

НАША РОДИНА – ВЕЛИКАЯ РОССИЯ ОРДЫНСКОЕ



Н.Е. БУЛАНКИНА
Е.Г. ГРИДЧИНА



НИПК_иПРО
КАФЕДРА ИНОЯЗЫЧНОГО ОБРАЗОВАНИЯ
ЦЕНТР ЛИНГВИСТИЧЕСКОГО ОБРАЗОВАНИЯ
АО «ИЗДАТЕЛЬСТВО «ПРОСВЕЩЕНИЕ»

2025

ОГЛАВЛЕНИЕ

ВВЕДЕНИЕ. НАША РОДИНА – ВЕЛИКАЯ РОССИЯ: СЛАВИМСЯ СВОИМИ УЧИТЕЛЯМИ (БУЛАНКИНА Н. Е.).	3
ИСТОРИЯ В ЛИЦАХ: НАШИ ГЕРОИ. СЛОВО РУКОВОДИТЕЛЯ (ГРИДЧИНА Е. Г.)	7
ЧАСТЬ 1. ИСТОРИЯ В ЛИЦАХ: НАШИ ГЕРОИ (ПЕРЕВАЛОВА О.А.)	9
THE HISTORY OF THE ORDYNSKY DISTRICT IN FACES FIRST DIRECTOR	10
ЧАСТЬ 2. ИСТОРИЯ В ЛИЦАХ (ВАГАЙЦЕВА Е.В.)	15
DEMAKOV A.I. 06/08/1960 – 21/04/1982	17
GARANIN A.D. 28/03/1921 – 28/06/1943	20
IVLEV G.M. 21/08/1908 – 25/06/1960	22
LYKOV V.M. 07/01/1923 – 01/09/1988	24
MEDVEDEV N.N. 12/12/1925 – 25/08/2006	27
NEKRASOV N.V. 23/12/1915 – 16/08/1968	30
TENNIKOV N.A. 01/01/1911 – 15/08/1986	33
USTYUZHANIN Y. M. 1918 – 16/05/1942	36

Методисты проекта - Буланкина Надежда Ефимовна
Гридчина Елена Германовна
Верстка сборника - Беляев Вадим Валерьевич
Дизайн обложки - Беляев Вадим Валерьевич

НАША РОДИНА – ВЕЛИКАЯ РОССИЯ: СЛАВИМСЯ СВОИМИ УЧИТЕЛЯМИ



Автор: Буланкина Надежда Ефимовна
доктор философских и педагогических наук, профессор,
Почетный работник общего образования РФ, всероссийский
эксперт при Министерстве Просвещения РФ

Место работы: НИПКиПРО
Должность: заведующий кафедрой иноязычного
образования НИПКиПРО

В современном мире значение образования как важнейшего фактора формирования нового качества экономики и информационно-коммуникационного общества увеличивается вместе с ростом влияния человеческого капитала на многие глобальные проблемы. Именно в системе образования формируется модель будущего, в ней закладываются мировоззренческий базис, философия самого общества. Образование – единственное средство движения к прогрессу [2-4;12;13;14].

Вектор развития 1. КУЛЬТУРОСООБРАЗНОСТЬ ГУМАНИТАРНОГО УНИВЕРСУМА. Особую актуальность и эффективность данный подход обретает при концептуализации культурного наследия своего народа, страны, региона, культурного кода края в сравнении с общемировой культурной практикой. Концептуальные основы преподавания иностранных языков, находящие отражение в отечественных учебно-методических комплексах по иностранным языкам издательства «ПРОСВЕЩЕНИЕ», значительно облегчают решение задач развития у школьников национальной социокультурной идентичности в рамках обозначенной проблемы в заголовке данной статьи [1;5;7;9;11].

При этом именно тематическое содержание УМК ориентирует современного учителя на системную актуализацию основных аспектов формирования духовно-нравственного отношения обучающихся к действительности в рамках поликультурного развития личности. И прежде всего с учетом таких национальных ценностных приоритетов как патриотизм, Родина, уважение к старшему поколению, любовь к своей семье, школе. А также с использованием эффективных способов достижения образовательных результатов в целом, акцентируя внимание на коммуникативной компетенции молодежи [1;6;8;10;15].

Вектор развития 2. КОММУНИКАТИВНЫЙ АСПЕКТ НЕПРЕРЫВНОГО ОБРАЗОВАНИЯ И САМООБРАЗОВАНИЯ ЛИЧНОСТИ ОБУЧАЮЩИХСЯ.

Результаты сотрудничества преподавателей и сотрудников кафедры иноязычного образования Новосибирского ИПК работников образования и руководителей муниципальных методических объединений (ММО) учителей иностранных языков по созданию безопасного коммуникативного континуума убеждают в том, что исследовательский личностный потенциал современных педагогов достаточно велик. А для его раскрытия требуется создание необходимых условий. В свою очередь, в каждом конкретном случае этот поиск, с одной стороны, складывается как частный проект учителя. Однако он не может быть исключен из общешкольного и регионального контекста, из общей концепции системы образования, с другой стороны. Именно коммуникативная компетенция (КК) признается одной из важнейших компетенций в свете ценностных предпочтений отечественного образования, как и обозначено в государственных документах за последние двадцать лет, нашедших отражение в материалах международной научно-практической конференции памяти Инессы Львовны Бим «Теория и практика обучения иностранным языкам: традиции и инновации» (Москва, 2013). А потому каждый педагогический проект, становясь неотъемлемой частью общешкольного и регионального проектирования безопасной информационно-коммуникационной среды (как, например в статьях*) взаимодействия ее непосредственных участников, требует постоянной поддержки и научно- методического сопровождения.

*

- [Современные педагогические технологии в преподавании английского языка](#)
- [Методическое пособие по краеведению «жди меня, и я вернусь...» «Wait for me and I will return...»](#)
- [Активные формы и методы обучения как средство повышения эффективности и качества урока английского языка в соответствии с требованиями обновлённых ФГОС](#)
- [Нестандартный урок английского языка как современная форма реализации ФГОС](#)
- [Развитие креативного мышления на уроках английского языка](#)
- [Развитие речевых навыков на уроке английского языка на примере УМК «Starlight» 2-4е классы](#)
- [Культурное самоопределение личности в полилингвальной среде: духовно-нравственный аспект](#)

Вектор развития 3. БЕЗОПАСНАЯ ОБРАЗОВАТЕЛЬНАЯ СРЕДА.

Муниципальное методическое объединение учителей иностранного языка каждого из 32 ММО Новосибирской области является основным методическим сообществом для обсуждения и решения профессиональных задач на муниципальном уровне. На протяжении многих лет руководители ММО сотрудничают с кафедрой иноязычного образования ГАУ ДПО НСО НИПКиПРО, повышая свою квалификацию на предметных курсах, активно участвуя в образовательных событиях, организованных кафедрой. Это позволяет педагогам получить уникальный опыт, принять участие в мастер-классах и творческих лабораториях коллег, обсудить актуальные аспекты современного иноязычного образования. Именно в рамках курсового повышения квалификации и на заседаниях школьных МО, а также в рамках организации урочной и внеурочной деятельности учителя и их ученики через общение и создание различных языковых миров используют весь арсенал языкового сотрудничества (ссылка на сборники по безопасности).

Вектор развития 4. НАЦИОНАЛЬНАЯ СОЦИОКУЛЬТУРНАЯ ИДЕНТИЧНОСТЬ ЛИЧНОСТИ.

Не всегда осознавая и понимая, что язык как живая реальность связана напрямую с культурной самобытностью его народа и неотделима от культурной самобытности других народов, подчиняясь «законам» межкультурного взаимодействия. В связи с тем, что «живая мысль человека» находит отражение в языках культуры, возникает потребность в объяснении специфики поликультурного становления и развития личности постоянно и непрерывно. В связи с этим социокультурные характеристики знания, особенности работы человека в «языке», характер предметного знания как отражение многофункциональной природы полиязыковой культуры становятся особым объектом «образовательной заботы» каждого учителя и прежде всего лингвиста. Педагоги обучают координации в различных социокультурных практиках, непосредственно затрагивая проблему «прикультурирования» языкового, речевого и коммуникативного континуума человека, включенного в разнообразную деятельность (познавательную, трудовую, художественную, игровую и т.д.), которая всегда сопровождается ценностной ориентацией. В этом контексте прослеживается интегративная функция полиязычий и поликультур.

Вектор развития 5.

СОЗДАНИЕ УСЛОВИЙ БЕЗОПАСНОГО КОММУНИКАТИВНОГО ПРОСТРАНСТВА.

Вот почему приобщение самого учителя к высокой речевой и языковой культуре обретает особый смысл, когда педагоги создают свои региональные разработки на материале своего города или поселка, раскрывая



содержание основных функций полиязыковой культуры - развивающая, стабилизирующая, интегративная. Этот факт предлагается рассматривать в приложении к задачам гуманизации и гуманитаризации образования с выделением значимости полиязыковой культуры в аспекте становления человека как высшей самооценности. Исследование гуманистических оснований полиязыковой культуры при предложенном подходе учителя проводят в плоскости осознания ее роли в непрерывно работающей и развивающейся способности человека к общению с другими, так как языки культуры не только формируют человека, но и определяют его место в обществе, его судьбу.

Вектор развития 6. Языки культуры/полиязычия образования как инструменты самовыражения сознательной жизнедеятельности позволяют состояться общению, в процессе которого происходит языковое самоопределение и развитие способностей человека (развивающая функция). Человек в течение своей жизни находится в поисках своего «языка», своеобразного инструмента, помогающего сознательно относиться к своей жизни, строить отношения в условиях взаимодействия с другими [2].

Вектор развития 7. Создание методических разработок учителями региона заслуженно оценивается на местном и всероссийском уровне через вебинары, семинары, а самое главное, через культурные тексты, которые регулярно издательство «Просвещение» публикует на страницах электронного журнала. Вот и в очередной раз учителя Новосибирска и Новосибирской области (Центральный Округ и Ордынский, НСО район) представили авторские пособия по тематике [НАША РОДИНА – ВЕЛИКАЯ РОССИЯ](#).

ИСТОРИЯ В ЛИЦАХ: НАШИ ГЕРОИ



Автор: Гридчина Елена Германовна,
Почётный работник общего образования Российской Федерации
Место работы: муниципальное казенное учреждение
Ордынского района Новосибирской области
«Межшкольный информационно-методический центр»
Должность: старший методист

СЛОВО РУКОВОДИТЕЛЯ

Рядом с педагогом, нуждающимся в помощи, должен быть человек, способный оказать адресную помощь и поддержку!

Муниципальные методические объединения педагогов – это один из структурных компонентов научно-методического сопровождения педагогических работников региона. Стратегические и проектировочные сессии, которые проводит кафедра иноязычного образования Государственного автономного учреждения дополнительного профессионального образования Новосибирской области «Новосибирский институт повышения квалификации и переподготовки работников образования» (НИПКиПРО) включают комплекс специально отобранных нормативных и методических материалов.

Именно они позволяют в дальнейшем каждому учителю выстроить образовательный процесс в соответствии с требованиями федеральных государственных образовательных стандартов и федеральной образовательной программой. Формат работы в рамках подобных сессий ориентирован на последующую трансляцию руководителем ММО учителей-предметников передового педагогического опыта и определение путей его внедрения.

В свою очередь, руководитель ММО - координатор и интегратор деятельности учителей, его задача - создать образовательную среду для развития профессиональных компетенций и преодоления профессиональных дефицитов, организовать непрерывное внутрикорпоративное обучение, оказать помощь в обобщении и презентации опыта работы, стимулировать интерес к проблемам теоретической и практической педагогики и готовность к инновационной деятельности.

Каждая встреча руководителей ММО – это всегда представление практик коллег на основе метода фокус-групп, что позволяет определить отношение участников к поставленной проблеме, выявить мотивацию в отношении представленного опыта коллег.

В групповом обсуждении участники включены в общение с себе подобными, поэтому психологические барьеры снимаются намного эффективнее, а эмоциональные реакции проявляются намного ярче. Идеи и предложения, рождающиеся в результате работы фокус групп, помогают обнаружить достоинства и недостатки представленных инновационных практик.

Предлагаем несколько практик на тему «Наша Родина – Великая Россия».

ЧАСТЬ 1. ИСТОРИЯ В ЛИЦАХ: НАШИ ГЕРОИ



Автор: Перевалова Ольга Анатольевна, учитель английского языка высшей квалификационной категории
Место работы: МКОУ - Ордынская СОШ №2 Ордынского района Новосибирской области
Должность: учитель английского языка, руководитель ШМО

В современном образовательном процессе работа с текстом занимает одно из центральных мест, особенно на уроках английского языка. Чтение и анализ текстов не только развивают языковые навыки учащихся, но и способствуют формированию критического мышления, креативности и способности к межкультурному взаимодействию.

Представляем примеры заданий, которые помогут учителям эффективно интегрировать текстовые материалы в учебный процесс.

Задания основаны на технике активного чтения, представлены способы стимулирования обсуждений и рефлексии на основе прочитанного.

Методический материал можно использовать при работе над разделом «Выдающиеся люди моей страны» УМК «Английский в фокусе» для 8-9 классов.

The History of the Ordynsky District in Faces First Director

Study the words before reading:

Rural /'rʊərəl/- relating to the countryside

Orphanage /'ɔ:fənɪdʒ/ - a residential institution that provides care and shelter for children who have lost their parents

Enroll /ɪn'roʊl/- to officially register or sign up for a course, program, or institution, such as a school or university

Staff /stæf/ - the group of people who work for an organization; in schools, for example, the staff includes teachers and administrators

Diligent /'dɪlɪdʒənt/ - describing someone who is hardworking and careful

Revered /rɪ'veəd/ - to be deeply respected or admired



Ivan Vasilyevich Bezbordov was born on July 3, 1928, in the village of Kiterina, Iskitim District, Novosibirsk Region. His childhood and adolescence coincided with the war. His parents did not send their youngest son Ivan to school right away; he started school only when he turned 9. He studied well, finishing the four grades of elementary school with excellent marks. In the victorious year of 1945, Ivan Bezbordov graduated from school and **enrolled** in the Kolpashovo Pedagogical College. His studies at the college took place during the difficult post-war years...

Since 1948, Ivan Vasilyevich began his teaching career. He initially taught mathematics at a **rural** school, and after graduating from the history department of the Novosibirsk Pedagogical Institute in 1956, he began teaching social sciences. He worked as a teacher, a head teacher, a headmaster of an **orphanage**, and a school principal—first in Tomsk Region, where he worked for 14 years, and then in the Ordynsky District, where he moved with his family in 1962 and was appointed a head of Petrovskaya Secondary School.



He dedicated many years of intense work to his new position and job. He started with the teaching **staff**. Caring for the staff and creating productive atmosphere, Bezbordov was not afraid to involve young people in the work and

promote them to responsible positions. In the 1960s, the number of students at Petrovskaya School reached up to five hundred. Ivan Vasilyevich served as the director of Petrovskaya School for 16 years.



In 1978, he headed the Ordynskaya Eight-Year School. The history of Ordynskaya Secondary School No. 2, which was built in 1981, is part of the biography of its first school principle, Ivan Vasilyevich Bezbordov. Many years ago, he had to "spend days and nights" in the walls of the new building. He needed to monitor the construction *deadlines*, assess the quality of work with a *managerial eye*, and finally accept the new brick building under his leadership, which, compared to the old wooden one, looked almost like a palace for those times. Only he and his family know how much time Ivan Vasilyevich spent on the construction site!

Ivan Vasilyevich worked as a school principle until he reached retirement age and continued for several more years as a history teacher at the same school starting in 1988. Ivan Vasilyevich was not only a **diligent** manager of the school building; he became a mentor of teachers, a role model for beginning educators at the school, and an unquestionable authority for *interns*. He was not an *authoritarian leader*—he allowed discussions and debates, shared his teaching experience and life wisdom. Those who had the opportunity to work under his guidance spoke of him as a sensitive and fair person, and it is no surprise that the teaching staff was united, *cohesive*, and productive. Hundreds of graduates fondly and gratefully remember their history teacher, thanks to whom many of them became educators themselves.

Ivan Vasilyevich Bezbordov has a teaching experience of 51 years. For those who know and remember him, he was and remains a respected and **revered** person.

Tasks to the text

Lexico-grammatical exercises

1. Match the words on the left with their opposite on the right

- | | |
|------------------|-----------------|
| 1. Elementary | a. drop out |
| 2. Excellent | d. democratic |
| 3. Productive | c. disrespected |
| 4. Enroll | e. advanced |
| 5. Diligent | f. lazy |
| 6. Revered | g. unproductive |
| 7. Authoritarian | h. poor |

2. a Find the synonyms to the words DIRECTOR and TEACHER in the text
b Find the synonyms to the UNDERLINED words (from your own vocabulary)
3. Periphrase the words and word combinations in italics
4. What do we call...
 - a. the period in life when a person stops working after reaching a certain age
 - b. the knowledge or skills gained through practical involvement in events or activities over time
 - c. a person who has successfully completed a course of study at a school, college, or university and has received a degree or diploma
 - d. the ability to make good decisions and give sound advice based on knowledge, experience, and good judgment
 - e. a written account of someone's life written by another person

Word bank: biography, graduate, retirement, wisdom, experience

5. Choose a suitable preposition:

1. to finish excellent marks
2. to graduate.... school
3. to enroll.... a college
4. to dedicate many years....a new position

Word bank: to, with, in, from, of

Content exercises

1. Explain the numbers and dates from the text:

9, 14, 16, 51, 1956, 1981

2. Answer the questions:

1. What significant event in Ivan Vasilyevich Bezborodov's life occurred in 1945, and how did it impact his education?
2. Describe Bezborodov's teaching career progression. What subjects did he teach, and what roles did he hold throughout his career?
3. How did Ivan Vasilyevich contribute to the atmosphere and productivity of Petrovskaya School? Provide specific examples from the text.
4. What challenges did Ivan Vasilyevich Bezborodov face during the construction of Ordynskaya Secondary School No.2, and how did he play a role in its completion?
5. In what way did Ivan Vasilyevich demonstrate leadership qualities that were different from an authoritarian style? How did this affect the teaching staff?

3. Multiple Choice Quiz

1. When did Ivan Bezbordov begin his teaching career?
 - A. 1945
 - B. 1948
 - C. 1956
 - D. 1962
2. What was unique about Ivan Bezbordov's early education?
 - A. He started school at age 7
 - B. He dropped out of school during the war
 - C. He started school at age 9
 - D. He failed elementary school
3. How many years of teaching experience did Ivan Bezbordov accumulate in his career?
 - A. 40 years
 - B. 45 years
 - C. 48 years
 - D. 51 years
4. What was Ivan Bezbordov's leadership style as a school principal?
 - A. He was strictly authoritarian
 - B. He allowed discussions and debates
 - C. He avoided mentoring new teachers
 - D. He preferred working alone
5. What significant change occurred at Ordynskaya School during Bezbordov's leadership in 1981?
 - A. The school was relocated to another district
 2. The student population doubled in size
 3. A new brick building was constructed
 4. The school was converted to a technical institute

4. Fill in the blank with the correct words:

1. Ivan Vasilyevich Bezborodov was born in the village of....
2. He started school when he wasyears old.
3. Ivan Vasilyevich first taughtat a rural school.
4. He served as the director of Petrovskaya School foryears.
5. He continued to work as ateacher after retiring as principal.

Word bank: history, Kiteria, mathematics, 9, 16

5. Timeline Creation Activity:

Work in groups. Create a visual timeline of Ivan Vasilyevich Bezbordov's life, highlighting key events such as his birth, schooling, teaching career, and major contributions to education. Each group chooses different periods of Bezbordov's life and will research and illustrate their assigned period on the timeline

6. Interview Simulation:

Work in pairs. Conduct a mock interview with Ivan Vasilyevich Bezbordov, using prepared questions that reflect his experiences and philosophies about teaching and leadership. One student acts as Bezbordov and the other as an interviewer. Take turns asking and answering questions based on the information provided about his life in the text.

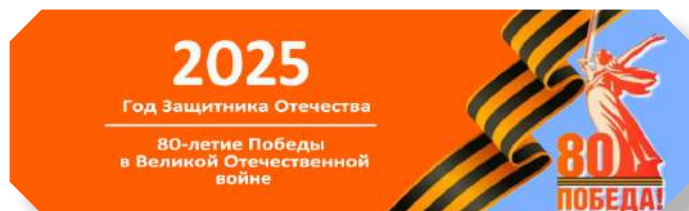
ЧАСТЬ 2. ИСТОРИЯ В ЛИЦАХ



Автор: Вагайцева Екатерина Владимировна, учитель английского языка высшей квалификационной категории,
Место работы: МКОУ – ОСОШ №1, Ордынский район, Новосибирская область
Должность: учитель английского языка, руководитель ШМО

Будущее нашей страны во многом зависит от молодежи с правильно сформированной гражданско-патриотической позицией, поэтому в настоящее время этому направлению уделяют особое внимание. Необходимо отметить, что учебный предмет «Английский язык» имеет большой потенциал для формирования гражданственности и патриотизма ввиду своей коммуникативной направленности. Иностранные языки являются средством общения и самореализации и социальной адаптации, развития умений поиска, обработки и использования информации в познавательных целях, одним из средств воспитания гражданина, патриота, развития национального самосознания.

В федеральной рабочей программе по иностранному языку на каждом уровне мы можем увидеть темы, посвященные выдающимся людям родной страны и стран изучаемого языка, поэтому возникла идея создать комплект текстов и заданий к ним, которые помогли бы раскрыть содержание указанных тем на примере нашей малой родины – Ордынского района Новосибирской области. В районе двадцать пять общеобразовательных организаций, из них восемь носят имена людей, которые внесли свой уникальный вклад не только в историю района, но и страны, это Герои Советского Союза, участники Великой Отечественной войны. Материалы комплекта посвящены этим людям, что символично в год восьмидесятилетия Великой Победы и столетия района.



Тексты предназначены для учащихся 8-9 классов, объем текстов составляет от 320 до 520 слов. Задания, которые предлагаются после прочтения текстов, схожи по своей структуре, меняется лишь содержательная наполняемость, все предлагаемые задания направлены на достижение следующих результатов.

личностных	сохранение исторической памяти, воспитание патриотизма, чувства ответственности и долга перед Родиной, гордости за свой край
предметных	читать про себя и понимать несложные аутентичные тексты, содержащие отдельные неизученные языковые явления, с различной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания, с пониманием нужной (интересующей, запрашиваемой) информации
метапредметных	базовые логические действия - с учётом предложенной задачи выявлять закономерности и противоречия в рассматриваемых фактах - выявлять дефицит информации, данных, необходимых для решения поставленной задачи базовые исследовательские действия: - использовать вопросы как исследовательский инструмент познания; работа с информацией: - выбирать, анализировать, систематизировать и интерпретировать информацию

Необходимо отметить, что в Ордынском районе существует детская телевизионная студия «Классики», которая сняла серию коротких информационных видеороликов о героях-ордынцах. После работы с текстовым материалом учащимся предлагается посмотреть видеосюжеты и выполнить любое из заданий ниже

- оформить субтитры к видеороликам
- озвучить видеоролики на английском языке
- по просмотренному видеосюжету написать статью в школьную газету
- обсудить с одноклассниками /выступить с сообщением «К чему обязывает имя Героя в названии школы, в которой я учусь».



Ссылки на видеоролики

[А.Д. Гаранин](#)

[В.М. Лыков](#)

[Г.М. Ивлёв](#)

Demakov A.I.
06/08/1960 – 21/04/1982

Demakov Alexander Ivanovich was born on August 6 in 1960 in the village of Verkh-Irmen in Ordynsk district of Novosibirsk region. He graduated from Verkh-Irmen secondary school and joined the Soviet Army in 1977. In 1981, he graduated from Novosibirsk High Military-Political Combined Arms College named after the 60th anniversary of the Great October



Since August 1981, he served in one of the units of the Land Forces in the 40th Army of the Red Banner Turkistan Military District (a limited contingent of Soviet troops in the Democratic Republic of Afghanistan) as deputy company commander for political affairs. In battles he proved himself to be a brave and valiant officer, an excellent commander and educator of subordinates.

On April 21, 1982 when Guard Lieutenant A. I. Demakov was returning from a combat mission with his group on the banks of the Argandab River in Kandahar province, he was ambushed. In his last battle, after ordering his subordinates to withdraw to another line, he stayed behind to cover the retreat. Having used up his ammunition, Alexander Demakov was wounded four times. And then when the Dushmans surrounded him, Demakov blew himself up with the last grenade. Thus the young officer provided the cover for his comrades and saved them at the cost of his own life.

By decree of the Presidium of the Supreme Soviet of the USSR dated July 5, 1982, Senior Lieutenant Demakov Alexander Ivanovich was awarded the title the Hero of the Soviet Union for courage and heroism, and was awarded the Orders of Lenin and the Red Banner (posthumously). He was buried at home in the village of Verkh-Irmen, Ordynsk district.

Alexander Ivanovich Demakov was permanently enrolled in the lists of the 13th company of cadets of Novosibirsk High Military-Political Combined Arms College, where he had studied. Moreover one of the streets in the Sovetsky district of Novosibirsk and Verkh-Irmen secondary school are named after the hero.

Also there is a bust of the Hero of the Soviet Union A. I. Demakov which is installed on





the memorial to the Heroes-graduates of the Novosibirsk Military Combined Arms Command School.

Besides his name is immortalized on the Alley of Heroes at the Monument of Glory in Novosibirsk, and there is a bust of him in Ordynsk Memorial Park of Heroes. Additionally it has become a tradition in Novosibirsk to hold an open military hand-to-hand combat tournament in the memory of Hero of the Soviet Union A. I. Demakov.

Task 1

- 1. Ask any questions to the paragraphs 1-3***
- 2. Ask any questions to the paragraphs 5 and 6 that would start with the word "What"***
- 3. Ask any questions to paragraphs 1-4 that would start with the words "When"***

Task 2

You see some questions, so find the question which is wrong. Wrong question is the one that has got no answer in this text.

- A. How do people honour the memory of the Hero Demakov?
- B. Did he manage to kill any enemies in his last battle?
- C. What school was named after the Hero?
- D. Did he study well at school?

Task 3

What information can you get out of the 4th paragraph?

- A. The place where his grave is;
- B. The circumstances of Demakov's death;
- C. The awards and the place where his grave is;
- D. The number of enemies that Alexander killed in his last battle.

Task 4.

What facts confirm that people still remember the heroic deed of this Siberian man?

Task 5.

Use ideas from the text and answer the question: ***Why can people be proud of Alexander Demakov?***

**Garanin A.D.****28/03/1921 – 28/06/1943**

Garanin Alexey Dmitrievich was born on March 28, 1921 in the village of Plotnikovo in Ordynsk district of Novosibirsk region in a peasant family.

He graduated from the 7th grade at a secondary school and then the school of factory and plant apprenticeship. After that Garanin worked as a milling cutter and a turner at the Valery Chkalov Aviation Plant, and also studied at the aero club.

Alexey joined the Red Army in September 1938. He graduated from the military aviation school in Novosibirsk and was in the active army since June 1941.

The commander of the flight, Captain Alexei Garanin made 241 combat sorties to bombard important targets deep behind enemy lines. By the decree of the Presidium of the Supreme Soviet of the USSR dated December 31, 1942, Captain Garanin was awarded the title of the Soviet Union Hero with the award of the Order of Lenin and the Gold Medal for exemplary performance of combat missions on the front in a struggle against the Nazi invaders and also for his courage and heroism.



On the night of June 28, 1943, the flight commander of the long-range bomber aviation regiment A.D. Garanin, while performing a combat mission near the Orsha railway station in the Vitebsk region of Belarus, sent a burning plane to a Nazi ammunition depot and died a hero's death. By that time, he had flown over 400 combat missions.

Alexey was awarded two Orders of Lenin, the Order of the Red Banner, and medals. Moreover, you can see streets in Novosibirsk and in the village of Verkh-Irmen that are named after the Hero. Also Ordynsk Secondary School No. 1 was named after the Hero of the Soviet Union A.D. Garanin.





Alexey Garanin's name is immortalized on the Alley of Heroes at the Monument of Glory in Novosibirsk. Additionally there is a bust of him in Ordynsk Memorial Park of Heroes.

Task 1

- 1. Ask any questions to the paragraphs 1-3*
- 2. Ask any questions to the last paragraph that would start with the word "What"*

3. Ask any question to the paragraphs 4 and 5 that would start with the words "How many"

Task 2

You see some questions, so find the question which is wrong. Wrong question is the one that has got no answer in this text.

- A. When and where was Alexey Garanin born?
- B. Was he married?
- C. What school was named after the Hero?
- D. What awards did he have?

Task 3

What information can you get out of paragraph 4?

- A. The information about his family and education;
- B. The number of combat sorties;
- C. The number of combat sorties and his awards;
- D. The number of combat sorties and his light flight.

Task 4.

What facts confirm that people still remember the heroic deed of this Siberian man?

Task 5.

Use ideas from the text and answer the question: *Why can people be proud of Alexey Garanin?*

**Ivlev G.M.****21/08/1908 – 25/06/1960**

Gavriil Mikhailovich Ivlev was born on August 21, 1908 in the village of Krasny Yar in Ordynsk district of Novosibirsk region in a peasant family. He graduated from elementary school and then worked as a loader and a shutterer at a timber mill.

In July 1941, he was drafted into the Red Army. So he struggled in the battles of the Great Patriotic War since November 1941. Eventually Ivlev went through his combat path from Moscow to Berlin.

On the night of October 17, 1943, while Corporal G. M. Ivlev was crossing the Dnieper River in the area of the village of Byvalki (Loevsky district in Gomel region), he dug a pole under heavy machine-gun and mortar fire and fastened a rope for a ferry on it. His actions ensured a quick transfer of anti-tank and divisional artillery with ammunition to the captured bridgehead. For several days he was working at the ferry under continuous fire, leading a group of sappers and showing a personal example of dedication.

By the decree of the Presidium of the Supreme Soviet of the USSR dated October 30, 1943, Corporal Gavriil Mikhailovich Ivlev was awarded the title of the Hero of the Soviet Union with the award of the Order of Lenin and the Gold Star medal for exemplary performance of combat missions at the front in the struggle against the Nazi invaders and also for his courage and heroism.

After the war, Junior Sergeant G. M. Ivlev was demobilized and he returned to his homeland. He worked as a fire chief in the village of Krasny Yar. In the 1950s, Ivlev worked as a shutterer on the construction of the Novosibirsk hydroelectric power station.



Gavriil Mikhailovich Ivlev passed away on June 25, 1960, and he was buried in Ogurtsovo of Novosibirsk region. In 1985, he was reburied at the Old Chemsy Cemetery in Novosibirsk.

The bust of G. M. Ivlev is installed in the memorial complex in Krasny Yar in Ordynsk district and in Ordynsk Memorial Park of Heroes. Moreover the name of the Hero of the Soviet Union G. M. Ivlev is immortalized on the Alley of Heroes

at the Monument of Glory in Novosibirsk. And also one of the streets is named after him in Sovetsky district of Novosibirsk.

Additionally a secondary school in the village of KrasnyYar in Ordysk region is named after the Hero of the Soviet Union G. M. Ivlev.



Task 1

- 1. Ask any questions to the paragraphs 2-3**
- 2. Ask any questions to the paragraphs 1 and 7 that would start with the word “What”**
- 3. Ask any questions to the text that would start with the word “When”**

Task 2

You see some questions, so find the question which is wrong. Wrong question is the one that has got no answer in this text.

- A. What title was he awarded?
- B. When and where was Ivlev born?
- C. How many children were there in Ivlev’s family?
- D. Are there any streets named after the Hero?

Task 3

What information can you get out of paragraphs 5 and 6?

- A. The death of the Hero;
- B. Postwar years;
- C. Postwar years and death;
- D. Titles and awards.

Task 4.

What facts confirm that people still remember the heroic deed of this Siberian man?

Task 5.

Use ideas from the text and answer the question: **Why can people be proud of Gavriil Ivlev?**



Lykov V.M.

07/01/1923 – 01/09/1988

Vasily Mikhailovich Lykov was born on January 7, 1923 in the village of Kirza in Ordynsk district of Novosibirsk region in a working-class family. In 1930, he moved to the city of Shcheglovsk (now Kemerovo), where he graduated from the 8th grade at school and an aero club. Lykov joined the Red Army in 1940 and graduated from the Perm Military Aviation College in 1942.

Vasily struggled on the fronts of the Great Patriotic War since February 1943. He participated in the battles of Staraya Russa, Belgorod-Kharkov, Poltava, Kirovograd and other lines of the front. In a difficult meteorological situation, with intense counteraction from anti-aircraft artillery, he always made the right decisions and accurately reached the target.

By January 1944, the escadrille commander, Senior Lieutenant V. M. Lykov, had carried out 120 combat sorties to reconnoiter, attack and bombard enemy troop concentrations and strongholds, causing significant damage to manpower and military equipment. He dropped 39 tons of bombs on the enemy, destroyed and damaged 95 tanks, 230 vehicles, 10 wagons, 2 steam locomotives, 3 airplanes, suppressed the fire of 20 anti-aircraft and 26 field batteries, blew up 16 ammunition depots, created 30 fires and destroyed up to 1,500 fascists.

By decree of the Presidium of the Supreme Soviet of the USSR dated June 1, 1944, Senior Lieutenant Vasily Mikhailovich Lykov was awarded the title of the Hero of the Soviet Union with the award of the Order of Lenin and the Gold Star Medal.



In 1946, in the rank of Captain, V. M. Lykov was discharged in stock. He returned to Kemerovo. After graduating from the Kemerovo Electromechanical College, he worked as an engineer at the Kuzbasselectromotor plant.

Vasily Lykov was awarded the Order of Lenin, two Orders of the Red Banner, the Order of Alexander Nevsky, the Patriotic War 1st and 2nd degrees, and medals.

The Hero died on May 1, 1988 and was buried in Kemerovo. Later a memorial board has been erected on Vesennaya Street, where the Hero of the Soviet Union V. M. Lykov lived.

The name of the Hero of the Soviet Union Vasily Mikhailovich Lykov is immortalized on the Alley of Heroes at the Monument of Glory in Novosibirsk. There is a bust of him in Ordynsk Memorial Park of Heroes. Additionally in April 2017, Kirzinsky secondary school of Ordynsk district was named after the Hero of the Soviet Union Vasily Lykov.



Task 1

- 1. Ask any questions to the paragraph 1.**
- 2. Ask any questions to the paragraph 3 that would start with the word "How many"**
- 3. Ask any questions to the paragraphs 2, 6 and 8 that would start with the word "What"**

Task 2

You see some questions, so find the question which is wrong. Wrong question is the one that has got no answer in this text.

- A. In what battles did Vasily Lykov participate?
- B. How many enemies did he manage to demolish?
- C. What school was named after the Hero?
- D. What was he like?

Task 3

What information can you get out of the second paragraph?

- A. The circumstances of his heroic deed;
- D. Battles in which Vasily struggled;
- E. Battles in which Vasily struggled and his special skills;
- F. The circumstances of his heroic deed and battles in which Vasily struggled

Task 4.

What facts confirm that people still remember the heroic deed of this Siberian man?

Task 5.

Use ideas from the text and answer the question: ***Why can people be proud of Vasily Lykov?***



Medvedev N.N.

12/12/1925 – 25/08/2006

Nikolai Nikolayevich Medvedev was born in 1925 in the village of Antonovo in Ordynsk district of Novosibirsk region in a peasant family. As a fifteen-year-old teenager, he began his working life. In 1943, Nikolai Nikolaevich was drafted into the ranks of the Soviet Army, where he defeated the fascist invaders in the 3rd Ukrainian Front.

Having been demobilized from the army only in 1949, N. N. Medvedev returned to Ordynsk district. Here he worked as a secretary in the Council in the village of Yakor, a zootechnician at Kirzinskaya MTS, a chairman of the Krasny Partizan collective farm, and a manager of the Proletarian state farm.

In 1953, Nikolai Nikolaevich joined the ranks of the Communist Party. In 1963, after graduating from the High Party School, he was appointed as a deputy head of the Agricultural Production Department.

In 1964 N. N. Medvedev headed the newly organized Priobsky state farm. Nikolai Nikolaevich, as an experienced, demanding leader and an excellent organizer, introduced advanced technologies into production skillfully. Livestock facilities were gasified at the state farm, a workshop management system and a dispatch service were introduced, and the farm was the first in the region to switch into mechanical milking of cows. The state farm successfully fulfilled its plans and worked profitably.



Nikolai Nikolaevich Medvedev was awarded a number of government awards. Medals: "For Bravery", "For the Capture of Vienna", "For the Victory over Germany"; Orders of the Red Banner of Labor, the October Revolution, the Order of Lenin. His work was marked by many medals of the Exhibition of Achievements of the National Economy of the USSR.

In 2003, Nikolai Nikolaevich Medvedev was awarded the title of "Honorary Citizen of the Ordynsk district" for his services to the region.



Nikolai Nikolaevich Medvedev passed away on August 25, 2006. In 2007, the administration of Vagaytsevskaya secondary School petitioned the head of the district to name the school after Nikolai Nikolaevich Medvedev. The award ceremony was

timed to coincide with a festive event dedicated to the 70th anniversary of the Novosibirsk Region on November 4, 2007

Today, there is a street named after Medvedev in the village of Vagaytsevo. On August 12, 2016 people in Vagaytsevo fixed a memorial sign on the street where Medvedev lived – a stele with his bas-relief.



Task 1

- 1. Ask any questions to the paragraph 1;**
- 2. Ask any questions to the paragraph 3 that would start with the word “When”;**
- 3. Ask any questions to the paragraphs 4, 5 and 8 that would start with the word “What”.**

Task 2

You see some questions, so find the question which is wrong. Wrong question is the one that has got no answer in this text.

- A. What awards did he get?
- B. Did Nikolai Nikolayevich have any children?
- C. Did Medvedev join the Army?
- D. What did he do? What was his occupation?

Task 3

What information can you get out of the 4th paragraph?

- A. The peculiarities of his character;
- B. Medals and awards;
- C. Information about his work and family;
- D. The peculiarities of his character and important deeds that he managed to realize.

Task 4.

What facts confirm that people still remember the important deeds of this Siberian man?

Task 5.

Use ideas from the text and answer the question: ***Why can people be proud of Nikolai Medvedev?***



Nekrasov N.V.
23/12/1915 – 16/08/1968

Nikolai Nikolayevich Medvedev was born in 1925 in the village of Antonovo in Ordynsk district of Novosibirsk region in a peasant family. As a fifteen-year-old teenager, he began his working life. In 1943, Nikolai Nikolaevich was drafted into the ranks of the Soviet Army, where he defeated the fascist invaders in the 3rd Ukrainian Front.

He was drafted into the Red Army on July 1, 1941, shortly after the outbreak of the Great Patriotic War. In the same year he graduated from the Novosibirsk Military-Political College. In March 1943, he completed advanced training courses in Novosibirsk, and was transferred to serve as a battalion commander. He participated in the Battle of Kursk and the Belgorod-Kharkov offensive operation.

The battalion commander, Captain N. V. Nekrasov, performed an outstanding feat during the Battle of the Dnieper. On the night of October 1, 1943, his battalion was the first in the division to cross the Dnieper River near the village of Chikalovka in Kremenchug district of Poltava region in the Ukrainian SSR. The crossing took place under hard enemy fire, and the battalion suffered significant losses. On the right bank, they had to fight right on the coastal sand. By the morning, the entire battalion was on the right bank, but the situation was threatening: from the overhanging heights of the captured patch of shore, the enemy shot through all the battalion's positions and the crossing. A small force of Soviet soldiers with an extremely limited amount of ammunition would hardly have been able to hold out there until the evening.



Then Battalion Commander Nekrasov decided to attack himself. Having chosen the largest hill as the target of the attack, he correctly distributed his small forces, set a combat task for the units and, at the signal of the attack, was the first to rise from the trench. A daring swift attack stunned the enemy and the height was captured. Thus, despite heavy losses, the battalion successfully maintained a circular defense, ensuring the crossing of the main forces.

By decree of the Presidium of the Supreme Soviet of the USSR dated May 17, 1944, Nikolai Vasilyevich Nekrasov was awarded the title of the Hero of the Soviet Union with the award of the Order of Lenin and the Gold Star medal

for his courage and heroism shown at the front in the struggle against the Nazi invaders.



Later in May 1944, he became seriously ill and was evacuated to a hospital. After recovering, he was sent for the further service in the troops of the Siberian Military District.

After his discharge from the army in 1958, he became a military commissar in Kirovsky district of Novosibirsk. And since 1961 he worked as the chairman of the Novosibirsk Regional Council of DOSAAF. In this position, N. V. Nekrasov did a lot for the development of sports in Novosibirsk, especially speedway and motorsport.

Novosibirsk speedway school became one of the largest in the USSR. On his initiative, a large motorcycle track was built in Novosibirsk.

The name of Nikolai Vasilyevich Nekrasov is immortalized on the Alley of Heroes at the Monument of Glory in Novosibirsk. There is a bust of him in Ordynsk Memorial Park of the Heroes. Moreover, a secondary school in Verkh-Aleus in Ordysk district of Novosibirsk region was named after him.



Task 1

- 1. Ask any questions to the paragraphs 1 and 2 that would start with the word “When”**
- 2. Ask any questions to the paragraph 5 that would start with the word “What”**
- 3. Ask any questions to the paragraphs 3 and 4 that would start with the words “Why” and “How”;**

Task 2

You see some questions, so find the question which is wrong. Wrong question is the one that has got no answer in this text.

- A. What titles was he awarded?
- B. When and where was Nekrasov N.V. buried?
- C. What did he do for the development of sport in Novosibirsk?
- D. What battles did he participate in?

Task 3

What information can you get out of the 7th paragraph?

- A. Reasons for discharging from the army;
- B. Postwar years;
- C. Postwar years and personal contribution to the development of sport ;
- D. Titles and awards.

Task 4.

What facts confirm that people still remember the heroic deed of this Siberian man?

Task 5.

Use ideas from the text and answer the question: ***Why can people be proud of Nikolai Nekrasov?***

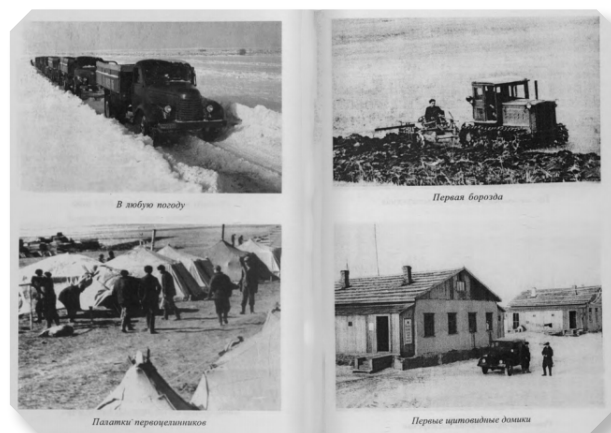
Tennikov N.A.**01/01/1911 – 15/08/1986**

Nikolai Artemievich Tennikov was born on January 1, 1911 in Kharkov, the Ukraine in a large working-class family. In 1913, the family moved to Siberia.

He started his career in the construction of the Kuzbass Metallurgical Plant as a handyman, and joined the Komsomol there. In the early 1930s, he was sent to the countryside on a Komsomol tour. In the 1934 – 1940s, he worked as an accountant, and then as a foreman, a managing director of the Cherepanovsky state farm in the village of Romanovo in Novosibirsk region.

He participated in the Great Patriotic War and fought as an ordinary machine gunner near Moscow from July to December in 1941. During this period, he joined the ranks of the party. After a severe concussion, he was demobilized and he worked as the director of the Legostaevsky flax farm in Iskitim district of Novosibirsk region until the Victory Day in 1945.

From 1945 to 1955, he was the director of the May pig farm in Cherepanovo district of Novosibirsk region. In April 1955 he was appointed as the director of a state farm “Proletarsky” in Ordynsk district. In the first sowing campaign, the workers in Proletarsky raised and sowed 10,640 hectares, 9,400 hectares of which were used for wheat, which became the main grain crop of the farm for many years.



In 1956 the Proletarian state farm handed over more than 25 000 tons of bread to the state. By the decree of the Presidium of the Supreme Soviet of the USSR dated January 11, 1957, Nikolai Artemyevich Tennikov, director of the Proletarian grain farm, was awarded the title of the Hero of Socialist Labor with the award of the Order of Lenin and the Hammer and Sickle gold medal for his services in the development of virgin and fallow lands and over-fulfillment of grain delivery to the state in 1956.

N. A. Tennikov headed the Proletarian State Farm until 1961. After that, he worked as the director of the Shebertinsky forestry enterprise of Irkutsk region, the director of Linevsky Brick Factory in Iskitim district of Novosibirsk region, in Novosibirsk Regional Department of Agriculture, the regional committee of the CPSU of Novosibirsk region.



a secondary school
in the village of Proletarka

He died on August 15, 1986 and he was buried at the Zaeltsovsky cemetery in Novosibirsk.

On May 25, 2025 a secondary school in the village of Proletarka in Ordysk district of Novosibirsk region got the name of the Hero of Socialist Labor Nikolai Artemievich Tennikov and installed a memorial plaque on the facade of the building.

Task 1

- 1. Ask any questions to the text that would start with the word “When”**
- 2. Ask any questions to the paragraphs 4 and 5 that would start with the word “How many”**
- 3. Ask any questions to the paragraph 5 that would start with the word “Why”.**

Task 2

You see some questions, so find the question which is wrong. Wrong question is the one that has got no answer in this text.

- A. What title was he awarded?
- B. What places of work did he have during his career?
- C. What school was named after him? When did it happen?
- D. What battles did he participate in?

Task 3

What information can you get out of this paragraph?

From 1945 to 1955, he was the director of the May pig farm in Cherepanovo district of Novosibirsk region. In April 1955 he was appointed as the director of a state farm “Proletarsky” in Ordynsk district. In the first sowing campaign, the workers in Proletarsky raised and sowed 10,640 hectares, 9,400 hectares of which were used for wheat, which became the main grain crop of the farm for many years.

In 1956 the Proletarian state farm handed over more than 25 000 tons of bread to the state.

- A. Information about his style of work;
- B. Postwar years;
- C. Great achievements of a state farm;
- D. Problems and difficulties at the new place.

Task 4.

What facts confirm that people still remember a great contribution and achievements of Nikolai Tennikov?

Task 5.

Use ideas from the text and answer the question: ***Why can people be proud of Nikolai Tennikov?***



Ustyuzhanin Y. M.
1918 – 16/05/1942

Ustyuzhanin Yakov Markovich was born in 1918 in the village of Ustyuzhanino is Ordynsk district of Novosibirsk region in a peasant family. He graduated from 6th grade and then worked as a postman.

Yakov joined the Red Army in 1939. He graduated from the junior lieutenant courses in 1941 and became a participant of the Great Patriotic War in June 22, 1941.

On May 16, 1942, Junior Lieutenant Yakov Ustyuzhanin, leading a group of scouts behind enemy lines, suddenly ambushed a company of fascists moving along the road to Staraya Russa (Novgorod region). Inspiring the fighters

with a personal example, Yakov Ustyuzhanin shot the Nazis from a machine gun at close range. Of the seventy fascists, only five escaped. The command's task was completed: valuable documents were captured and also the "tongue" was captured, an enemy officer who would later provide valuable information to our headquarters. The commander of the reconnaissance platoon Ustyuzhanin led the group to our territory and ordered them to withdraw, while he and his orderly remained to cover the retreat. Together, at the cost of their lives, they managed to hold off the fascists and ensure the successful return of the scouts and the delivery of the captured "tongue".



On May 16, 1942, Junior Lieutenant Yakov Mikhailovich Ustyuzhanin died a brave death. By the decree of the Presidium of the Supreme Soviet of the USSR dated July 21, 1942, Junior Lieutenant Ustyuzhanin Yakov Markovich was awarded the title of the Hero of the Soviet Union posthumously for exemplary performance of combat missions of the command on the front in the struggle against the Nazi invaders and also for his courage and heroism. He was awarded the Order of Lenin posthumously.



Nowadays streets are named after the hero in the village of Ustyuzhanino and in the city of Staraya Russa. The name of Yakov Markovich Ustyuzhanin is immortalized on the Alley of Heroes at the Monument of Glory in Novosibirsk. There is a bust of him in Ordynsk Memorial Park of the Heroes. Moreover, a secondary school in the village of Ustyuzhanino was named after the Hero of the Soviet Union Yakov Markovich Ustyuzhanin.

Task 1

1. *Ask any questions to the paragraph 1, 2 and 3 that would start with the word “When”*
2. *Ask any questions to the paragraphs 3 and 5 that would start with the word “What”*
3. *Ask any questions to the paragraph 4 that would start with the word “Why”.*

Task 2

You see some questions, so find the question which is wrong. Wrong question is the one that has got no answer in this text.

- A. What title was he awarded?
- B. When and where was Ustyuzhanin Y. M. buried?
- C. What courses did he graduate from?
- D. What command's task did he and his group manage to fulfill?

Task 3

What information can you get out of the last paragraph?

Nowadays streets are named after the hero in the village of Ustyuzhanino and in the city of Staraya Russa. The name of Yakov Markovich Ustyuzhanin is immortalized on the Alley of Heroes at the Monument of Glory in Novosibirsk. There is a bust of him in Ordynsk Memorial Park of the Heroes. Moreover, a secondary school in the village of Ustyuzhanino was named after the Hero of the Soviet Union Yakov Markovich Ustyuzhanin.

- A. Titles and awards.
- B. Places to honour the memory of the Hero;
- C. Circumstances of the heroic deed;
- D. Postwar years.

Task 4.

What facts confirm that people still remember the heroic deed of this Siberian man?

Task 5.

Use ideas from the text and answer the question: Why can people be proud of Yakov Markovich Ustyuzhanin?