

INTERNATIONAL TEACHERPOST

A peace pedagogical newsletter since 1982
Edited by an international board
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International Teacher Association was founded by Frank Krøyer in 1982

www.International-Teacher.dk

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 the editorial board!





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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

Årsmøde / generalforsamling lørdag den 16. januar på Helms Skole i Korsør. Der afholdes bestyrelsesmøde kl. 11 og generalforsamlingen starter kl. 12 med frokost. Medbring gerne lidt til frokostbordet.

Efter generalforsamling skal vi høre oplæg fra medlemmerne. Byd gerne ind med gode forslag.

Er der interesse for det, spiser vi efterfølgende sammen på en af byens restauranter.

An ethical educational approach to online teaching?



Dearest colleagues and friends, respected teachers !

In spite of pandemia that has destroyed our 'Baku summer conference' plans, our 2020 year is running on the way to our common work goals, because we are teachers and we are together. That is why our activity is to be prolonged and endless for the sake of stability of our common world. All times are appropriate for teachers, making the world better due to our Mission, destroying misunderstanding of any kind by brilliant work and high quality of our thoughts, for the sake of quality of our Life- calm, interesting, wise, kind, fruitful, bright, honest and useful for generation we to prepare to live and manage the problems of living as true leaders and reliable people responsible for the world existence after us..

In short: we follow our "Outline Sustainable World - School-College- University Curriculum". This Curriculum is useful for students as well as for teachers, working in connection. The both sides become more qualified in their spheres (not less !), Teachers increase their professional skills, students - their motivation to know much and require skills to put it into real practice of necessary activity, feel oneself psychological stable, recognize stimulus responsible for productive learning, estimate the achievements, evidence as a sphere of their possibilities application, etc.

1. The students and teachers take part in all activities they have chosen as interesting for them and describe it in different forms: articles, essays, open letters, poems,

pictures, photos, etc. The main directions are VALUES TOPICS, valuable, because everyone can describe what he wants and in his(her) own manner, when there is no failures, only winners.

It is good, because everyone, adult and youngster, can TELL US ABOUT and has WHAT TO SAY, and it does not depend on the level of a personal development, life experience, personal characteristics and so on. So, the Values topics are: your favourite kind of music; something you are (or somebody else is) good at; your taste in clothes; a good book you have read; something you like doing; your pet; a good friend; what did you last Saturday; how you get to school (work); something you lost recently (some years ago); a game you like playing; a TV Programme you like; your plans for next week, year, ; life; something dangerous; your family; your last holiday (birthday); your favourite subject at school. college, University; something you are proud of; frightening experience; happiness for you is..; a country you are interested in; the season you like best; a nice present you were given; what you do in the evenings; animals; what makes you laugh; something you worry about; a dream you had; your hopes for the future; a job you would like; something you would like to possess; your feeling about smoking; your ideas about ideal wife or husband; your happiest moment in the last year (in your life); your ideal flat (house); something you do not like doing; something you think is stupid; your most important possession'; your

feelings about this world and your place in it; What can you do to manage our World rationally and happily?

2. In this framework you may describe school-college-University organised participation in:

swimming, skiing, camping, sports clubs, going to exhibitions, concerts, theatre performances, research work and the Eco club, many cultural events, art workshops, drama groups, school choir, foreign-language courses, computer-science courses, competitions of students in a broad array of fields.

3. WE describe what you want to describe in any form you like more. The ready works will be published in a textbook "**Terra of Inspiration**" as a useful book for those chosen profession of a Teacher as a Vocation: as a Parent as a vocation: as a friend (comrade) as a Vocation.

"Try never to feel that you are competing against anyone. It is better to have the feeling that you are helping all". "We can't direct the wind, but we can adjust the sails"

And God is near to all who call on Him.

Thank you. With great respect
Azarenkova Marina



Lund, Sweden - October 16, 2020

Dear TFF Friend and other friends!

I hope this finds you well and healthy. These are times when we need some hope and good ideas in contrast to all the doom and gloom that overwhelms us. The Corona crisis must be used constructively.

TFF's board has drafted a statement which we want *you* to endorse - and ask your friends also to endorse.

It proposes that the world's governments immediately cut military expenditures by 50% and transfer the saved funds (about US\$ 1000 billion!) to solve the main problems humankind faces - such as climate change, war and milita-

rism, the UN goals of development for all and, of course, the Corona crisis.

I am hopeful you'll sympathize with this simply yet powerful idea *as a citizen* and not on behalf of any organisation you may also be affiliated with. Please read the draft (below) and then use "reply" and write: **Endorse! followed by your name** - or send a mail with those words to oberg@transnational.org

I'd like to take this opportunity to thank all our paying TFF Friends for your wonderful support. We wouldn't be able to go on and do things like this without you

Jan Oberg



TEXT:

"We've likely only seen the beginnings of the worldwide economic consequences of the Coronavirus. For those who want to see, there are forecasts of a deep economic crisis written on all the walls.

Before the Corona, the world faced huge problems that - among other resources - require funds to solve: huge sums. Think the 17 UN Development Goals, think technological innovation; think the global climate/warming crisis; think the rebuilding of war-torn countries and think the reduction towards zero and repatriation of the world's 80 million displaced people.

And think funds to convert the present military systems towards another, less costly way of creating security. We have just experienced how the outdated non-human security has deprived us of the needed resources when the Corona hit. Recklessly, virtually all governments had ignored a predictable civilian challenge but wasted billions of taxpayer money for weapons and war.

The Corona should be a wake-up call.

So we ask: Where are the funds going to come from to solve humanity's most urgent problems

before they become too big to solve?

It seems that most governments believe that the annual world military expenditures - ranging around US\$ 2000 billion, the highest ever - can be maintained. Some even believe their national expenditures must increase substantially.

The same governments believe that the world's most important organisation of which they are all members - the United Nations and its organisations - can do what it must on a regular budget of US\$ 3 billion and total annual expenditures of US\$ 50-60 billion. That is 3 per cent of the costs of global militarism.

Those are the priorities of our world. It's not sustainable in Corona times - if it ever were. It is ethically indefensible too. And it produces neither security nor peace.

Perhaps the incomprehensible sum of US\$ 2000 billion would be justified if the world experienced solid defence and security as well as trust, cooperation and peace. But the fact is that there are more tension, hatred, dominance attempts, new kinds of wars added to old ones and much more terrorism than before the US-led Global War on Terror.

Furthermore, one country after

the other has been destroyed since the end of the First Cold War in 1989-90. It has been possible thanks to a systematic violation of international law, including in particular the UN Charter.

••

What to do?

Imagine that every country in the world would reduce its military expenditures by at least 50%. Then you would have US\$ 1000 billion.

Is it a large or small sum?

It's equivalent to what China in 2013 put behind the Belt and Road Initiative, BRI - a cooperative effort around infrastructure, fast physical and digital communication, sea and land transport, education and cultural exchange, and much more. Today it involves around 80 countries, some on all continents and it is open to everyone.

The philosophy behind it is, at least theoretically, one of peace. It dates back to the Panchsheel Treaty of 1954, the five principles of peaceful coexistence.

Beyond doubt, this is the largest and most positive cooperation project in today's world. It is the

project that will give birth to - if it has not already? - a new multipolar world order based more on cooperation than confrontation.

There is, therefore, no doubt that a substantial conversion of, say, US\$ 1000 billion from the military to the solution of humanity's common problems would provide a desperately needed boost for the common good. (This argument does not rest on any assumption that money is the primary tool to solve problems; that takes lots of non-material qualities. But with economies falling apart at a moment when all economies need funds for "rebooting humanity," this is a straightforward thing to do with a rather large bang for the buck).

Additionally, lots of human and other resources, knowledge, experience and equipment today operated by the military could be converted and put to civilian tasks. Such a conversion would boost employment - as there exists no documentation for the often-stated assertion that military investments boost employment more than civilian investments. It is, rather, comparatively wasteful.

••

Ours is not the time for more militarism, warfare and antagonism. The net effect of military investments is suffering, destruction

(of lives, capital and property) and unavoidable environmental destruction.

Furthermore, every military dollar stands in the way of precisely that global cooperation without which we are doomed. And it is not matched by a security or peace effect.

Time is up for those who strut about and try to master others by violence or the threat of it. Militarism and warfare are now as outdated and indefensible as is slavery, absolute monarchy, dictatorship, child labour, rape and discrimination. These are phenomena we have decided, in the name of civilisation, to abolish or condemn.

If you feel we cannot, very quickly, reduce or abolish militarism, nuclearism and warfare but should uphold at least some self-defensive military capacity, that should be discussed. It's in line with Article 51 of the UN Charter.

That would mean much more disarmament than the suggested 50% and it would mean transarmament toward a new way of handling our unavoidable conflicts, create se-

curity in diversity and with defensive military and civilian means, and - thereby - realise the peaceful future which 99% of citizens around the world strongly desire.

There are, indeed, alternatives. But minds, as well as other resources, need to be liberated before it's too late.

So, to begin with: Reduce everybody's military expenditures equally much, say 50%. And see the marvellous positive results - politically, economically and in terms of peace. Then move on. A better world is possible. And the Corona is a benign wake-up call compared with World War III. We need to use the Corona crisis constructively. In this 11th hour, humanity's situation makes it abundantly clear to us that it is either cooperation and coexistence or destruction and no existence."



Autumn

By Natalia Shamberova

There's no other overwhelming joy in autumn –

Just being utterly dissolved in its magnetic charms,

Leading to sacred places in the performance bright and solemn

They come to meet you, sanctify and caress...

They stretch causative summons to you around,

They share wisdom which you are longing for;

They cover you with autumn glittering attire

Which you had never ever been wearing before...

And let that sudden Nature's wisdom dawn upon you,

In free admission of the magic drive

As tenderness of feeling, of thanksgiving

In silent worship let you give kind regards...

As for example light up a candle in prayer –

To and for That, Who rose, majestically, from the death –

We tend to come to Him to un-bosom ourselves layer after layer,

Therefore our lives might find peace and sense...

... Do mind there's no other overwhelming joy anywhere,

On the cutting edge of winter cold to come;

Therefore let's worship the gold autumn, now or never,

As there's, indeed no other joy in harmonious "alarm".





**Natalia Shamberova, St. Petersburg, Russia, the item;
Paul Field, Great Britain, poetry:**

SACRED ALTAR –

Of the ORTHODOX and I believe every CHRISTIAN TEMPLE by itself signifies immaterial Altar (Communion - Table) of St. Trinity, the Lord – i.e. Creator and Providence of real Truth... Here we come closer to God with the prayers of hearts:

Lord, make me a mountain standing tall for you;

Strong and free and holy, in everything I do.

Lord, make me a river of water pure and sweet,

Lord, make me the servant of everyone I meet.

The Throne, as the sign of God Almighty's presence in the times, is placed, as a rule in the center of the Altar. Four Thrones' sides correspondingly refer to all four parts of the world (i.e. times of the year, parts of twenty-four

hours' work gone round the clock). Four sides of the Throne correspond the four degrees of the world's existence (i.e. lifeless, vegetable life and bestial life, and the one of human kind). The Throne is the sign of Jesus Christ Almighty. In this respect the four-side form of the Throne Indicates the Four Gospels describing / giving sonorous perfect rest to one's soul in the prime of their life and in fullness of their life...

Lord, make me a candle shining with your light;

Steadfastly unflickering, standing for the night...

Lord, make me a fire burning strong for you.

Lord, make me be humble in everything I do.

Striking evidence of the Gospel since that far time up now is testified to all people in the Universe seeking salvation and survival for themselves and their beloved children against the cruelty and obscenity of the world...

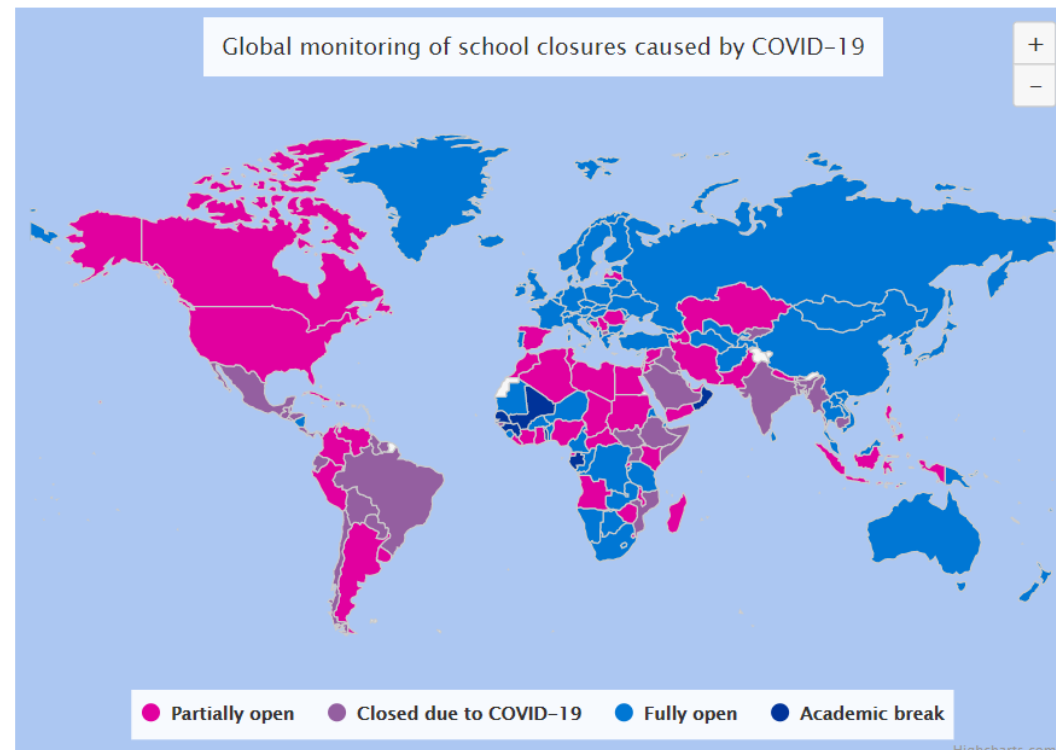
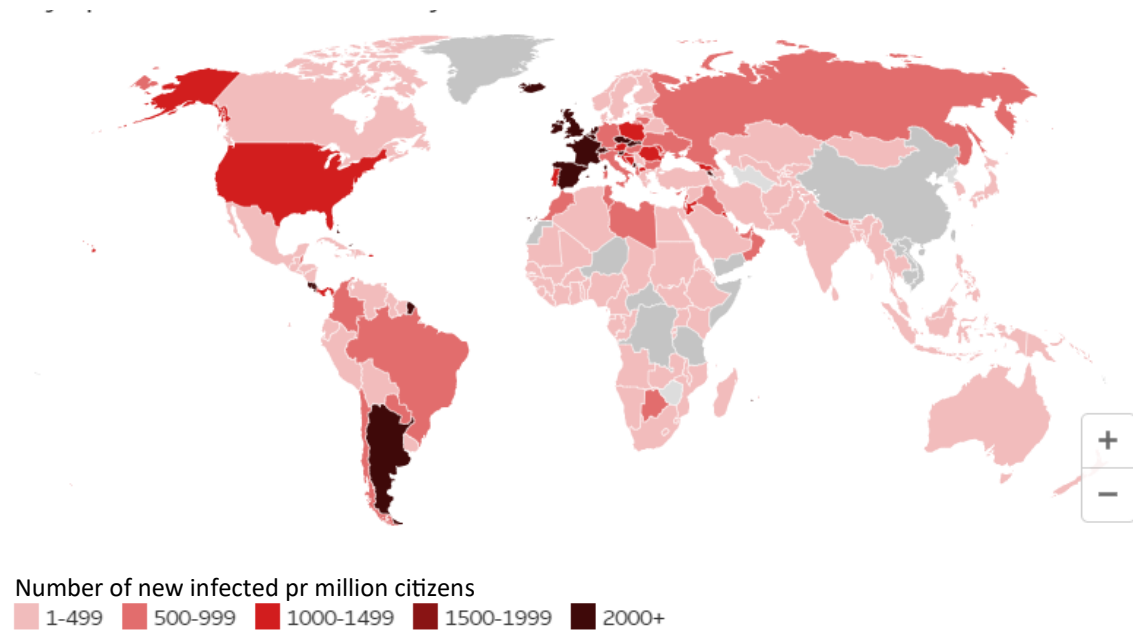
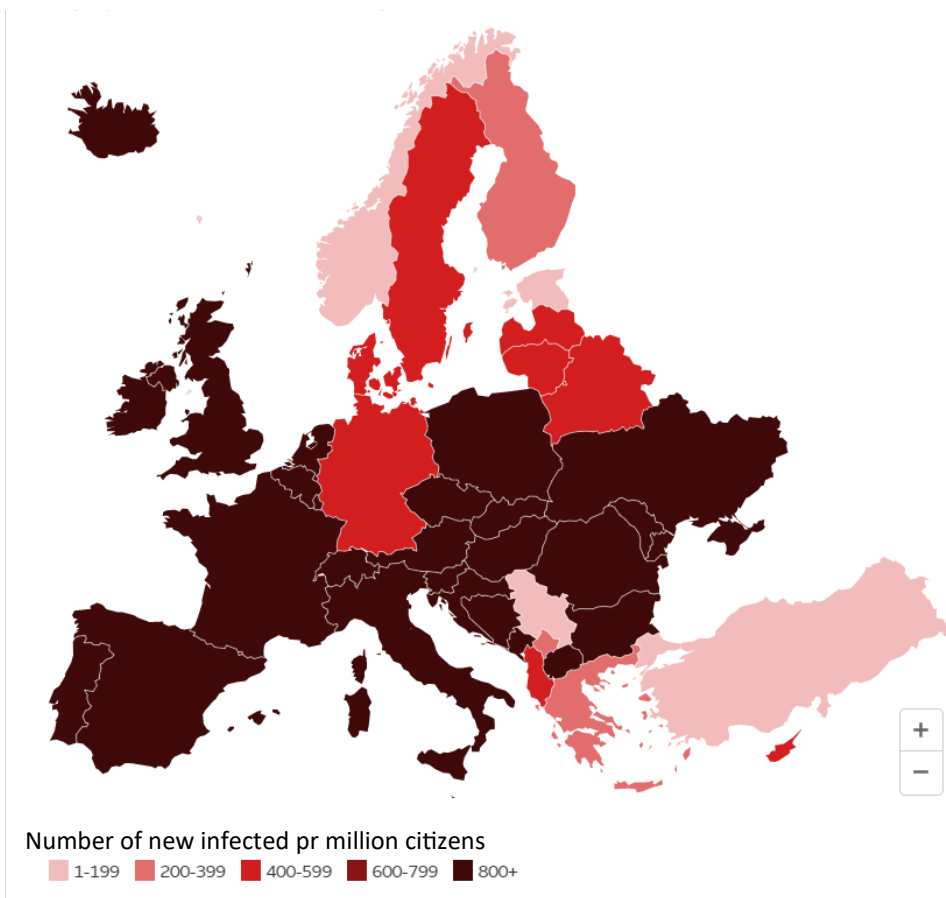
Lord, make me a mountain, strong and tall for you;

Lord, make me a fountain of water clear and new.

Lord, make me a shepherd that I may feed your sheep;

Lord, make me the servant of everyone I meet.





The coronavirus COVID-19 is affecting 215 countries around the world

No travelling

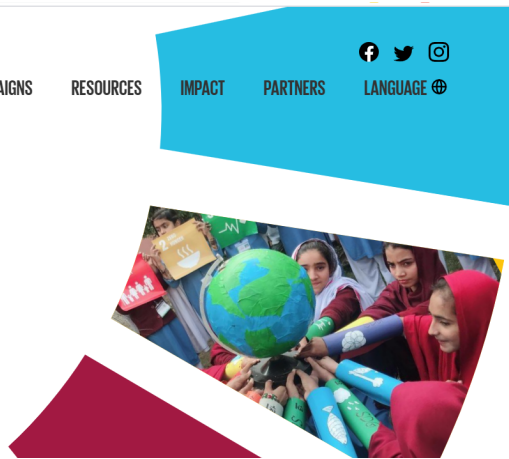
We did not meet in Baku, Azerbaijan this summer. We had looked very much forward to visit Fatma and to visit her country. We hope, that the coronasituation will be better during spring, so we can meet next summer.

Corona in my school in Denmark

The Danish schools are almost back to normal. We are not allowed to mix the classes. Our daily morning assembly is cancelled. We can't go on excursions or camp school, but we run the lessons as usual. But we keep distance and use a lot of hand disinfectant.

WELCOME TO THE WORLD'S LARGEST LESSON!

We promote use of the Sustainable Development Goals in learning so that children can contribute to a better future for all. From citizenship and justice to climate change and the environment, inspire children to make a difference!



WELCOME TO THE WORLD'S LARGEST LESSON!

In 2015, leaders from all 193 countries of the United Nations made the most ambitious plan that has ever been agreed. We believe that by teaching kids about the Global Goals, you can show them that a better world is possible.



THE GLOBAL GOALS



THE GLOBAL GOALS

For Sustainable Development

"We only have one planet. We have nowhere else to go. If we use our creative powers properly we don't need anywhere else. If we take care of it, and each other, everything we need is right here"

Ken Robinson

Sir Ken Robinson
Author/Educator

Introducing The Global Goals

Subject

This can be used for an assembly, tutor time or class activity.

Learning outcome

Learners can explain what The Global Goals for Sustainable Development are and why they are important.

Preparation

If possible print and display The Global Goals at the front of the room or on a screen using appendix 2 or 3. Prepare a board to write students' suggestions. Print or draw small squares of paper for final comics activity.

Find out more

For more information about The Global Goals visit www.globalgoals.org

For:

- Advice on how to teach the Global Goals
- A Global Goals booklet written for children
- More lesson plans to dig deeper into the Global Goals and a link to additional resources
- A gallery of Global Goals images
- Help with encouraging children to take action

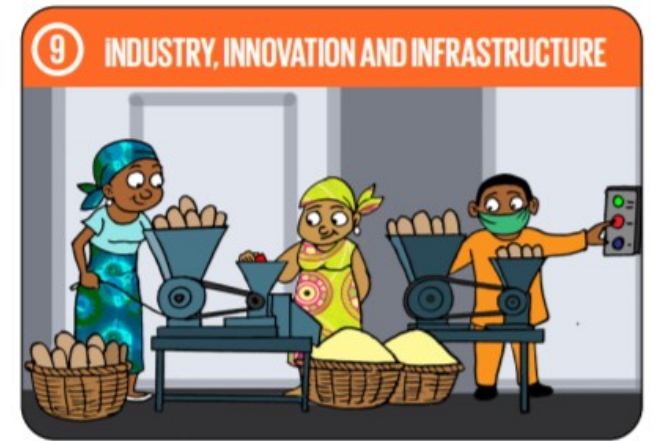
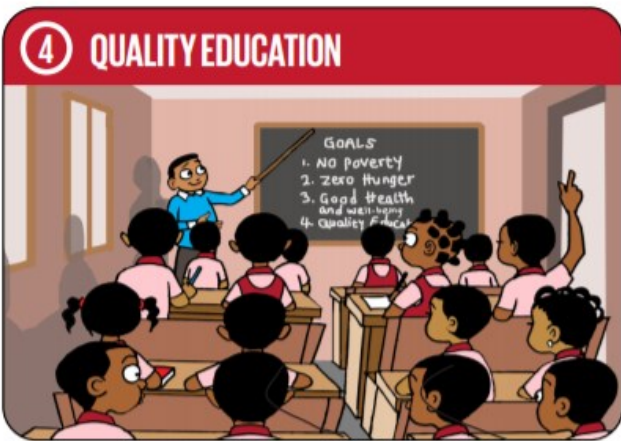
Visit www.globalgoals.org/worldslargestlesson

Total time:

30 mins

Age Range:

8-11 year olds



10 REDUCED INEQUALITIES



11 SUSTAINABLE CITIES AND COMMUNITIES



12 RESPONSIBLE CONSUMPTION AND PRODUCTION



13 CLIMATE ACTION



14 LIFE BELOW WATER



15 LIFE ON LAND



16 PEACE, JUSTICE AND STRONG INSTITUTIONS



17 PARTNERSHIPS FOR THE GOALS



SUSTAINABLE
DEVELOPMENT
GOALS

Fatma is reminding us about Jean Piaget

on his birthday the 9th of August

Jean Piaget was a Swiss psychologist and genetic epistemologist. He is most famously known for his [theory of cognitive development](#) that looked at how children develop intellectually throughout the course of childhood.

Overview

Prior to Piaget's theory, children were often thought of simply as mini-adults.¹ Instead, Piaget suggested that the way children think is fundamentally different from the way that adults think.

Piaget's theory had a tremendous influence on the emergence of developmental psychology as a distinctive subfield within psychology and contributed greatly to the field of education. He is also credited as a pioneer of the constructivist theory, which suggests that people actively construct their knowledge of the world based on the interactions between their ideas and their experiences. Piaget was ranked as the second most influential psychologist of the 20th century in one 2002 study

Early Life

Jean Piaget was born in Switzerland on August 9, 1896, and he began showing an interest in the natural sciences at a very early age. By age 11, he had already started his career as a researcher by writing a short pa-

per on an albino sparrow. He continued to study the natural sciences and received his Ph.D. in zoology from the University of Neuchâtel in 1918.

Intellectual Development

Piaget later developed an interest in psychoanalysis and spent a year working at a boys' institution created by [Alfred Binet](#). Binet is known as the developer of the world's first intelligence test, and Piaget took part in scoring these assessments.

While his early career consisted of work in the natural sciences, it was during the 1920s that he began to move toward work as a psychologist. He married Valentine Châtenay in 1923, and the couple went on to have three children. It was Piaget's observations of his own children that served as the basis for many of his later theories.

Roots of Knowledge

Piaget identified himself as a genetic epistemologist. "What the genetic epistemology proposes is discovering the roots of the different varieties of knowledge, since its elementary forms, following to the next levels, including also the scientific knowledge," he explained in his paper *Genetic Epistemology*.³

Epistemology is a branch of philosophy that is concerned with the origin,





nature, extent, and limits of human knowledge. Piaget was interested not only in the nature of thought but also in how it develops and understanding how genetics impact this process. His early work with Binet's intelligence tests had led him to conclude that children think differently than adults. While this is a widely accepted notion today, it was considered revolutionary at the time. It was this observation that inspired his interest in understanding how knowledge grows throughout childhood.

Schemas

He suggested that children sort the knowledge they acquire through their experiences and interactions into groupings known as schemas. When new information is acquired, it can either be assimilated into existing schemas or accommodated through revising an existing schema or creating an entirely new category of information.⁴

Today, he is best known for his research on children's cognitive development. Piaget studied the intellectual development of his own three children and created a theory that described the stages that children pass through in the development of intelligence and formal thought processes.

Stages of Cognitive Development

The theory identifies four stages:⁴

(1) The sensorimotor stage: The first stage of development lasts from birth to approximately age two. At this point in development, children know the world primarily through their senses and motor movements.

(2) The preoperational stage: The second stage of development lasts from the ages of two to seven and is characterized by the development of language and the emergence of symbolic play.

(3) The concrete operational stage: The third stage of cognitive development lasts from the age of seven to approximately age 11. At this point,

logical thought emerges, but children still struggle with abstract and theoretical thinking.

(4) The formal operation stage: In the fourth and final stage of cognitive development, lasting from age 12 and into adulthood, children become much more adept at abstract thought and deductive reasoning.

Contributions to Psychology

Piaget provided support for the idea that children think differently than adults, and his research identified several important milestones in the mental development of children. His work also generated interest in cognitive and developmental psychology. Piaget's theories are widely studied today by students of both psychology and education.

Piaget held many chair positions throughout his career and conducted research in psychology and epistemology. He created the International Center for Genetic Epistemology in 1955 and served as its director until his death on September 16, 1980.

Important Milestones of Cognitive Development in Children

Influence on Psychology

Piaget's theories continue to be studied in the areas of psychology, sociology, education, and genetics. His work contributed to our understanding of the cognitive development of children. While earlier researchers had often viewed children simply as smaller versions of adults, Piaget helped demonstrate that childhood is

a unique and important period of human development.

His work also influenced other notable psychologists including Howard Gardner and Robert Sternberg.

In their 2005 text *The Science of False Memory*, Brainerd and Reyna wrote of Piaget's influence:

"In the course of a long and hugely prolific career, he contributed important scholarly work to fields as diverse as the philosophy of science, linguistics, education, sociology, and evolutionary biology. Above all, however, he was *the* developmental psychologist of the 20th century. For two decades, from the early 1960s to the early 1980s, Piagetian theory and Piaget's research findings dominated developmental psychology worldwide, much as Freud's ideas had dominated abnormal psychology a generation before.

Almost single-handedly, he shifted the focus of developmental research away from its traditional concerns with social and emotional development and toward cognitive development."

From
Verywellmind.com

Thank you very much Fatma, for reminding us about a big pedagogue





“ Commercial Treaties and Caribbean Central American Integration ”.

By: Liz Stephanie Martinez Cordero
(writer- reporter in Mexico City)

The Seventh Summit of the Americas which took place in Panama in Central America presented relevant issues, its first meeting initiated in April 1994 with the purpose of giving free trade access to all Latin America lead by the United States. However, that project failed more than a decade ago in the Summit of the Americas in Mar del Plata Argentina, because the Caribbean island of Cuba was not invited to participate due to the rejection of the United States. Nevertheless, Mr. Castro the ex-president of Cuba, complained and demanded that all the Caribbean islands and Central America should also be able to take part in it. In spite of it all, Canada had to ratify and forced the entry of the island of Cuba. The United

States replied back trying to take out the country of Venezuela, putting it aside and away of any leading role in the Summit of the Americas, with no success in doing it in the final outcome.

In the XXIII Meeting of Police Directors of Mexico, Central America with the Caribbean and Colombia in Managua, strategies, security policies and criminality measures, in addition to commercial guidelines of alcohol, cigarettes, toxic substances and plants have been discussed. The countries with high level of sales of these products must take responsibility in administrating them with good common sense and in civic order. Criminals have been arrested and fined for trafficking more than 2,414 people, 23.5 million of dollars of drug dealers and



approximately 5,000 confiscated vehicles, as well as 4,000 weapons in the year 2017. Nicaragua has implemented a special program for individual citizen’s protection with a low budget facing all the high market demands and pressure of the wealthy country of the United States.

The XXIII Meeting of Police Directors in Latin America had the goal to strengthen communication and stop organized criminal gang activities of youth.

<https://www.youtube.com/watch?v=pyekjap70es>

Mexican Caribbean female model selling the Mayan trade and train in the Yucatan Peninsula:

<https://www.youtube.com/watch?v=LXkTk7v1VHI>

<https://www.youtube.com/watch?v=vOSQDfnAbNA>

The Free Trade T.L.C. of the northern Triangle in the territory of Mexico was first launched in 2006 and implemented in September 2012, which increased 54% of Mexican exports and improved international commercial practices among producers and builders in Latin America, opening up employment and investing bridges from a ground base of new logistics, construction and transportation. This has created a new market of venture capitalism in textiles, plastics, auto parts, manufacture of leather and electronics, drinks, pharmaceutical products, agriculture, beauty products, cardboard and paper, plants and fruits all over the region. This has also achieved an important economical productive integration in the Mexican and Caribbean Central American regions.

Commercial interaction, tourism and prevention against the impact of climate change and disasters in the Caribbean communities have been discussed in the Third Summit of Mex-



ico in Yucatan Mexico. Yucatan has confirmed its strong caribbean identity and culture and has been honoured to have held this event, making participate actively more than eleven islands which are scattered in the near proximity, in order to connect them with the main hub of Mexican commercial dynamics:
' Even small ports of islands must be connected to link and revitalize the commerce of the caribbean's vast infrastructure, tourism and cultural riches '.

Mexican Kukulcan Art Work:

<https://www.youtube.com/watch?v=DNCl7rHR3R0>
<https://www.youtube.com/watch?v=DBaUvJ0Qbk4>



Music and Symbols

Written by: Liz Stephanie Martinez (writer-reporter in Mexico City)

Music

Music is a wonderful art of expression. It makes people show their emotions and feelings. Ever since humans have been living on this planet they have made sounds and followed harmonious rhythms. Music affects my life in many ways. It works as a pain reliever while on the other hand, it make me sentimental. But it also works the opposite way, it can fill me up with good vibrations or leave me a sensation of

happiness and fullness. We have the rhythms of music even in our veins and through the pumping of our heart. Our heartbeat is a musical signal. It brings out our passions, feelings and emotions. Music sways the mood of the listener while its meaning is found within the lyrics. It takes talent to arrange musical sounds to create a masterpiece.

What is music for every one of us ? We all may use it for different purposes, it motivates us in many ways. It will always be true, that music will play a relevant role in each of us in our lives and as a form or interaction between our-

selves, when there is loud music played at social parties people swing along around the beats. Sounds often reflect an overwhelming beat, transmitted to cause a physical or emotional commotion. The result is the expression of feelings and moods with the movement of objects, such as instruments. Every human on this planet can relate to it. Who could not agree with this affirmation? People need it as an inspiration, relaxation, motivation... What would life be without it? That is really an explanation that could be drawn, since music is a part of ourselves. People become attached to certain styles in contrast to others, since everyone has different tastes. Music can be a reflection of emotions, therefore it is likely that a person will prefer the rhythms and sounds to which he or she feels sympathy for.

Notes build up waves of different amplitudes, which in turn symbolize particular moods and states of consciousness. How we feel depends on the style of music we want to hear. If we are melancholic, the selection would be a slow rhythm. However, if we are in high spirits, we choose then a cheerful beat. Beats, rhythms, sounds, noises, all would add up to form a spectacular creation that may touch us from

within. The idea remains clear, it acts as a source of life. What does it mean? The fountain of the universal communication. Does it mean that we need music to communicate much better? Or does it mean that we have created it only as a form of expression or to express that which cannot be conveyed in words. It could not have been invented just as form of expression, since it also involves an original imprint, art and creativity. It must be unique, transcendental... and why not? Also fundamental... It is our basic nature that emerges... like feelings, emotions, thoughts and aspirations. All that makes us humans, everything that makes us strong and vulnerable. The force of human nature and life, the origin of ideas which are born to accomplish what we call a unique artistic human expression. Music as more than an inspiration, the most important motive of life.

The Path

The path was long and wide, some little stones appear on the way. Trees surrounded a green valley, leaves fell down

slowly, as a silent wind blew. A carpet of leaves covered the ground. Many colors mixed: green, red yellow and brown. It was autumn, the air felt fresh. As I walked along, I noticed a turning point, a change of direction. I could see footsteps. Someone with boots must have been there too. I began to follow vague traces but then they suddenly disappear. No clue where they vanished.

The Cup

This cup was very precious, unique. I realized I have not seen one similar before. It was shiny, the crystal glass reflected rainbow colors, clean and transparent, one could see through it. Made out of an unordinary material. It seemed fragile but yet had withstood storms and hurricanes, as it remained the same forever.

The Key

The key, large and old fashioned opened the entrance of a castle. What castle? I wish I knew... Interesting the style of that one... There were some nice figures, fine drawings, which I could not see very well. They were mostly washed out. Only a blurred image of them prevailed. Still the key was made of gold.

The Cascade

I looked up and saw a cascade. 'It is always wonderful to see water around you', I thought. This invisible liquid, which is so refreshing, has an unknown magic that brings forth energy and vitality. Below the cascade a river flowed. The sound of the water passing by whispered. A whisper that remained after time passed by and flew, as the space and surroundings changed. It held secrets, accumulative wisdom. Water as an

image, a reflection of our own mirror of thoughts.

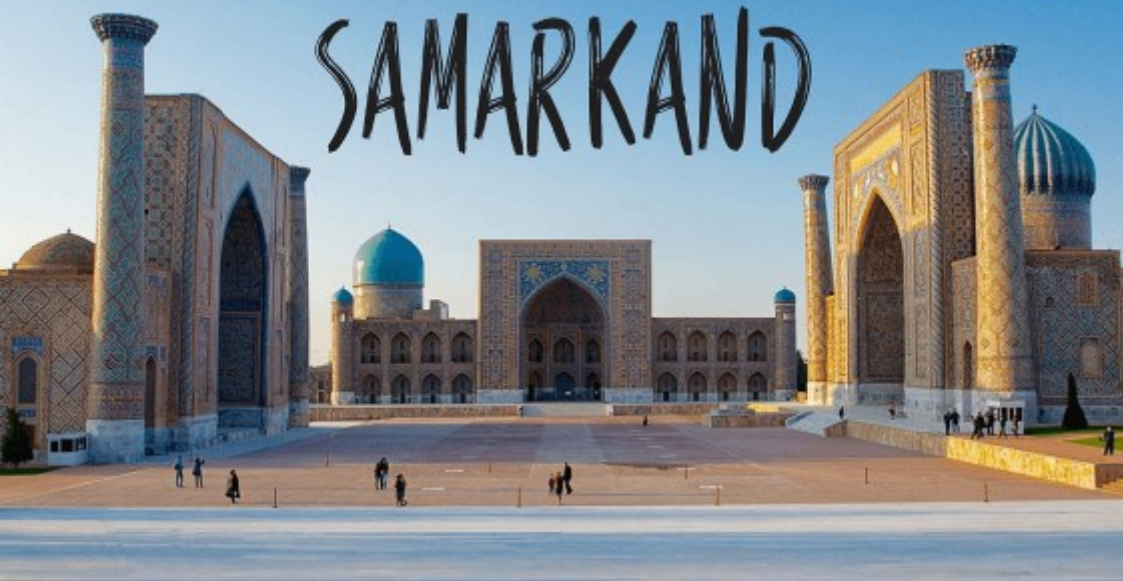
A Bear

A chunky bear was in front of me. Brown with a bulky body. It pretended to be friendly, although I was not very sure about it. Bears tend to be polite when they first see you, you know, but they are capable of changing their nature when they want some honey.

The Wall

The wall was made out of bricks. It was not very high, but it was difficult to jump over it. Red colors sparkled on its gray cement. Hard stones outstood on the edges. One, two, three lambs ran on top. Is this like a dream or what is it? I decided to climb it up, as a spider would do it from time to time.





THE INTERNATIONAL LETTER DAYS – 2020

"A WORD ABOUT SAMARKAND : THE TOWN WE LIKE TO THINK, DREAM AND TALK ABOUT"

Dear colleagues and friends,

Firstly, we do hope you and all yours all staying safe and that you are getting through these extraordinary and challenging times in the best possible way

A significant day and festive event approaches for a city which so many inhabitants of the world harbor a special fascination. October 18 – the Day of Samarkand. On this date, we ask you to turn your gaze to the

captivating beauty, unique flavor and architectural decoration of the city, once called the "Pearl of the East", the "Land of Heart's Desire"... Everyone who has personally experienced the wonder of Samarkand, even just in their thoughts or dreams, has kept indelible images of the majestic historical heritage and distinctive contemporary culture of the famous city.

And every year there comes a Day when we hope that for a moment you will transfer your thoughts and feelings into some creative outlet to express from the depths of your soul, born of the heart and imprinted in your memory your recollections of this speci-

al place. It is an opportunity to share experiences and feelings, to articulate your special memories and through this transfer again make the city of Samarkand a meeting point for people and cultures, traditions and innovations, for East and West, South and North. It has always been so in the past and let it be so in the future!

Perhaps for some, a single word will be enough to express this vision; others will compose a greeting by poem, song, visual art, or write a letter to Samarkand, or prose to communicate their wishes and dreams for the city's future. Of course, everything that will be said and created, will make us closer to each other, unite us around timeless values, add to our knowledge, develop experience, and strengthen peace and harmony. All of these are components that enabled Samarkand to attain its first flowering and will continue to be responsible for inscribing it in history.

Please send your thoughts, congratulatory messages or other expressions, if possible, by 1 October 2020, but if that is not feasible, we will continue to accept entries to imps86@yahoo.com.

EVERY received message will be acknow-

nowledged and the report about the event will be sent to ALL participants.

The most interesting contributions will be published in our media as well as in the forthcoming edition of "The Concise Encyclopedia of Foreign Samarkandiana: Culture Linking the World".

Looking forward to hearing from you and thanking for your support and cooperation, we want to express our wishes for your good health and safety, inspiration and optimism, hope and joy.

Kind regards from 2760-year-old Samarkand, UNESCO World Heritage town,
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Samarkandiana Encyclopedia Project
P.O. Box 76, UZ-140100 Samarkand
Republic of Uzbekistan



Organization of the educational process: psycho-physiological bases

By Kuptsova Svetlana, candidate of pedagogical Sciences, associate Professor

Cardinal changes, reforming taking place in modern Russia in the twenty-first century, have set before education the difficult tasks demanding revision of views on the teacher and on process of his professional training in tactical and strategic directions of development of education.

The traditional understanding of pedagogical education in higher education aimed only at training subject teachers no longer meets the modern requirements of the country's economic development, pedagogical and psychological theory and practice. School teachers are needed not only to transfer knowledge, but also able to organize interaction with students, to select information, using adequate methods and teaching methods, creating no redundancy of their subject, able to effectively organize the educational process and ultimately contribute to improving

the quality of education and preserving the health of students.

It is worth noting that the problem of effective organization of the educational process arose with the advent of the learning system (known theoretical and practical works of V. G. Belinsky, P. F. Lesgaft, K. D. Ushinsky, etc.) and is relevant today (research am Mityaeva, IV Dubrovina, GS Nikiforov, etc.).

The study of the impact of educational loads and learning conditions on the health of children and adolescents was conducted N. So. Bystrov and V. G. Nesterov. They found that the number of disorders of the nervous system in students increases with the number of hours going to systematic training.

According to M. M. Bezrukikh, in recent decades, the volume of educational loads, the amount of information that students need to master has increased dramatically. There was an increase in the intensification of educational processes and the pace of training, the

age of the beginning of systematic training decreased.

In such a situation, it is important to be able to rationally organize the educational process, so that there are no violations in the emotional state of students, their physical and mental development, social and psychological adaptation.

The danger is that at the end of the school day, even the most beloved teacher, on the most interesting topic, students have fatigue and fatigue. In this case, students may not be aware of it, fatigue and fatigue masked positive emotions. However, fatigue can accumulate and manifest in health problems quite unexpectedly and, of course, affect the quality of training.

So, to consider the principles of effective organization of the educational process, it is necessary to identify the concept itself. There is no single point of view on this issue. However, the following definition can be distinguished. Effective organization is a variant of the educational process, in which health and development are not disturbed, and intellectual, emotional and mental loads do not require a high physiological and psychological price from the child's body.

Reducing the physiological and psychological cost of training, improving the efficiency of the educational process is possible in compliance with the principles:

- rational organization of training sessions;
- compliance with the methodology, methods and technologies of teaching age and functional capabilities of the body of students;
- adequacy of requirements to psychophysiological capabilities and individual psychological characteristics of students.

Rational organization of classes correspondence learning conditions SanPiN. These are the external conditions imposed on the premises of the educational institution, its air and thermal regime, lighting, organization of classrooms, etc. Sanpins regulate the educational load in the educational institution and at home. Age standards of sleep, walks in the fresh air are developed. Thus, the rational organization of training sessions is the creation of conditions for learning without excessive fatigue and stress, with high efficiency. Ultimately, this can lead to better learning.

Compliance with the meth-

odology, methods and technologies of teaching age and functional capabilities of the body of students – is taking into account the psychophysiological and individual psychological capabilities of the child's body in the development and application of methods and technologies of training.

Adequacy of requirements to psychophysiological opportunities and individual psychological features of pupils is a correspondence of real opportunities of an organism of pupils, their functional state to features of the organization of activity and conditions of educational activity.

Once again, we note that in assessing the effectiveness of the educational process is Central to the psychological and physiological "price" that the child's body pays for success in school.

It is worth emphasizing that all these principles are interrelated, their inclusion in the complex will enhance the effectiveness of training.

In order to analyze the organization of the educational process can be used methods of assessing the organization of the educational process and school risk factors (author M. M. Bezrukikh).

Requirements for maximum educational and extra-curricular loads, assessment of the difficulty of lessons are presented in the works of V. I. Agarkov, I. G. Sivkov, S. M. Grombach.

Data on hygienic conditions of the educational process are contained in Sanpins.

The results should be analyzed according to the following indicators. According to M. M. Bezrukikh, the main indicators of the effectiveness of the educational process can be:

- total training load;
- General extra-curricular load;
- analysis of the mode of the day;
- functional stress analysis;
- analysis of subjective assessment of mood;
- performance analysis.

The total training load includes the study schedule during the school week, quarter, year. It allows to evaluate the rationality of the educational process, taking into account changes in the functional state of students.

The total extra-curricular load involves the analysis of homework, including preparation for essays, ab-

stracts, reports, reading literature.

The analysis of the day mode includes the study of the rationality of the organization of the day mode, additional activities (interest classes, sports, computer, creativity, reading, rest, sleep, etc.).

Analysis of functional stress contributes to the understanding of the cost to the body of the whole complex of training loads.

Analysis of subjective assessment of mood – involves understanding the overall health of the child in the course of training sessions and the whole day. In this context, it is important to take into account the peculiarities of personal development (relationships with surrounding adults, with peers, self-esteem of the student, the development of cognitive processes).

Health analysis – includes the ability to assess student fatigue. It is an integral show of the functional state of the organism, its changes. This indicator reflects the rationality of the educational process, its compliance with the capabilities of the child. Dynamics of health allows you to determine what price achieves a particular pedagogical results.

The level of performance depends

on:

- physiological factors (functional maturity of the organism, functional state, state of health),
- psychological factors (General state of health, motivation, emotional state),
- environmental factors (time of day, year, conditions of organization of activities).

It is necessary to emphasize the importance of teachers' understanding of the first signs of fatigue (violation of concentration, increasing the number of errors, impaired coordination of movements, reducing the pace of work) and try to prevent overwork of students.

In General, changes in the body associated with fatigue are temporary and disappear with a change of activity, during rest. Like most of the processes in the human body, fatigue has a double value: it is a protective reaction of the body, protects it from fatigue, excessive stress, as well as stimulates the recovery processes, expands functionality, increases the adaptive reserve. In this context, it is important both quantitative and qualitative assessment of performance, as students are not always able to adequately assess

their condition. Therefore, it is necessary to focus the attention of the teacher on the features of the performance of students during the school day, week, month, quarter, year.

In General, the analysis of the educational process can assess the difficulty of subjects, their alternation during the day and week. Although today there are no clear pedagogical criteria for assessing the difficulty of lessons, it should be understood that the degree of fatigue of students is determined by a set of factors (volume, emotionality, saturation, intensity, complexity, etc.).

Analysis of the workload can be carried out separately for each student, in each class, in parallel, for primary, secondary, high school. The same analysis can be carried out several times during the school year. This will allow you to understand how the load is distributed and changed during the week, month, year, in different classes. This analysis will give you the opportunity to see how the load, including extracurricular how the time homework, what subjects occupy most of the time homework, what is the difference in time of the homework of different students.

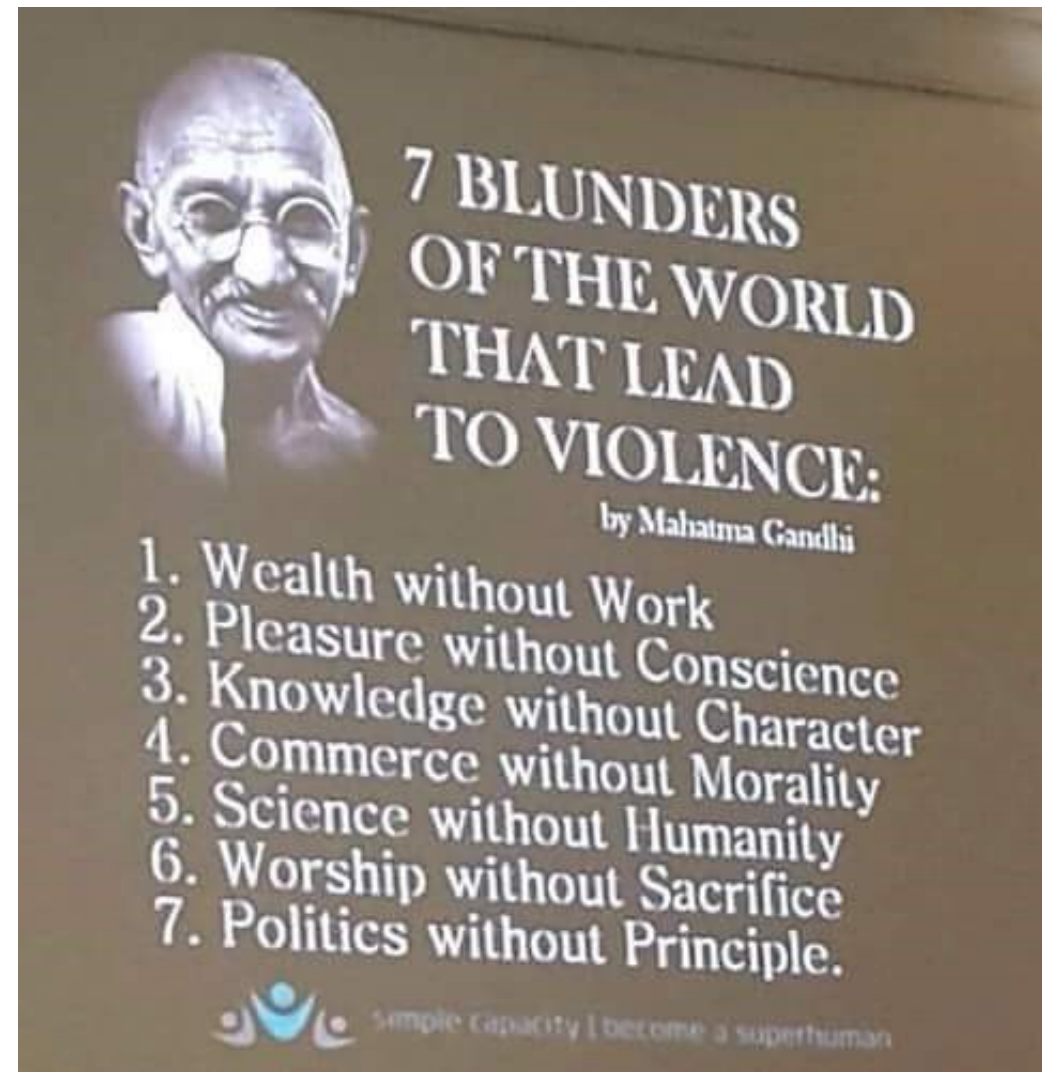
You can also analyze the sub-

jective assessment of the difficulty of subjects, which give students. It can be compared with the difficulty of the subject, which is estimated by teachers.

At the same time, the academic load can not be the whole day of students. During the day there should be additional classes, walks, physical education, etc. For this day should be rationally organized.

The results provide an opportunity for teachers, psychologists, heads of educational institutions to analyze:

- the existing organization of the educational process in different types of educational institutions,
- existing methodological approaches and their adequacy to age-psychological characteristics of students.



The Desideratum of *Innovative Pedagogical Technologies in Teaching a Foreign Language to Children*

*By Irina Azarova,
English and French teacher,
Roshchinski State School,
Chaplygin, Russia*

Language teachers distinguish between learning a Foreign Language and Second Language Acquisition (SLA). While the former is confined to the classroom, and is very rarely, if ever used outside it, a second language is used for various purposes outside the classroom as well. They involve different syllabuses, approaches, methods and materials, and modes of assessment. Here I wish to consider the teaching of foreign language (English, in this case), and some innovative methods that my classes, students, and colleagues inspired. The theme of using innovative

pedagogical technologies in the educational process is not new to me. I had a few opportunities to speak at some international fora in 2015, I spoke at an international conference in Durham (USA), in Lipetsk Department of Education in 2016-2020, in 2017 in Moscow at the International Pedagogical Conference ED Crunch, and at the Embassy of India in Russia at the 2019, 2020, regional conferences where I touched upon some modern forms of educational activities in my lessons. In 2017, 2019, 2020 international seminars were held on the subject of innovative technologies in the school, where I demonstrated some of these technologies, in small samples, in practice.



Our societies have come to depend increasingly on innovative teaching technologies almost as a passepartout to open the world of successful teaching to us. And this has been the case with all the stakeholders in education from children to parents to teachers to administrators. A further dimension is the fact that society has come

to believe that the true result of education is not just the acquisition of knowledge, but the cognitive and personal development of students in the educational process. Education, or at least language teaching, has become a holistic experience.

I want to quote here the words of the great Russian scientist D. I. Mendeleev, who, writing more than a century ago alerted us to an education out of step, not to say at odds with what it was precisely supposed to teach: “Many forms of life have become new, and forms of education have already dilapidated, that it is time to think about improving them.”

To implement the cognitive and creative activities of students in the educational process, I use modern educational technologies that make it possible to improve the quality of education, use school time more effectively and reduce the proportion of students' repro-

ductive activity. Of course, there are a lot of such technologies. I will dwell only on some of them. The first one is ***World Café technology***.

The Café is unusual in the sense that it is provocatively called "Café of problems and opportunities." Psychologists say that any of the problems that arise in life carry a lot of opportunities — you just need to seize them and use them correctly. My typical class has at least 12-15 people. They sit down, as it happens in ordinary cafes, 3 to 4 people per table. At the same time, one person becomes the "owner" at the table, the rest are his or her customers. To solve the problem there are paper tablecloths and a bunch of felt-tip pens in a small cluster. All ideas are fixed in jumbled form a note, a drawing, a diagram. After a short period of time, the "guests" are sent to the next table but the "owner" remains in the same place and introduces the

"guests" who have newly come to him or her again in the topic. Then everyone comes together to solve the problem.



The second technology is ***Digital Storytelling***.

Narration in English lessons.

Here I want to address an eternal question, indeed our Holy Grail as teachers: How to increase students' motivation to learn? And how to make collaborative learning fun? Every teacher asks himself or herself these and other questions more than once almost everyday.

One answer comes from harnessing of active methods of education, for example, the cre-

ation of digital stories. Digital storytelling is a combination of a story with the display of digital images, text, recorded speech, video and music to transmit the relevant information on the topic.

Students of any age love to create stories, and they are very eager to use modern technologies. By implementing projects with digital stories in the educational process, the teacher can attract the attention of students and at the same time help them to form the necessary skills in the modern world. A visit to the café will, for example, bring up such vocabulary items as *menu card, doily, tablecloth; expressions such as place an order, leave a tip, pass the salt/pepper, and the like. Grammatical issues such as the subjunctive in the question form pertaining to an unknown or imaginary situation: What would you like Sir/Madam? Such learning is full of fun and is functional at the same time.*

Here are some benefits of Digital Storytelling:

encourages research for the teachers by opening up new possibilities and showing up problems

develops critical thinking skills

improves the assimilation of knowledge by putting it to real use in an authentic context where the benefits reaped are immediate and substantial

4. Encourages creativity

5. Promotes speech and digital literacy.

In my lessons, I plan carefully and implement these technologies actively use this work. "My leisure", "Virtual tours to different countries", "Sights of my native town", "My future profession" and "Sport as a guarantee of health" are a few topics, and obviously this list illustrative rather than comprehensive as far as digital stories

are concerned.

Put differently, the imagination is the limit. The teacher can decide on the focus (vocabulary, grammar, speaking skills); the level of the class (basic, lower intermediate, intermediate, advanced); method; classroom activity (single-, pair- group work) and a lot more. The teacher can also compose and tell a story from the pictures.

The next technology for teaching a foreign language is *Kahoot*. Kahoot is a relatively new service for creating online quizzes, tests and surveys. Using this service can be a good way to get a feedback from students. Students can respond to tests created by the teacher from tablets, laptops, smartphones, that is, from any device with the access to the Internet. And what is more, these are devices children love to use, and revel in showing off their mastery of the facilities on them. To partic-

ipate in the test, students simply need to open the service and enter the PIN code that the teacher provides from his or her computer. Creating a Kahoot is very easy and, most importantly, the children really like it. It gives them the feeling of being in control, and frees the clever children and teacher from a lockstep progress in the class.



International projects

One of the most necessary qualities of a modern person is a tolerant attitude towards other nations, an awareness of the diversity of the world. Our school has been working with colleagues on an international level since 2015. Over the years,

various projects have been organized collaboration with educational institutions in Tunisia, the USA, and India. The main goal of implementing international projects in the educational curriculum is to educate students as worthy representatives of their country who are ready to participate in intercultural dialogue; that they should develop broader perspectives of the world. Out of understanding comes love, and out of love comes peace, something that we know is sorely lacking in this world at present. My initial efforts at international cooperation began with the project that I call “My Lovely Pet”. This was in cooperation with an American school where I happened to teach some lessons during my studies in the USA. Russian and American students exchanged letters about their pets. This enabled the Russian students to learn different usages of English such as the collo-

quial and slang. The Americans learnt new vocabulary about Russian life and animals.



The following year, a project was organized with an American school in Wildwood, New Jersey, USA, with the theme “Friendship knows no boundaries,” in which students exchanged school symbols and friendship cards.



In November 2019, the “Gift from Russia” project continued cooperation with the American school of Wildwood. Students shared their own souvenirs with American students. Also foreign peers received a video card with the information about the cultural traditions of Russia.



At Roshchinski school, two videoconferences were held with the students from Tunisia. They were based on the customs and traditions of the two countries. The students had the opportunity to communicate in English, they taught each other some phrases in Arabic and Russian, which caused great interest.



At the end of 2018, India was added to these countries. This

became possible thanks to my participation in the program of international exchange and studying at the English and Foreign Languages University in Hyderabad for three months in the summer of 2018.

In the fall, our school participated in the international research project “Biological Diversity of the Schoolyard” with the Delhi Public School. The project “Ordinary pine extraordinary beauty”, carried out by students in English was posted on the official website of the Indian school, and in their school blog, and was highly appreciated by Indian colleagues, parents and learners.

The scientific project work that I wrote and defended at the English and Foreign Languages University was called “International Collaboration at a Secondary School.” It was possible to organize and conduct five videoconferences in 2019 and seven in 2020 with

schools of Hyderabad (Telangana State, India) and with the students of Russian Department of the Jawaharlal Nehru University, New Delhi, India.

In the picture above, I make a presentation and later receive my certificate of proficiency from the Indian authorities.

Pupils of the Roshchinski school represented Russia, its culture, customs and traditions. Indian students were fascinated by a Russian folk dance, national costumes, and a folk song that were presented to them. Russian schoolchildren also spoke about the main symbol of the country — the Russian flag, Russian money, the holiday *Shrovetide*. Primary school children put up the performance "Fly Tsekotukha" in English. But the Indian schoolchildren were especially delighted and could not stop smiling at the representations

of famous characters of popular Russian cartoons (Masha and the Bear, Wolf and the Hare, Three Piglets, etc.).



country that helped Russian students learn as much as possible about India. The final part of the teleconferences was dedicated to the intercultural dialogue between Russian and Indian schoolchildren. The students had the opportunity to ask each other questions and answer them. This facilitated the improvement of their knowledge of the English language in practice. Almost every conference lasted longer than we had planned since there



so many who wanted to communicate with their foreign friends on both sides of the video conference bridges.

All Indian schools prepared an interesting program, and each of them provided different perspectives and a vast amount of information about the culture, customs and traditions of the



During the videoconferences the students from all the schools in our region became guests and hosts of the intercultural exchange and actively engaged in the communication with Indian schoolchildren and teachers.

On May 8, 2020, our high school students took part in an international online song contest dedicated to the 75th anniversary of Victory in the Great Patriotic War. The competition was held at the initiative of the Center for the Study of the Russian Language of the Jawaharlal Nehru University, Delhi, India. According to the results of the final round, the jury awarded the participants from Roshchinski school the

second place.

Thus, using innovative educational technologies, I was able to address the following interdependent issues:

To promote the development of the personality of students with an active civic involvement, able to deal with difficult life situations and solve their problems with positivity and optimism.

Change the nature of the interaction between the subjects of the school system of education: the teacher and student are partners, like-minded people, equal members of the “one team”.

To increase the motivation of students for educational activities through the versatility of the educational process, and, therefore, improve the quality of education.

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