

CROSSING BORDERS: HISTORY, DIALOGUE OF LANGUAGES AND CULTURES

May 17-19, 2012, Narva, Estonia

ABSTRACT BOOK



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CROSSING BORDERS: HISTORY, DIALOGUE OF LANGUAGES AND CULTURES

5th International Scientific Conference
on the Border of the EU in Narva, Estonia

May 17-19, 2012, Narva, Estonia

ABSTRACT BOOK



TARTU ÜLIKOOL
NARVA KOLLEDŽ

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Layout by Tarmo Käärik

Printed at SATA OÜ, Narva

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CONFERENCE PROGRAMME
MAY 17, 2012

11.30-16.00 Bus transfer from Tallinn to Narva

16.00-17.00 Registration (Narva College of the University of Tartu)

19.00-21.00 Opening reception in Narva Castle

CONFERENCE PROGRAMME
MAY 18, 2012

- 9.00-9.30 Registration, coffee, room 314
- 9.30-9.40 [Welcome speeches](#), room 213
Plenary session I, room 213
moderator Karsten Brüggemann
- 9.40-10.10 [Short History of Research of the Southern Great Plain Border](#)
Ágnes Pál, Doctor Habilitatus, University of Szeged, Hungary
- 10.10-10.40 [Rural Belongings:
Baltic Russian Identities in Estonian and Latvian Borderlands](#)
Laura Assmuth, Professor of Social Policy, University of Eastern Finland, Finland
- 10.40-11.10 [Constructing Collective Memory at the Estonian-Russian Border:
Narva, Nomadology, and the Go Game](#)
Elena Nikiforova, Senior Researcher, Centre for Independent Social Research, Russia & Robert Kaiser, Ph.D., Professor, University of Wisconsin-Madison, USA
- 11.10-11.30 Coffee break, room 314
- 11.30-13.30 Conference continues in parallel sections, room 213
Section I: Identity Issues of the Population of Border Regions
moderator Elena Nikiforova
- 11.30-12.00 [Galician-Russian Society and the Formation of a Russian Identity
in Galicia, 1902-1916](#)
Giovanni Savino, Ph.D., Istituto Italiano di Scienze Umane (SUM), Italy
- 12.00-12.30 [Существование в сотрудничестве: к вопросу о национальной
идентичности российских женщин-мигранток в Финляндии / Russian Women in Finland: Between Russian, Finnish and
European Identities](#)
Ekaterina Sobennikova, Ph.D. Student, European University at St. Petersburg, Russia
- 12.30-13.00 [Русские общественные организации Нарвы в прошлом и
настоящем / Narva Civic Organisations in the Past and Present](#)
Natalia Galetkina, National Research University Higher School of Economics (St. Petersburg branch), Russia
Olga Burdakova, Ph.D., Narva College of the University of Tartu, Estonia
Jelena Rootamm-Valter, Ph.D., Narva College of the University of Tartu, Estonia
- 13.00-13.30 [Эмоциональная связь студентов с эстонским языком/
Students' Emotional Connection to the Estonian Language](#)
Sirje Annik, MA, Narva College of the University of Tartu, Estonia
Diana Maisla, MA, Pärnu College of the University of Tartu, Estonia

Section II: Multicultural Education
Foreign Language Teaching and Learning, room 114
moderator Natalja Shlat

- 11.30-12.00 **Обучение посредством виртуального взаимодействия и on-line сотрудничества / Pushing Boundaries in Development of Remote Education in the Far East of Russia**
Skryabin Petr, Applicant for Scientific Degree of Candidate, Teachers Retraining Institute of North-Eastern Federal University named after M. K. Ammosov, Russian Federation, Republic of Sakha (Yakutia) & Skryabina Julia, Applicant for Scientific Degree of Candidate, Teachers Retraining Institute of North-Eastern Federal University named after M. K. Ammosov, Russian Federation, Republic of Sakha (Yakutia)
- 12.00-12.30 **Возможности использования сетевого дневника для реализации личностно-ориентированного обучения билингов (руско-эстонский билингвизм) / Blog as a Resource for Learner-centered Approach in Teaching Bilinguals (Russian-Estonian Bilingualism)**
Anastassia Rezepova, MA, Tallinn French Lyceum, Estonia & Natalia Tshuikina, Ph.D., Tallinn University, Estonia
- 12.30-13.00 **Методические рекомендации по использованию креолизованного текста в обучении иностранному языку (на примере русского языка) / Methodological Recommendations for Usage of Creolized Media Text in Language Teaching**
Marina Toimurzina, MA Student, Herzen State Pedagogical University of Russia, Russia
- 13.00-13.30 **Типологические особенности российской сетевой прессы в аспекте преподавания РКИ / Typological Peculiarities of Media-texts within Russian Network Press in the Aspect of Teaching Russian as a Foreign Language**
Elena Dolgih, Postgraduate Student, Herzen State Pedagogical University of Russia, Russia
- 13.30-14.30 Lunch, room 314

- 14.30-16.00 Conference continues in parallel sections
Section III: Border Regions and Cities' Development and Interaction of their Cultures, room 213
moderator Kaarel Vanamõlder
- 14.30-15.00 [The Karelian Isthmus and Northern Ladoga Area in 1940-1941 as a Kind of "Frontier"?](#)
Grigory Suzi, Ph.D. Student, European University at St. Petersburg, Russia
- 15.00-15.30 [18-ый Даугавпилсский полк айзсаргов как часть приграничного округа \(1919-1940\) / The 18th Daugavpils Aizsargi Regiment as Part of the Border Region \(1919-1940\)](#)
Ainis Lociks, Master of History, Ph.D Student, University of Daugavpils, Latvia
- 15.30-16.00 [Eesti Vabariigi 1919. aasta maareform Virumaa Narva-tagustes valdades / The 1919 Estonian Land Reform in Viru District's Trans-Narva Parishes](#)
Tiit Rosenberg, Professor of Estonian History, University of Tartu, Estonia
- Section IV: Multicultural Education. Identity Issues, room 114
moderator Giovanni Savino
- 14.30-15.00 [The Development of Ethnic and National Identity of Russian Minority Students Living in Narva](#)
Maie Soll, Ph.D. Student, University of Tartu, Ministry of Education and Research of Estonia, Estonia
- 15.00-15.30 [Формирование гражданской идентичности у дошкольников средствами логических задач \(на материале архитектуры г. Санкт-Петербурга\) / The Formation of Civic Identity in Preschool Children by Means of Logical Tasks \(based on Architecture of St. Petersburg\)](#)
Natalia Shlat, Candidate of Pedagogical Sciences, Pskov State University, Russia & Alexander Orlov, Pskov State University, Russia
- 15.30-16.00 [Language Education and Identity: A Case Study In Taiwan](#)
Mei-Lan Huang, Assistant Professor, Chang-Gung University of Science and Technology, Taiwan
- 16.00-16.15 Coffee break, room 213
- 16.15-16.45 Closing session with a round-up of work in parallel sections, room 213
- 18.00-20.00 Sightseeing tour of Narva (optional)

CONFERENCE PROGRAMME
MAY 19, 2012

- 9.00-9.30 Registration, coffee, room 314
Plenary session II, room 213
moderator Laura Assmuth
- 9.30-10.00 [Endless Bargains on Belonging to “This Side” or “The Other Side”: The Case of the Georgian-Turkish Border](#)
Mehmet Bozok, Ph.D., Artvin Coruh University, Turkey & Nihan Bozok, Ph.D., Artvin Coruh University, Turkey
- 10.00-10.30 [International Network of Partnership and Alliances in Continuing Education: Challenges and Prospects](#)
Olga Chorosova, Doctor of Education, Ph.D. in Psychology, Teachers Retraining Institute of North-Eastern Federal University named after M. K. Ammosov, Russian Federation, Republic of Sakha (Yakutia)
- 10.30-11.00 [Design of Multicultural Education based on a Multi-Paradigm Approach](#)
Eduard Khakimov, Ph.D., Udmurt State University, Russia
- 11.00-12.30 Conference continues in parallel sections
Section V: History of Evolvement of Border Regions. Interaction of Cultures and Languages, room 213
moderator Aet Kiisla
- 11.00-11.30 [Новая российская провинция: образ Нарвы в русской путевой литературе XVIII-XIX вв. / Image of New Russian Province: Narva in Russian Travelogues of the 18th and 19th Centuries](#)
Katri Raik, Ph.D., Narva College of the University of Tartu, Estonia
- 11.30-12.00 [Tee Narvast Narva-Jõesuusse kui ajalooallikas Eesti idapiiril / The Road from Narva to Narva-Jõesuu as a Historical Source on the Eastern Border of Estonia](#)
Kaarel Vanamõlder, Ph.D. Student, Narva College of the University of Tartu, Estonia
- 12.00-12.30 [Социальный перевод как инструмент межкультурного и межъязыкового посредничества: переводческая деятельность глазами полицейских следователей / Community Interpreting as Means of Mediating Language and Culture: Interpreting as Seen by Police that Conduct Proceedings](#)
Katrin Karu, Ph.D., University of Tartu, Estonia

Section VI: Multicultural Education and Practices of Educational Institutions of Border Regions, room 114
moderator Eduard Khakimov

11.00-11.30 [Новые регламенты организации дополнительного профессионального образования педагогов на северо-востоке России / New Regulations in Procedure of Continuing Professional Education in the Far East of Russia](#)

Nadejda Shilova, Applicant for Scientific Degree of Candidate, Teachers Retraining Institute of North-Eastern Federal University named after M. K. Ammosov, Russian Federation, Republic of Sakha (Yakutia)

11.30-12.00 [О дополнительных ресурсах финансовой поддержки непрерывного профессионального образования / Funding Resources of Financial Support for Continuing Professional Education](#)

Maximov Valentin, Applicant for Scientific Degree of Candidate, Teachers Retraining Institute of North-Eastern Federal University named after M. K. Ammosov, Russian Federation, Republic of Sakha (Yakutia)

12.00-12.30 [The Role of Public Administration Curriculum in University's Community Service in a Geographical Periphery](#)

Aet Kiisla, MSc, Narva College of the University of Tartu, Estonia

12.30-13.30 Lunch, room 314

Section VII: Border Regions and Cities' Development and Interaction of their Cultures, room 213
moderator Jelena Rootamm-Valter

13.30-14.00 [Soviet-Finnish Forestry Cooperation in the Near-Border Area in 1953-1964](#)

Elena Kochetkova, Ph.D. Student, European University at St. Petersburg, Russia

14.00-14.30 [Development Potential of Building Closer Cultural Ties in the Kaliningrad Oblast/ Warmia Mazury Region: Analysis of Braniewo/Mamonovo and Individual Cross Border Interactions and Relations in the Post-Communist Space](#)

Stanislaw K. Domaniewski, Project Researcher, Karelian Institute, University of Eastern Finland, Finland

14.30-15.00 Closing session with a round-up of work in parallel sections, room 213

15.30 End of the conference, reception, room 314

20.00 Night tour of Narva Castle (optional)

18.00 Bus transfer from Narva to Tallinn (optional)

CONFERENCE COMMITTEES

International Scientific Committee:

Karsten Brüggemann, Ph.D., Germany – Estonia

Do Coyle, Ph.D., UK

Mikhail Lurye, Candidate of Science in Art History, Russia

Jelena Nõmm, Ph.D., Estonia

Jelena Rootamm-Valter, Ph.D., Estonia

Vadim Semenov, Ph.D., Estonia

Local Organising Committee:

Olga Burdakova, Ph.D., Chair

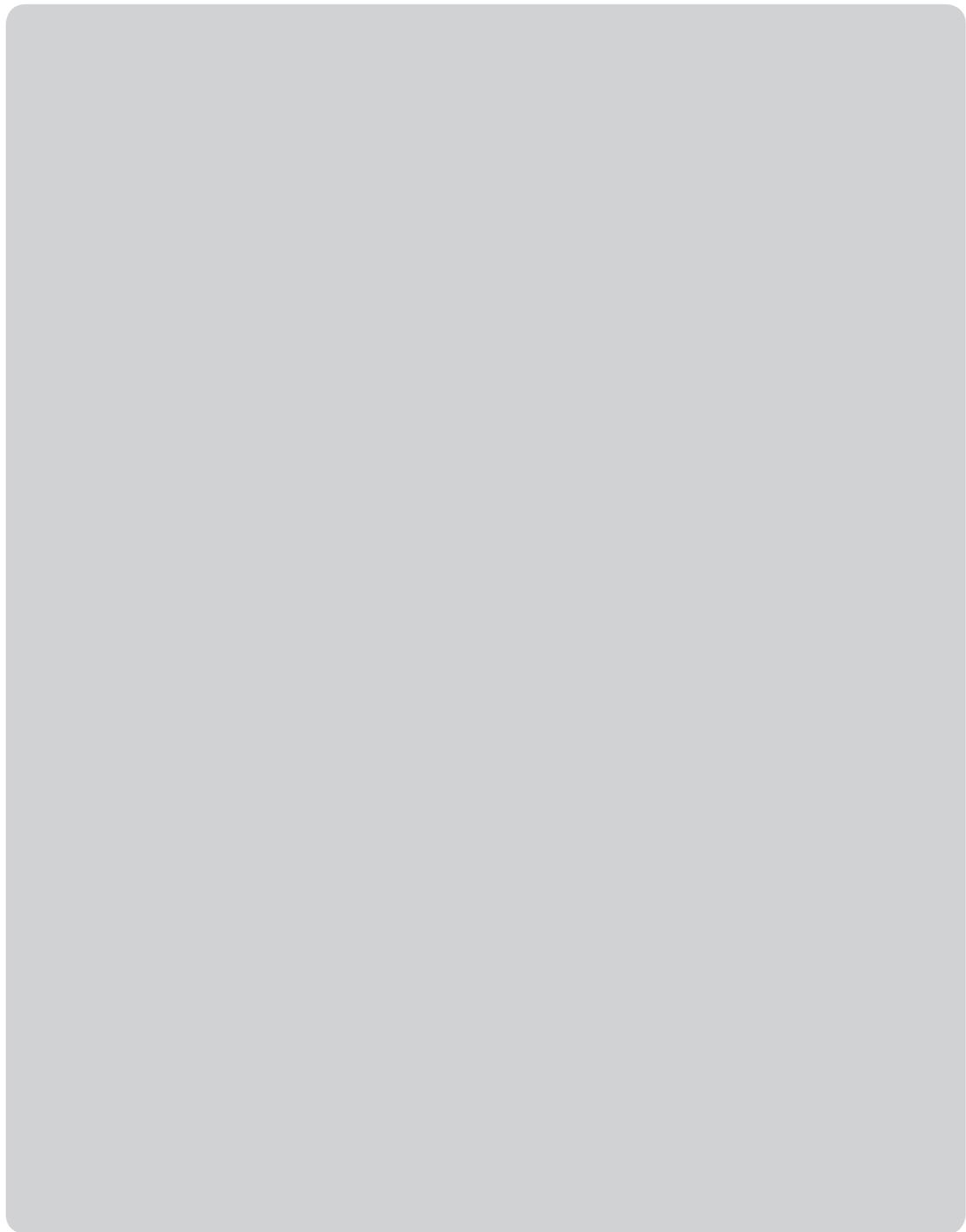
Anna Džalalova, Ph.D.

Aet Kiisla, MSc

Mai-Liis Palginõmm

Niina Raud, Ph.D.

Kaarel Vanamõlder, MA



ABSTRACTS

PLENARY SESSION I

ÁGNES PÁL, Doctor Habilitatus

Short History of Research of the Southern Great Plain Border

University of Szeged, Hungary

The border zone research has become one of the most important objectives in geographical investigations in Hungary.

In the first phase of their research geographers formulated the academic problem itself, that is whether or not border zone settlements develop differently from those settlements which are located in other parts of the country. A border zone location supposedly has an — advantageous or disadvantageous — impact on the development of a given settlement. In the next phase of the research — between 1991–1994 an empirical research was carried out. Statistical analyses and surveys through questionnaires were made in relation to the areas and settlements located in the vicinity of the Romanian-Hungarian and Serbian-Hungarian borders. This research was primarily aimed at exploring economic relations of these settlements and, as a result, the conclusions were drawn that in most cases a border zone location is favorable when a developed region meets another relatively developed region. If the two sides of the border are both underdeveloped, or there is a considerable developmental gap between the settlements located on the two sides of the border, then a zone location is only to preserve the peripheral characteristics of the given settlement.

LAURA ASSMUTH, Professor of Social Policy

Rural Belongings: Baltic Russian Identities in Estonian and Latvian Borderlands

University of Eastern Finland, Finland

There are hundreds of thousands of ethnic Russians and Russian speakers living permanently in the Baltic states of Estonia, Latvia and Lithuania. Some of them are citizens of the Baltic states, others — of Russia, and of other former republics of the Soviet Union. In addition, quite a large percentage of ethnic Russians or Russian speakers living in the Baltic States are stateless persons. Since very large numbers of Russians and Russian speakers moved to the Soviet Baltic republics in the Soviet period, their presence has often been seen as a legacy of the Soviet period only. Moreover, in public and political discussions, Russians in the Baltics are almost always represented as a more or less homogenous group. In my paper I wish to draw attention to some neglected aspects of the Russian presence in the Baltic states of Estonia and Latvia. First I discuss such ethnic Russian people and groups of people who have ‘always’ lived on the territories of today’s Estonia and Latvia; and second, I point out the great variation of identities among different members of the Russian population. The ways in which ethnic identities intertwine and interact with linguistic, religious, citizenship and local identities of individuals are analysed, based on the results of a long-term anthropological research project in rural localities at the border area between Estonia, Latvia and Russia. The paper concludes with a discussion of possible new identities of people with Russian and Soviet backgrounds living permanently in the Baltics.

ELENA NIKIFOROVA, Senior Researcher & ROBERT KAISER, Ph.D., Professor

Constructing Collective Memory at the Estonian-Russian Border: Narva, Nomadology, and the Go Game

Centre for Independent Social Research, Russia
& University of Wisconsin-Madison, USA

Inspired by the nomadology approach by Deleuze and Guattari (*A Thousand Plateaus: Capitalism and Schizophrenia / Treatise on Nomadology* [1980] 2004), this paper looks into post-soviet transformations of Narva, a Russian-speaking town at the Estonian-Russian border, and seeks to analyse the ongoing transformations of Narva's memordscape using the Deleuze and Guattari's take on the two games: chess perceived of as "a game of a state" and Go, "a game of nomads".

Unlike in chess, where all pieces "are coded", and possess certain subjectivities and move according to predefined trajectories, in Go pieces gain meanings and identities depending on their location on the board and on their spatial relations with other pieces in the game, which make all pieces in the game interconnected and their 'identities' mutually informed.

Deleuze and Guattari's appropriation of these two games can provide a heuristic conceptual framework for approaching the complex and persistent memory work, which for the last two decades is being led by Narva. Being a nomadic place with impressive record of reterritorializations and turbulent local history firmly embedded in the grand historical narratives, Narva relates to a number of national and supranational memordscapes (e. g. the memordscapes of 'Estonia', 'Russia', 'Sweden', 'Europe'), all of which have found material manifestation in the city's manifold monuments and commemorative sites.

Taking one or two sites as examples, this paper looks into how Narva political and cultural elites maneuver between manifold memordscapes, all relevant for Narva, but sometimes oppositional to each other (such as, for example, the memordscapes of 'Estonia' and 'Russia'). Just as Go players act on the game board, moving pieces around, endowing them with identities through motion and relations, and constructing

unique game situations on the board, in the same fashion different Narva interest groups manipulate Narva memoryscape by moving objects in a physical space — relocating, demolishing, erecting monuments, commemorative sites, and buildings and endowing them with new identities. In assemblage with other pieces / sites, these sites are engaged in a constant process of becoming, and all together are working on the production of local memoryscape of Narva, informed by other ‘master’ memoryscapes, and yet unique.

PARALLEL SECTION I
IDENTITY ISSUES
OF THE POPULATION OF BORDER REGIONS

GIOVANNI SAVINO, Ph.D.

Galician-Russian Society and the Formation of a Russian Identity in Galicia, 1902-1916

Istituto Italiano di Scienze Umane (SUM), Italy

The rebirth of interest in Panslavism at the beginning of the XX century in Russia was connected with the development of nationalism and the monarchist movement. The role of rightist intelligentsia was important in formation of ideological platform for conservatives' parties and organisations, and did much in the creation of a political spectrum and connections.

Galicia was the only Eastern Slavic speaking region outside the Russian Empire, and it was in the centre of an irredentist propaganda by rightist intelligentsia: the foundation of the Galician-Russian Society in 1902 by Anton Budilovich and other prominent monarchists was an evidence of a growing aggressive nationalist policy. After Budilovich, the role of Vladimir Bobrinskii and Dmitrii Vergun was fundamental in developing an irredentist network in Galicia and the Russian Empire, funding Russian schools and societies to develop the idea of the "All-Russian unity".

In nationalists reviews such as "Okrainy Rossii" articles and commentaries about Galicia were carefully printed and discussed; count Bobrinskii was active in denouncing the "oppression" of 'Carpathian Rus'; Church, high society, and conservative intelligentsia actively campaigning to support "Galician brethren".

The key role of the Galitsko-Russkoe Obshchestvo in forging a Russian identity in a sensitive borderland and the funding of cultural and educational institutions (Stauropagian Institute, Kachkovsky Society, Russian cultural circles) was maybe overestimated by Habsburg authorities. But many Galicians went to Petersburg and Kiev to complete their studies, to have "all-Russian" education.

The aim of the paper is to underline the effects of "civic Russification" before WWI, and the role of the Galician-Russian Society during the tsarist occupation of Galicia. It will discuss ideas and positions of Galician "russophiles", their cultural ties with Petersburg, and how they developed a conscious national orientation.

EKATERINA SOBENNIKOVA, Ph.D. Student

Russian Women in Finland: Between Russian, Finnish and European Identities

European University at St. Petersburg, Russia

This paper deals with issues of national identity of Russian migrant women living in Finland. The specific feature of this migrant group is their married status and the so called “stable level” of well being. In spite of it they maintain close social contacts with the country of origin due to the close administrative border between Russia and Finland. Such contacts and variety of trans border migrant practices lead to transformation of national identity. We will show how three possible identities: Russian, Finnish and European can coexist / dominate or conflict with each other. Our analysis is based on 15 in-depth interviews with Russian migrant women living in Helsinki.

NATALIA GALETKINA, OLGA BURDAKOVA, Ph.D. & JELENA ROOTAMM-VALTER, Ph.D.

Narva Civic Organisations in the Past and Present

National Research University Higher School of Economics (St. Petersburg branch), Russia & Narva College of the University of Tartu, Estonia

“Declaration of the Republic of Estonia and separation from the motherland became both the end of the old world and beginning of a new life for many Russians. They had to create their new life themselves, within the frames of a new state. The best form of socializing and coping with economic and spiritual difficulties turned out to be the civic organization” (PHM 2001: 99).

These words written by a researcher of the public life of Russians in Estonia in the 1920–40s are quite relevant for describing the situation of modern Russian societies which were established in Estonia in the 1990–2000s. In connection with it, there arises a range of questions about drawing other analogies between these two periods in the history of existence of Russian civic organisations in Estonia on the whole and in Narva in particular.

The aim of the given presentation is to study modern Russian civic organisations of Narva and to compare them with the Russian societies which existed here during the period of the first Republic of Estonia. The main research question can be phrased as follows: what is the particularity of the present situation and in which way is the present situation similar to the one of the 1920–30s? What role do modern Russian civic organisations play in the consolidation of the Russian community? Does this process demonstrate any succession with the previous period of the history of the organisations?

In order to answer the questions the following aspects of the issue were analysed:

1. social and political conditions in which Russian civic organisations were established in the 1920s and the 1990s;

2. types of societies which can be distinguished on the basis of the society's goals and tasks;
3. declared and fulfilled functions of Russian civic organisations;
4. organisational structure: management body of the society; the degree of hierarchy and bureaucracy; principles of membership;
5. membership of the societies: number of members, their gender, age and professional characteristics, as well as the legal status (citizenship), political orientation, material situation, duration of living in Estonia;
6. interconnection between personal characteristics (belonging to one or another group of the local Russian population) and priorities in the choice of one's "own" civic organisation;
7. popularity of the organisation among local population (not only Russian-speaking); the degree of influence upon the civic situation in the city.

The following materials were used in the course of the preparation of the presentation: interviews with heads and members of Russian civic organisations of Narva recorded in July, 2011; mass media materials and scientific publications on the corresponding issue; official documents and statistics of Russian civic organisations in modern Estonia.

References

РНМ 2001 — Русское национальное меньшинство в Эстонской республике (1918–1940). Под ред. С. Г. Исакова. Тарту—СПб, 2001.

SIRJE ANNIK, MA & DIANA MAISLA, MA

Students' Emotional Connection to the Estonian Language

Narva College of the University of Tartu, Estonia &
Pärnu College of the University of Tartu, Estonia

What does the Estonian language mean to students? Is it just another course, among all the others or is there something more personal in it? How is the Estonian language described? As a grammatical system or as a tool for communication? What is beautiful and interesting and what is difficult or boring about the language? Is studying Estonian interesting, or is it more of a forced responsibility? Does learning the Estonian language create in students feelings of anger, happiness, love or sadness? If one writes about the Estonian language, does he / she express these main emotions at all? All these questions will be explored in this presentation.

The results presented were gathered using a questionnaire which was administered during the school year, before the start of Estonian language classes, in order to determine the expectations of the students. People who completed the questionnaire were divided into two groups: those who had Estonian as their mother-tongue, and those who were learning it as a foreign language. The aim of the class for both groups was the same — developing their language skills.

The basis of the analysis which was completed is repetition, with the most important words being those that were used repetitively in answers, at a minimum of five times. The first portion of the analysis grouped all the same questions together, across all questionnaires, so that the group of words that were consistently used to describe the Estonian language would emerge. The second part of the analysis examined each individual questionnaire separately, focusing not on a particular question but on the answers of the individual, overall.

An analysis of both groups has revealed that while the Estonian language is important for them both, it is difficult to learn. The particular difficulties described varied between the two groups, with the largest difference found in terms of their description of the Estonian language. Students whose mother tongue is not Estonian wrote about the meaning of the language very emotionally, describing it on a scale ranging from

easy to difficult. The greatest volume of emotions was expressed with regard to both studying and using the Estonian language.

Students, whose mother tongue is Estonian, described the language not on a scale of easy to difficult, but rather on the basis of being either beautiful or ugly. Additionally, they expressed more emotions than the prior group regarding the Estonian language; however, they did so without using emotional descriptors directly.

PARALLEL SECTION II
MULTICULTURAL EDUCATION
FOREIGN LANGUAGE TEACHING AND LEARNING

PETR SKRYABIN,
Applicant for Scientific Degree of Candidate &
JULIA SKRYABINA,
Applicant for Scientific Degree of Candidate

**Pushing Boundaries in Development of Remote
Education in the Far East of Russia**

Teachers Retraining Institute of North-Eastern
Federal University named after M. K. Ammosov,
Russian Federation, Republic of Sakha (Yakutia)

A huge area of the North-East of the Russian Federation, a small number of settlements, long distances between them, and as a result, a poor transport infrastructure, the high cost of travel to the city of Yakutsk, are the main problems that prevent communicative interaction, organization of continuing professional education, dissemination of experience, guidance of teachers. In the Far East of Russia educational resources in electronic media, corresponding to modernization changes of Russian and world education systems are weakly developed.

“WEBKAFEDRA” of the NEFU (<http://e-svf.ru/>) is the information and educational portal of teachers continuing education realized in North-East Federal University named after M. K. Ammosov to create an educational environment support of the educational process at schools aimed at improving preparedness for future entrants to higher education institution.

The information and education portal of teachers continuing education: the project is realised in accordance with generally accepted international e-learning standards SCORM 1.2, and it aims at the development of continuing education of teachers, at ensuring openness, accessibility of quality improving through the introduction of new forms and methods of learning through ICT.

The tasks of the education portal in the domestic market of educational services: access to quality education in the North-East of Russia; the improvement of the professional competence of teachers; scientific-methodical and resource support for teachers and

carriers of the ethno-cultural values, teaching traditional knowledge, technology and culture of indigenous peoples of the North-East of Russia, etc.

New opportunities will be realised at the international level. Due to the concept of the Agreement between the two universities, the University of Tartu and the North-Eastern Federal University, there is basis for cooperation between the structural units of the universities.

The application of appropriate technologies will allow us to create new generation educational services with a high informative potential of the online multi-user mode, as well as next-generation interfaces to streamline and automate the process of learning, interaction of the listener with a teacher.

ANASTASSIA REZEPOVA, MA, & NATALIA TSHUIKINA, Ph.D.

Blog as a Resource for Learner-centered Approach in Teaching Bilinguals (Russian-Estonian Bilingualism)

Tallinn French Lyceum, Estonia & Tallinn University, Estonia

The report presents grounds for necessity for implying a learner-oriented course for bilinguals studying in modern Estonian school. Such a course is caused by changes in the State Curriculum. The second supposition is the need in teaching Russian to bilinguals not as a foreign language but as one of native ones, which is not provided by curricula of Estonian-speaking educational institutions, although many of them count more than 10% of students from Russian-speaking families. As a result, bilingual students fairly and without accent speak Russian, however experiencing difficulties in reading and writing texts.

The realisation of learner-centered approach for bilinguals via web blogs solves a vast number of organisation problems, starting with the timetable settings for students from different classes and ending with an individual approach to students' personal achievements assessment. The article also describes the course's structure, which is organised in four cycles with eight lessons in each; contact classes are to be held at the beginning of the course and between the cycles for interim results, as well as at the end of the course for conclusion.

MARINA TOIMURZINA, MA Student

Methodological Recommendations for Usage of Creolized Media Text in Language Teaching

Herzen State Pedagogical University of Russia, Russia

The article deals with methodological recommendations for usage of creolized media text as a source of cultural and linguistic information in language teaching (on the example of the Russian language). Creolized texts are interpreted as complex textual units in which verbal and nonverbal elements constitute a single whole in visual, semantic, structural and functional aspects, and which has the goal to have a complex influence on the recipient. Analysis of these texts in which both verbal and nonverbal components play an important role is of particular interest in terms of psychology and methodology of teaching foreign languages. Methodological potentials of creolized media text for foreign language teaching are presented in schemes of work with semi-otic systems contained in verbal and nonverbal text components. The opportunities to achieve fast and effective learning of material and its memorizing are determined by the organic interaction of verbal and iconic components.

ELENA DOLGIH, Postgraduate Student

Typological Peculiarities of Media-texts within Russian Network Press in the Aspect of Teaching Russian as a Foreign Language

Herzen State Pedagogical University of Russia, Russia

This paper is devoted to analysis of stylistic peculiarities of mass editions.

Hypertextuality, interactivity, multi-media character, peculiarities of structure and language of network press open new opportunities for mastering culturological and country-specific material. The socio-cultural analysis of the media-text is not only an effective tool for its adequate comprehension, it is also a means of forming due stylistic competence in mastering the Russian language.

Modern Internet resources help in creation of the language environment that motivates and stimulates the development of language learning strategies. The work in such teaching environment provides the possibility to master material efficiently, opens new opportunities for acquaintance with important authentic information about the target language country.

It examines the importance of network press in teaching the language and culture of the present-day mass media as well as Russian language stylistics at the advanced level of teaching Russian as a foreign language. The paper proposes a model for analysis of news stories from network press with regard for their genre-specific and genre-forming characteristics.

Being a source of linguistic-country-specific, linguistic-culturological and socio-linguistic material, a network newspaper must be thoroughly studied and analysed for the aspects of teaching Russian as a foreign language, in order to form foreign students' due skills of working with a text of Russian network press media.

PARALLEL SECTION III

BORDER REGIONS AND CITIES' DEVELOPMENT AND INTERACTION OF THEIR CULTURES

GRIGORY SUZI, Ph.D. Student

The Karelian Isthmus and Northern Ladoga Area in 1940-1941 as a Kind of “Frontier”?

European University at St. Petersburg, Russia

The presentation deals with the research of migration to the new border districts of Karelia, which were annexed from Finland to the USSR after the Winter War in 1940. The period 1940–1941 can be thought as the first stage of its soviet development because this region and some other territories of Karelia were under Finnish control from 1941–1944.

It is plausible that the Karelian Isthmus and Northern Ladoga area had some features of a frontier zone in this period. The term “frontier” is used in the wider meaning, after the frontier thesis of Frederick Jackson Turner. Two characteristics of a frontier: authoritative and administrative instability of this territory and the combination of Finnish and Soviet cultures, are relevant to this region of Karelia in 1940–1941. Despite the fact that the region *de jure* became part of the Soviet Union under the terms of the Moscow peace treaty, these territories did not become *de facto* Soviet immediately. The Soviet government was confronted by difficulties organizing authority in this new region and resettling the citizens to new areas. The Soviet settlers who lived in annexed areas always feared the return of the former owners, the Finns. At the same time, the Soviet authorities and common people attempted to adapt Finnish material heritage for the Soviet style of life, but it was a complicated task.

Even so, Finnish and Soviet citizens did not interact directly because Finns had almost left this region in 1940. There was not significant difference between Finnish and Soviet culture. However, an interaction and considerable civilization variation are characteristics of a frontier zone in the Turnerian concept. Therefore, it is not rightfully to consider the Karelian Isthmus and Northern Ladoga area classical examples of frontiers by the Turnerian interpretation. It is valid, however, to think that this region had some features of a frontier zone, especially in 1940–1941. After the final annex in 1944 this region remained a border area, but it slowly lost the characteristics of a frontier zone in multiple senses, including the changing relations between the Soviet Union and Finland.

AINIS LOCIKS, Master of History, Ph.D. Student

The 18th Daugavpils Aizsargi Regiment as Part of the Border Region (1919-1940)

University of Daugavpils, Latvia

Latvian Aizsargi Organization plays a significant role in the history of Latvia in the period from 1919 till 1940. The main objectives of Aizsargi were to take care of security inside the country, and to participate in the defense of the state in wartime, if necessary.

The formation of Aizsargi squads in the District Daugavpils began in spring 1919, during the independence war in Latvia. As a result of the offensive operation in May 1919, the authorities of the Soviet Latvia in Krustpils city were eliminated.

Till the 10 of May, 1920 Aizsargi squads had been established in the most parishes of the District Daugavpils.

During its existence the 18th Aizsargi regiment of Daugavpils was developed as whole-some part of the organization. Although at the beginning, especially in the 20-s, there were problems in the action of divisions, the divisions in the town and near it worked actively. In the middle of the 30-s divisions in all parishes worked effectively. In the regiment of Daugavpils, as well as in the whole state, there was a great influence of the Union of farmers, because more than half of the members of the 18th regiment were landowners. Only after the revolution in the year 1934 there was an active flow of intelligence into the organization of Aizsargi. The important role was played by the regiment of communication, later the battalion, which did not only reduce the monopoly of the Aisargi of Krustpils in such fields as war, culture and sport, but also supported the popularization and the development of Latvian culture in Daugavpils. The Aizsargi of Daugavpils were mostly officials, students and learners, the greater part of whose were Latvians from other parts of Latvia.

Immediately after the occupation, on the 23rd of June, 1940, a new pro-Soviet government was created that constituted the decision of the Minister cabinet and the instruction of confiscation of weapons from Aizsargi.

After the elimination of Aizsargi organization it was necessary to do something about their property and material wealth. In the Daugavpils district the committee, which visited all parishes and inventoried the property of Aizsargi divisions, worked from the beginning of the 3rd August till the 1st November of 1940. The committee took decisions about the transmission of recourses, the repayment of debts and about other questions; the property of Aizsargi was adopted by soviet agencies, for example, by the part of the Labor troops that existed in Daugavpils.

TIIT ROSENBERG, Professor of Estonian History

The 1919 Estonian Land Reform in Viru District's Trans-Narva Parishes University of Tartu, Estonia

1. The land reform in Viru District's trans-Narva parishes was one of the fundamental measures taken to achieve integration of this area into the Republic of Estonia. The essence of the reform was the transition to farmstead-based land use on the same basis as the Estonian area and the establishment of private land ownership.
2. The trans-Narva parishes encompassed 375 km² in total and, as of 1922, had a population of 7608, making it one of the most densely populated regions in Estonia with more than 45 inhabitants for every 100 ha of agricultural land. For the majority (87%) of the inhabitants in the northernmost Naroova (later Narva) parish (173 km², 2799 inhabitants, of whom 63% were Russians, 24% Ingrians, and 13% Estonians), Kose (Piiri) parish (91 km², 1310 inhabitants, of whom 88% were Russians and 11% Estonians), and the southernmost Skarjatina (Raja) parish (111 km², 3499 inhabitants, of whom 96% were Russians and 3% Estonians), agriculture was the main source of income (78% for the rest of Viru District's countryfolk in entirety)
3. The specificity of the trans-Narva and Petseri District land reform lies in its system of land ownership and use, which, in contrast with the rest of Estonia, was dominated by Russian-style communal land tenure through *hingemaa* /подушный надел (homestead, lit. 'soul-land'). The land mainly belonged to village communes (24 villages in Naroova parish, 10 in Kose, and 21 in Skarjatina) acting as legal persons, since commune members had either separate or joint right of use of that land. The commune's homestead was mainly tilled as long narrow strips ('ropes'), and the lands were regularly redistributed as a response to changing family size. Therefore, compulsory joint fieldwork (*väljasundus*) remained the dominant method of land use, and the egalitarian nature of such arrangement caused a lack of interest towards land improvement or agricultural innovation.
Private landowners' individual holdings (i. e., farmhouses and manors) were few compared to the rest of Estonia. There were the Lilienbach, Saare, and Baikov manors and the Lomõ puustus (manor) in Naroova parish; and in Skarjatina parish the Annenskaja semi-manor and the Testsina, Lutsinniku, Sasino, and Pansino puustus manors. Generally speaking, those parishes were affected by

serious agrarian overpopulation, so while there were almost no landless peasants (paid labour), the area of land per person was still extremely meagre.

4. As a preliminary to the land reform, nearly all the lands underwent re-surveying and re-evaluation during 1923–1930, as the necessary plans for the areas did not exist. The transformation of land ownership from communal to private through parcellation of *hingemaa* homesteads had already begun in the final years of the Tsarist period. Initially, the land reform was based on a slightly modified land readjustment act of Russia from 21 May 1911 (published as the ‘Act of Land Adjustment in Petseri District and the Trans-Narva Area’ in Riigi Teataja, 1921, no. 88 / 89), and later on the new Estonian Land Adjustment Act (Riigi Teataja, 1926, no. 23). The reforms were carried out by the General Administration of Land Readjustment, formed on 1 January 1922, and its Narva land readjustment committee.

5. Parcellation of homesteads in Viru District’s trans-Narva areas

Parcellation of homesteads	organised villages	farms	area ha
Until incorporated into the Republic (1920)	—	—	—
1920–1926	22	572	5.852
1926–1933 (incl.)	25	1.097	12.437
TOTAL	47	1.669	18.289
Still under parcellation as of 1934	7	231	1.476
Requested organising, but not yet parcelled	—	104	520

As a result of parcellation, plots in *hingemaa* were haphazardly consolidated by three to four at a time, solitary plots were marked with proper boundary markers, and plans were designed for the lands. With such arrangements, ground was prepared for the development of farmsteads. Concurrent with land parcelling in the 1930s, the parcelled lands were also registered through the Land Registry Committee of the Properties of Trans-Narva Parishes and the Petseri District, a subordinate to the Department of Justice and Interior Affairs, which helped in securing loans for a farmstead’s further development.

6. Unfortunately, the land reform could not eliminate the land hunger and overpopulation present in trans-Narva parishes, where small households remained prevalent. Still, an increase could be observed in a variety of areas, such as the intensity of land use, the ratio of farm animals to cultivated area, the variety of domestic animals, and more considerably, the number of fruit trees.

PARALLEL SECTION IV
MULTICULTURAL EDUCATION
IDENTITY ISSUES

MAIE SOLL, Ph.D. Student

The Development of Ethnic and National Identity of Russian Minority Students Living in Narva

University of Tartu, Ministry of Education and Research of Estonia, Estonia

Self-categorisation as a member of a group, including a member of an ethnic group, takes place in interaction with the surrounding environment. Different researchers have divergent views on how self-categorisation is created — whether on the basis of one’s knowledge of the group or, more specifically, on the basis of certain individual markers, such as the proficiency of the ethnic language or adherence to specific national traditions in everyday life. There are theories of identity (Erikson, Marcia et al) claiming that the identity is like any living organism changing and developing. However there are certain phases in this process. The present presentation concentrates on the example of Russian minority students in Narva (border region). The aim of the presentation is to find out, how the students evaluate their ethnic and national identity in the process. The research was carried out as a longitudinal; the same students had been questioned twice — as 6th Grade students and as 8th Grade students.

NATALIA SHLAT, Candidate of Pedagogical Sciences & **ALEXANDER ORLOV**

The Formation of Civic Identity in Preschool Children by Means of Logical Tasks (based on Architecture of St. Petersburg)

Pskov State University, Russia

At preschool age acquaintance of children with culture of the hometown is important means of formation of civil identity. Since 2010 in Russia new requirements to the organisation of preschool education started to operate. Education of children of preschool age is under construction by realisation of ten educational areas.

One of them is the Socialization area. Its content assumes the formation of “gender, family, civil accessory, patriotic feelings, feeling of accessory to the world community”.

Activity of the preschool child of 5–6 years is little differentiated and little arbitrary. Therefore, the interaction of teacher with children should be carried out as an interesting game, and a problem-cognitive activity aimed at solving practical and intellectual challenges.

In this regard we consider that effective formation of civil identity of preschool children will be promoted by use of logical tasks in educational activities. The logical task is an instruction on need to carry out certain actions: to compare, exclude, continue, establish connection between objects. The task is designed in such a manner that the way of the decision is the relation between a condition (conditions) and a task requirement (what is necessary to make). Logical tasks have entertaining character; they are interesting for children because they are visual.

Logical tasks are based on a certain content. The architecture of a hometown which reflects city history, lives of citizens influences their consciousness, psychology.

The child who was born in Saint — Petersburg, lives in unique multicultural environment. It is very important, that s/he feels as an integral part of the city.

When the child of preschool age studies architecture of Saint-Petersburg by means of logical tasks, it supports, on the one hand, the formation of civil and ethnic identity

of the child, her / his acquaintance with the hometown; on the other hand, it secures cognitive and personal development of the child as it helps increase her / his active vocabulary, mathematical representations; it also develops sensory and logic actions of the child due to descriptions, for example, in games of architectural mosaic; it improves the ability to orientate in space, to use the serial count, and it develops abilities to analyse, to correlate a part and a whole, and other cogitative abilities.

MEI-LAN HUANG, Assistant Professor

Language Education and Identity: A Case Study in Taiwan

Chang-Gung University of Science and Technology, Taiwan

This study is an analysis of the issues of language education and identity in Taiwan. The purpose in this research is to analyse the relationship between the ideology of identity and its language education in the context of interethnic relations in Taiwan.

The findings demonstrate that the politics of the language education ideology has deep roots in the institutional homogeneous structure of the society, which results in the dilemma of language problems in Taiwan. In spite of this, in some contexts of the evolution of Taiwanese national identity, the theorist's paradigm case of (nation-state model) one language per country and one linguistic identity is challenged. So, the case of Taiwan shows both for and against evidence to the nation-state theory. In general, the research ends by outlining some conclusions, and some implications. That is, the historical case of postcolonial Taiwan can serve as a good heuristic model for examining the history of interethnic relations in nation identity formation (construction), and language education. Additionally, some suggestions and reflections for possible future research are presented. That is, the research's focus on the curriculum and textbooks will be worth being explored in order to yield more insight into the interactive connection between language education and national identity.

PLENARY SESSION II

MEHMET BOZOK, Ph.D. & NIHAN BOZOK, Ph.D.

Endless Bargains on Belonging to “This Side” or “The Other Side”: The Case of the Georgian-Turkish Border

Artvin Coruh University, Turkey

This presentation is going to examine the experiences, relations, memories about the “other side” and “this side” of the border, by focusing on the people’s accounts who live in Hopa district at the Georgian-Turkish border. This border comes into prominence especially for two reasons. Firstly, the material status, coding, presentation and signification of the border has changed mutually after the collapse of the USSR. Since the opening of the border gate in 1989, the border has become considerably much more permeable. This is evident in the boom of the informal trade of material goods “whatever can be sold” and sex trafficking. Secondly, Hopa is significant for being a multi-ethnied district, inhabiting Hemshin Armenians, Lazis, Georgians, who speak Turkish and their own languages contingently. These ethnic groups are minorities in Turkey, while having ethnic ties in Georgia.

In this presentation, we are going to discuss the findings of a fieldwork, conducted in Hopa in Turkey. Our main argument is that the nation state divides the ethnic groups that have ties on two sides of the border. How the nation-state incorporates the ethnic minorities in Hopa? On the other hand, because the ethnic groups in Hopa have kin ties, culture and trade relations, and speak same languages, these groups are in contact with the other side by the mediation of the permeability of the border. In this context, the border has a challenging role both for the people in Hopa and for the Turkish nationality. We are going to focus on the current experiences of the people in Hopa and investigate how they culturally deconstruct and reconstruct the category of being a minority and bargaining with the nation state.

OLGA CHOROSOVA, Doctor of Education, Ph.D. in Psychology

International Network of Partnership and Alliances in Continuing Education: Challenges and Prospects

Teachers Retraining Institute of North-Eastern Federal University named after M. K. Ammosov, Russian Federation, Republic of Sakha (Yakutia)

Conventional forms of cooperation being not effective enough in solving main problems of various strategies initiated by the Teacher's Retraining Institute of the Northern-Eastern University (TRI NEFU) inspire innovation activities in the field of networking educational organisations, including the Continuing Education of Teachers (CET).

The creation of non-traditional innovative structures — the so-called infinite institutions, organisations, autonomous forms of labor — has promoted the development of information and communication systems. Experience shows that strategic objectives lead to the creation of strategic alliances.

The effectiveness of the networking educational organisation of Continuing Professional Education programmes of the North-East of the Russian Federation is based on: communicative conditions (flexibility and functioning of democratic structures and a project management system of teacher professional development), facilitation of the accelerated development of education systems, the support of socio-cultural and educational initiatives, the development of partnerships at regional, district, federal and international levels, etc.

Network organisations changed a number of principles of management. The management principles for new institutional structures have not been specified yet and are not tested enough.

Meanwhile, the network organisation and other modern forms of decentralisation have a number of general positive structural aspects (the high status of information and human resources' integration compared to the technocratic and structural integration etc.).

Network organisations deviate from the main trends of decentralisation, distinguished by specific risks (a preference for specialisation, focus on core competencies, favour for a multifaceted general care skills; over-reliance on staffing composition, and therefore exposed to risks associated with staff turnover etc.).

It should be emphasised that the process of becoming a networking educational organisation of continuing professional education is characterised by deficiency of scientific fundamental research.

From the scientific point of view the network-based approach should be regarded as an acceptable principle of strategic direction of the Universe Organisation. Some of the problems here can be considered as a sort of increase in any innovation concept.

EDUARD KHAKIMOV, Ph.D.

Design of Multicultural Education based on a Multi-paradigm Approach

Udmurt State University, Russia

The concept “multicultural education” becomes a new one if it is based on a multi-paradigm approach. The multi-paradigm approach of the analysis of pedagogic reality was developed by I. A. Kolesnikova (Kolesnikova 2001): “Pedagogic reality is regarded in different ways as objective (technocratic paradigm), as subjective (humanitarian paradigm), or as transcendental (traditional paradigm)”. The main point of the design of multicultural education based on the multi-paradigm approach is to show 3 equal lines of education. First, in the transcendental paradigm, there is dynamics from “Mythology and folklore” to “Modern charismaism”. Secondly, in the technocratic paradigm, there is dynamics from “Additive” to “Transformation” (J. Banks). And third, the humanitarian paradigm, there is dynamics from “Equality and values recognition of any cultures” to “Dialogue of Cultures” (M. Bakhtin).

I was Scientific Adviser in 5 schools of the Udmurt Republic since 2002 till 2009. Their experience in multicultural education based on the multi-paradigm approach showed its effectiveness as:

1. the prognostic model of pedagogic work in educational institutions for children, teenagers and youth;
2. it explains reasons why multicultural education is insufficient in the activities of motivated teachers;
3. it becomes a diagnostic model of teachers’ activities with school children and their parents.

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PARALLEL SECTION V

HISTORY OF EVOLVEMENT OF BORDER REGIONS INTERACTION OF CULTURES AND LANGUAGES

KATRI RAIK, Ph.D.

Image of New Russian Province Narva in Russian Travelogues of the 18th and 19th Century

Narva College of the University of Tartu, Estonia

The Estonian territory, including Narva became a part of the Russian Empire at the beginning of the 18th century. During the Swedish period, in the 17th century, Narva was the most eastern harbor of the state. There were even plans of the temporary transfer the capital of the state to Narva. The 18th century brought along the fall of the status of the city, although Narva was very close geographically to the new capital of Russia — Saint-Petersburg. During the following centuries, the way to the west of all the more or less noble Russian dignitaries and travellers lay through Narva. Narva was described in travelogues of the time and local Baltic-German artists depicted the city in their works.

The aim of the presentation is to collect the descriptions of Narva in the Russian travel articles of the 18th and 19th century and to compare this information with the descriptions found in narratives of local Baltic-German intellectuals and historiographers as well as with Narva's image in the works of art of that time. If available, travelogues from other countries were also analysed.

Russian travel articles, witnessing Narva at the most of its image, describe the German Narva, its sights, first and foremost, its fortifications and Krenholm. The local habits of life especially that of the aborigines, Estonians, was also worth paying attention to.

The presentation is a pre-history to the article by my colleague Jelena Nomm. The article analyses the image of Narva in Russian travelogues and summaries of the city's history of the end of the 19th century (Nõmm, 2007). In the middle of the 19th century the new approach to viewing Narva was founded by Heinrich Johann Hansen (1819–1900), the fosterer of the local historic research, an accountant and the owner of a local bookstore. He lived in Narva for a long time and in 1858 he published an overview of the history of Narva in the German language. His approach has remained one of the most profound ones up till now.

KAAREL VANAMÖLDER, Ph.D. Student

The Road from Narva to Narva-Jõesuu as a Historical Source on the Eastern Border of Estonia

Narva College of the University of Tartu, Estonia

Narva's location on the border is the reason for the following phenomenon: the concentration of confrontations that took place during military conflicts in Estonia is especially high here. Only during the last five hundred years the city of Narva has changed hands of different powers almost ten times and in the case of the majority of them it happened as a result of military operations.

Such a surprising “deposition” of military activity on one narrow territory inevitably leaves traces. By now years have passed since the events of the last war, but the history of the previous centuries is reflected on the landscape in the form of cemeteries and monuments. The presentation studies a certain area in the vicinity of Narva: the road from Narva to Narva-Jõesuu, which is about 15 km long. This is the road that passes the historical (and also the present) natural border along the bank of the Narva river. In the immediate closeness to the road there are a number of cemeteries and monuments erected during the last two centuries in the vicinity of Narva in the memory of events or people of the city's past.

This is the memorial landscape and the presentation is aimed at considering the memorial objects on the side of the road from Narva to Narva-Jõesuu from the point of view of cultural geography. According to cultural geography, a landscape is a dynamic phenomenon for which and about which people constantly create new meanings reflecting life ideologies. These new meanings can, in their turn, conceal different temporal and cultural stratifications. Thus the presentation is aimed at analysing the way each new social-economic formation creates itself a landscape with symbols and meanings and which shifts occur there with time. Thus the presentation analyses 15 km of the road going along the border as a historical source that awaits to be interpreted.

KATRIN KARU, Ph.D.

Community Interpreting as Means of Mediating Language and Culture: Interpreting as Seen by Police that Conduct Proceedings

University of Tartu, Estonia

Community interpreting has been the most studied and fastest developing branch of translation and interpreting studies in the last decades. The police investigators are also more and more interested in social aspects of this type of interpreting and in the role it plays in the context of intercultural communication. Often times community interpreting is looked at as a model of dialogue which is influenced by cultural, political, legal, ideological and other factors.

The presentation focuses on the results of a study conducted in the Estonian Police and Border Guard Board in the beginning of 2011. The study comprised of questionnaires both for police interpreters and for investigators, the aim of the study was to find out how both parties see the role of police interpreter in the proceedings, as well as, the expectations investigators have to interpreters and vice versa, and other relevant matters.

PARALLEL SECTION VI
MULTICULTURAL EDUCATION
AND PRACTICES OF EDUCATIONAL
INSTITUTIONS OF BORDER REGIONS

NADEJDA SHILOVA, Applicant for Scientific Degree of Candidate

New Regulations in Procedure of Continuing Professional Education in the Far East of Russia

Teachers Retraining Institute of North-Eastern Federal University named after M. K. Ammosov, Russian Federation, Republic of Sakha (Yakutia)

Teacher's Retraining Institute (TRI) is a structural subdivision of the Federal state educational institution of higher education the "North-Eastern Federal University of M. K. Ammosov (NEFU), which implements educational programmes of continuing professional education of teachers.

The basis of training lies in new principles of training (result-oriented training, the use of funded credit-modular system, consistent development of individual modules, the emphasis on the autonomy of students, labor intensive calculation of the load), new forms of training (aimed at the improvement in the solution of practical problems), new modes of learning (individual programmes, the flexibility of educational groups, the proportionality of classroom and independent work), new principles to control the development of educational material (distributed control modules on the ratings of students and teachers, the management of individual paths of learning, etc.), new standardized means to support the educational process, including the Internet and IC technologies (unified database).

The educational process in Teacher's Retraining Institute of the NEFU for the effective organisation is based on the Individual Educational Route (further — IER) and allows the listener to construct their own content, timing, mode of training, taking into account personal needs. Individual Educational Route of a student is implemented through an Individual Training Plan, which represents a set of modules, training programmes, in accordance with the chosen direction of a student.

Analysis of the questionnaires of project participants revealed: high level presentation of material in all units of the course content (theoretical and methodological foundations of the educational process — satisfaction index 0.12, psychological and peda-

gogical foundations of the educational process — satisfaction index — 0.10, 0.32 unit of general education).

The agreement between the two Universities, the University of Tartu and the North-Eastern Federal University, inspires to develop new regulations, methods, technologies for organisation of Continuing Professional Education.

New regulations are necessary in procedure of Continuing Professional Education with international involvement.

Monitoring data would allow to conclude about the relevance and effectiveness of regulations imposed by the networking educational organisation at international and federal levels.

VALENTIN MAXIMOV, Applicant for Scientific Degree of Candidate

Funding Resources of Financial Support for Continuing Professional Education

Teachers Retraining Institute of North-Eastern Federal University named after M. K. Ammosov, Russian Federation, Republic of Sakha (Yakutia)

The demand for educational services is steadily increasing; it is evident that the availability of professional training is essential component of a working citizen's competitiveness in globalized socio-economic processes.

Analysis of the demand and supply of educational services for professional education has revealed the need to improve state regulations of the education market as an economic system in general and in particular its most important component — a subsystem of the market educational services.

The Teachers Retraining Institute of the Northern-Eastern University (TRI NEFU) carries out organisational activities and the management of the financing of continuing professional education by interacting with structural units NEFU and structures for professional training of teacher education programmes and services; by providing certification, logistics and marketing of additional professional education programmes and services; by issuing of local regulations for the financial operation of continuing professional education.

New challenges in funding resources of financial support for continuing professional education appeared.

Due to the Agreement between the two universities, the University of Tartu and the North- Eastern Federal University, new perspectives, experiences in the development of the networking educational organisation are expected.

The main urgent claim of continuing professional education is to change the mechanisms of financial support for programmes and services to stimulate demand for lifelong education.

First of all, it is necessary to improve the legal regulation in the field of educational loans and its further development in respect of credits to obtain training and retraining. The introduction of an educational loan will help to ensure the availability of higher education and the development of competition between universities. A special structure for providing financial assistance, based on the legal framework, is demanded.

We can also consider the option of the State to promote the form of tax exemptions for income tax, from which it made investments into education. Educational institutions should make orders for targeted training and finance training.

The problem of funding resources of financial support for the networking educational organisation needs to be discussed in the framework of the conference “Crossing Borders: History, Dialogue of Languages and Cultures”.

AET KIISLA, MSc

The Role of Public Administration Curriculum in University's Community Service in a Geographical Periphery

Narva College of the University of Tartu, Estonia

The three roles of the higher education institution are teaching, research and community service. I am interested in if and how successfully it would be possible to serve the community through teaching public administration and developing the corresponding curriculum. As the basis I take the definition and explanations of community service from OECD, complement and compare them with examples from the speciality of Local Government's Administration in Narva College of the University of Tartu, Estonia.

The imposed task enables to study as a whole such components as the curriculum design, the content of subjects, teaching and assessment methods, extracurricular activities, topics and supervising of students' research, cooperation with local governments and other stakeholders. Functioning as a whole is a precondition for a high-quality curriculum and the glue for these components in the context of this article is community service.

Some of the results of the research are applicable to all Public Administration curricula, especially to those that act in regional units. Other results are more specific and they are meant to be applied in the development of the Local government's administration curriculum in Narva College.

EVGENIA MIKHAILOVA, Doctor of Education, Ph.D. in Psychology

North-Eastern Federal University: Fostering a Built-in Global Outlook

North-Eastern Federal University named after M. K. Ammosov,
Russian Federation, Republic of Sakha (Yakutia)

The Development Programme of the University was approved by the Government of the Russian Federation in October 7, 2010. It has six priority areas: achieving a new quality of education, ensuring environmental safety and environmental management, efficient replenishment of the mineral resource base, the use of high technology and production in the North, cultural preservation and development of the North, analytic and staff support of innovative social and economic development in the north-eastern region of Russia.

Implementing innovative direction “Preservation and development of languages and cultures of the peoples of the North-East of Russia” began immediately after the signing of the Decree of Russian President Dmitry Medvedev and the approval of the programme by the Institute named after A. E. Kulakovsky, the founder of Yakut literature, Research Institute of Olonkho, Institute of Languages and Culture of the Peoples of the North-East of the Russian Federation, Institute of Philology and Foreign Area Studies. Great importance is given to the teaching of languages and language learning processes. Our education policy emphasises presentation of minority languages.

On the other hand, the presence in the development programme of the university such areas as maintenance and development of culture of the peoples of the North, makes our university unique. The Institute of Languages and Culture of the Peoples of the North-East was opened at the university. People, who live in the North, have a desire to learn their mother language. And we give them this opportunity in NEFU.

We started with the introduction of the educational process of European quality tools and would like that our students, those receiving Bachelor's, could enter the Master's in European universities (Cambridge University, Tartu University), institutions of

higher learning in China, Japan and Korea like Hankuk University of Foreign Studies, Pusan National University and others to develop joint educational programmes.

We plan to invite foreign students and professors, undergraduates and graduate students for participation in scientific research, to conduct joint scientific conferences, seminars, monographs, scientific and methodical publications at the international level.

ROZALIA GERASIMOVA, Ph.D.

Multidisciplinary Approach in Continuing Professional Education

Teachers Retraining Institute of North-Eastern Federal University named after M. K. Ammosov, Russian Federation, Republic of Sakha (Yakutia)

Russia should more effectively use the Bologna process for solving of educational problems of high education and positioning Russian programmes at the regional and international market of educational services as the participant of pan-European space of the high education formation process. Russia followed Estonia and joined the Bologna process in 2003.

The Bologna process makes learning at university more democratic, more individual. It gives a student more choice and favorable conditions for his personal development.

Based on the Agreement between the two universities, the University of Tartu and the North-Eastern Federal University the courses of the Teachers Retraining Institute NEFU define the following approaches to the selection of content, which should allow to immerse students in the context of contemporary educational research and monitoring, and thus contribute to enhancing their professional outlook; to acquaint students with modern educational concepts and practices; to give the idea of modern Russian, the Republican situation in society and in education in particular.

The courses are based on the opportunities and challenges of the technological component of education, to promote the students' ability to work in the new, ICT-rich learning environment.

Programmes focused on developing specific educational competencies:

1. freely to navigate the challenges and prospects of development of education, modern educational technologies;
2. have a range of analytical and reflective skills, providing an opportunity to initiate and implement projects of reform and modernization of education and education management system at the school, municipal and regional levels, using information and communication technologies;

3. demonstrate skills in interpersonal, group and other communications for further self-education and teaching for effective professional practice and decision-making;
4. get (to expand and develop) their knowledge and skills in academic work, psychology, engineering and education research, taking into account the social practice and etc.

Multidisciplinary approach assumes not only individual approach to each pupil, based on psychological, social characteristics, but the interaction of specialists in different branches of the University that would expand and complement the content, forms and methods of work.

SECTION VII

BORDER REGIONS AND CITIES' DEVELOPMENT AND INTERACTION OF THEIR CULTURES

ELENA KOCHETKOVA, Ph.D. Student

Soviet-Finnish Forestry Cooperation in the Near-Border Area in 1953-1964

European University at St. Petersburg, Russia

My research is concerned with issues of scientific-technical cooperation between Finland and the Soviet Union during the Cold War. It focuses on cooperation in the forest industry in 1953–1964, dealing with the border area of Karelian Peninsula and Ladoga Karelia.

After the Second World War this large Finnish area with a huge industrial site and technical potential was moved to the USSR and fixed eventually as the Soviet one. The area included pulp and paper factories, for instance in Enso (Russian Svetogorsk), which played an important role in the Soviet technical-scientific revolution within modernization pursued by the Soviet leader N. Khrushchev. One of its key points was the forest industry which was an essential sector of Soviet economy.

The ‘new’ area brought Finnish expertise and technologies into the Soviet forestry, and the capitalist experience was to be adapted to the socialist ground. At the same time, the area became a sample of cooperation between the Soviet Union and Finland, especially after the agreement on scientific-technical cooperation of two states was signed in 1955. I study the area via examining such procedures as sharing of scientific experience, transferring of knowledge, techniques and know-how across the border by visiting specialists both from the USSR to Finland and vice versa as well as organising joint events and making projects. I research these procedures as both-sided, seeing experience, knowledge, etc as multiply changed and transferred many times across the border.

I do not study the Cold War as existence of two radically different political blocks, but cover a lower level, focusing on individuals and groups. My investigation is an attempt to give a reflection on new sources, and it reveals that the so called iron curtain between the states with different economic and political systems was not impenetrable but rather its transparence influenced both sides positively.

I study how the cooperation was organised, what institutions were involved as well as what consequences did it have. How forms of the cooperation were practically implemented and how did they contribute to the forestry of the region? And, finally, how did the partners evaluate the cooperation?

STANISLAW K. DOMANIEWSKI, Project Researcher

Development Potential of Building Closer Cultural Ties in the Kaliningrad Oblast / Warmia Mazury Region: Analysis of Braniewo / Mamonovo and Individual Cross Border Interactions and Relations in the Post-Communist Space
Karelian Institute, University of Eastern Finland, Finland

Since the end of the Communist era, individuals living in former communist countries have gained the freedom to directly impact the space which they inhabit. Political, civic and cultural freedoms of expression have been greatly expanded for many societies where this was previously not the norm. Individuals living in both populated and rural areas see the benefit that these new freedoms have been provided. People living in peripheral border areas see border restrictions eased or in many cases erased entirely. Old cultural norms have to interact with new political situations. The possibilities for individuals to interact across borders to create mutually beneficial possibilities have expanded greatly.

The opening up of borders since 1989 has created vast possibilities within Europe for trade and cultural interaction. Great strides have been made towards integration throughout vast areas in both Western and former Soviet Bloc economies. Nonetheless certain border areas, such as the Polish-Russian border, are still difficult to access. This area is still a sealed border which requires individuals to make an effort to access the other side.

My presentation will be based on my PhD project “Development Potential of Building Closer Cultural Ties in the Kaliningrad Oblast / Warmia Mazury Region: Analysis of Braniewo / Mamonovo and Individual Cross Border Interactions and Relations in a Post-Communist Space”. The study is being undertaken in collaboration with the University of Eastern Finland and UEF Karelian Institute’s “Border Regions” project. The presentation will discuss a brief overview of the background of the area, the aims of my research, a basic examination of the research methods and a brief overview of the research questions.

The study will look at new and shifting patterns of cross-border interaction and cultural exchange in the town of Braniewo (Warmia-Mazury Wojowod — Poland) and Mamonovo (Kaliningrad Oblast — the Russian Federation). The study will look at three key questions. Firstly, what are NGOs and cultural institutions doing to impact and facilitate cross-border interactions? Secondly, how are individuals taking advantage of the services NGOs / CIs provide and the key factors that push individuals to seek both social and economic opportunities on the other side of the border? Lastly, what impact do cross-border interactions have on individual perceptions of the other side of the border?

The study will begin to be undertaken in June of 2012. The target groups of the study are twofold. Firstly the study will sample individuals who travel across both borders on a frequent basis or somehow facilitate border movement (administrators, border police, etc.). Secondly the study will seek out NGOs / CIs that are involved in some form of cross border interaction.

the 1990s, the number of people in the world who are illiterate has increased from 1.2 billion to 1.5 billion.

There are many reasons for this. One is that the population of the world is growing so fast that the number of people who are illiterate is increasing even though the percentage of illiterate people is decreasing.

Another reason is that the quality of education is poor in many countries. Many children who go to school do not learn to read and write.

There are also many people who are illiterate because they do not have access to schools. In many rural areas, there are no schools or the schools are very far away.

Finally, many people are illiterate because they do not have the time or money to go to school. They have to work to support their families.

There are many ways to help people who are illiterate. One way is to build schools in rural areas. Another way is to provide free education for poor children.

Another way is to provide literacy training for adults. This can help them to read and write so that they can find better jobs and improve their lives.

There are many organizations that are working to help people who are illiterate. One of the most famous is the United Nations Educational, Scientific and Cultural Organization (UNESCO).

UNESCO has a program called the Global Education First Initiative (GEFI). This program is working to improve the quality of education in all countries.

Another organization is the World Bank. The World Bank is providing money to help countries build schools and provide free education for poor children.

There are also many private organizations that are working to help people who are illiterate. One of the most famous is the Bill & Melinda Gates Foundation.

The Bill & Melinda Gates Foundation is providing money to help build schools and provide free education for poor children. They are also providing money to help provide literacy training for adults.

There are many other organizations that are working to help people who are illiterate. It is important that we all work together to help these people.

Education is the key to a better future. We need to make sure that everyone has access to a good education. This will help us to build a world that is more just and more peaceful.

Let us all work together to help people who are illiterate. We can make a difference in their lives and in the world.

Thank you for reading this article. I hope that you have learned something new and that you will be inspired to help people who are illiterate.

Yours truly,
[Name]

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SOCIAL PROGRAMME

Bus transfer from Tallinn to Narva
Thursday, May 17, 11.30-16.00

Opening reception in Narva Castle
Thursday, May 17, 19.00-21.00

Narva city sightseeing tour
Friday, May 18, 18.00-20.00

End of the conference, reception
Saturday, May 19, 15.30

Night tour of Narva Castle
Saturday, May 19, 20.00

Bus transfer from Narva to Tallinn (optional)
Saturday, May 19, 18.00

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ISBN 978-9985-4-0701-1



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ISBN 978-9985-4-0701-1