake. In time of disaster, want and fear of the future, the need for art grows deeper and stronger than when life is easy (V. Kraus).



The first humans turned to the beauty of nature to save themselves from their physical weakness. The early prophets, Moses, Zarathustra, Jesus Christ and Mohammed in their confrontations with paganism drew on the beauty of the godhead. The artists of the Renaissance drew on the beauty of ancient realism in their struggles against mediaeval dogma. The creators of science drew on the beauty of reason as they steered culture into the technological age. All of us today at twenty-first century draw on the beauty of culture in our efforts to integrate the world anew.

Beauty is directly related to the present-day resurgence of historical and cultural heritage of humankind. The beauty embodied in the architecture of World Heritage of has turned it into an eternal, indivisible city, and at time of global transformations it remains for many, many people a solitary source of comfort and support during the harsh years of change. And when we, reviving culture, turn to beauty I involuntarily recall the words of Dostoevsky: “If among a people there are persisted the ideal of and a need for beauty, this means there is also a need for health, for something regular, and the further development of that people is thus assured”. Who knew better than Dostoevsky that a return to beauty is the most important condition for the resurgence of the “good reality” and, ultimately, the salvation of the world?

English as a Second Language in north Latin America

Written by: Ms. Liz S. Martinez-Cordero , Mexico
(Native ESL Teacher)

The north of Latin America has indigenous mixed culture in the following countries: Mexico, Belice, Guatemala, Salvador, Honduras, Nicaragua, Costa Rica, Panama, Colombia, Ecuador, Peru, Venezuela and Bolivia. In the territory mentioned Spanish is spoken with indigenous accents and cultural style. The majority of the northern latin americans do not speak proficient Spanish, just basic Spanish-Indigenous, which is required for simple community transactions, work and labour.

For northern latin americans learning English as a Second Language is a great challenge, since most of them do not speak proficient Spanish and English is not a latin language like the Spanish language. The latin americans reject learning the English as a Second Language with the English nordic-european accent and culture. The English as a Second Language used in northern latin american countries has indigenous sounds and uses learning methodologies for mixed indigenous populations.

Northern latin american countries are underdeveloped like other countries in Africa, south of Asia, south of Arabia and India. High school is not obligatory and English as a Second Language is not requisite. Only latin american middle and high social classes that travel abroad or open businesses in tourism learn English as a Second Language. The northern latin americans are Spanish-Indigenous bicultural with indigenous dominant or Spanish dominant identities.



The majority of the northern latin american population represents mixed indigenous dominant identities.



The minority of the northern latin american population represents mixed Spanish dominant identities. Minorities need special protection on streets, in public places and at work.

□ If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart. □

–Nelson Mandela

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11/07/2014

At the House of Culture in Yakutsk. Annual meeting 2014