

"LANGUAGE EDUCATION AND ACCELERATED PERSONALITY DEVELOPMENT"

INTERNATIONAL CONFERENCE TO MARK THE CENTENARY OF PROF. GEORGI LOZANOV'S BIRTH

Sofia, June 26th & 27th, 2026

Report

Artis School of Arts and
Languages



SOFIA TECHNICAL UNIVERSITY



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***OPTIMA BULGARIA, SOFIA TECHNICAL UNIVERSITY,
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CONFERENCE GOALS

- to commemorate Dr Georgi Lozanov, the creator of Suggestopedia, on the 100th anniversary of his birth in 1926;
- to trace the evolution of Suggestopedia and honour its key contributors
- to share Suggestopedia-driven and suggestopedic practices in diverse educational contexts around the world;
- to share suggestopedic course resources for different purposes;
- to lay the foundations for a consensus on suggestopedic principles
- to contextualise Suggestopedia within contemporary pedagogy
- to exchange ideas for new neuroscientific and psycholinguistic research on Suggestology and Suggestopedia
- to draw inspiration for new projects and start collaboration;
- to initiate discussion of establishing a global network of active teachers and trainers in Suggestopedia

Pre-conference Friday, July 26 th , 2026
“ARTIS” School of Arts and Languages <i>EXCHANGING OPINIONS, EXPERIENCE AND CURRENT SUGGESTOPEDIC PRACTICES</i>
Unveiling the Plaque dedicated to Prof. Lozanov <i>by Dr Galya Mateva and Plamen Natov, Bulgaria</i>
Christer Landahl’s Cooperation with Georgi Lozanov and his Importance for Suggestopedia <i>by Christina Johnstone, Sweden</i>
Celebrating Growth: ICAL’s Suggestopedic Accelerative learning System <i>by Dr Libyan Labiosa Cassone, USA and Leta Panayotova, Bulgaria</i>
Sharing Experience of Applying English Language Suggestopedia in the Primary School <i>by Galina Spasova, Bulgaria</i>
Proper Training of Suggestopedagogues <i>by Denitsa Alexandrova, Bulgaria</i>
Preventive Suggestopedia and School Suggestopedia in the 1970s <i>by Setsuko Iki, Japan – delivered by Stavriana Soubassi, Greece</i>
Primary School Suggestopedia for English as a foreign language <i>by Mila Mateva, Bulgaria</i>
The Classroom Management and Behaviour of Students in Suggestopedic Classes: Grades One to Four <i>by Teodor Vassilev, Bulgaria/USA</i>
Building the Process of Infantilisation in Adult Desuggestive Process and Fostering Autonomy in Language Acquisition <i>by Elena Stoycheva, Bulgaria</i>
The Levels in Suggestopedic Language Courses for Adults <i>by Gloria Alguacil, Spain</i>
Amusing and Anecdotes of interacting with Dr. Lozanov <i>by Lonny Gold, Sweden/France</i>

“LANGUAGE EDUCATION AND ACCELERATED PERSONALITY DEVELOPMENT” TECHNICAL UNIVERSITY OF SOFIA, JUNE 27TH 2026

Humanising Quality Assurance in Language Education: The Equals Ethos by Thom Kiddle, England

Blazing a Trail into the Future: Lozanov’s Suggestopedia in Bulgaria by Assoc. Prof. Dr. Galya Mateva, Bulgaria

Suggestopedia Approaches and Techniques as Part of the New Pedagogy Toolkit by Assoc. Prof. Dr. Ivailo Peev, Bulgaria

From Suggestopedia to Desuggestopedia and Reservopedia by Franz Ludescher, Austria

Type One Activations: Scaffolded Elaboration in Suggestopedia by Christina Johnstone, Sweden

Teaching Adult Illiterate Immigrants in Norway through Suggestopedia by Lisa Hartmark, Norway

Suggestopedic Content and Language Integrated Learning (CLIL) by Stavriana Soubassi, Greece

Suggestopedic Activities that Cater for the Unconscious Mind and Long-Term Memory by Lonny Gold, Sweden/France

What Can a Teacher Do with Semiosis in a Suggestopedia Classroom? by Dr. Kaz Hagiwara, Australia

Unlocking Full Potential: The Suggestopedic Literacy Programme Revived; continuation of the UNESCO Recommendations and Research after 47 Years by Teodor Vassilev, Bulgaria/USA

Beyond Elicitation: Harnessing Teacher Talk to Create an Open Classroom by Charlotte Smith, England

Electrical Sensors Perceiving the Mind: Study on Suggestopedia Teachers by Dr. Gagan Kaur, Borislava Kostova, Paulina Tsvetkova, Bulgaria

From accelerated language learning to polyglottery: an academic journey by Dr Grigory Kazakov, Russia

Grammar Lexically: Weaving Chunks and Rules Together by Natalie Krytskaya, Bulgaria

The Multiple Faces of Music in ELT by Bobby Zlatkov, Bulgaria

A Closer Look: The Art of Accelerative Teaching and Instructional Design by Dr. Libyan Labiosa-Cassone, USA & Leta Panayotova, Bulgaria

From Curious Mind to Scientific Pioneer: The Journey of Dr. Georgi Lozanov by Radostina Mihaleva, Bulgaria

Suggestopedists
from the Research Institute
for Suggestology in Sofia

Suggestopedic programme
developers and course
designers / assessors
for bilingual education

Suggestopedic experts in
migrants with low or zero
literacy skills

Suggestopedic experts in
neurodivergent and
disadvantaged pupils

Suggestopedists in primary and
secondary school education

Suggestopedic foreign language
teachers for adults

Researchers in neuroscience,
psycholinguistics and
pragmatics

PLENARIES and KEYNOTE SPEAKERS

The first plenary speaker, **Thom Kiddle** from England, **Chair of EAQUALS** (Evaluation & Accreditation of Quality in Language Services) – the global organisation sponsoring our event – made an invaluable contribution to the conference with his presentation entitled **“Humanising Quality Assurance in Language Education: The Equals Ethos”**. Thom highlighted the relevance of Humanistic Education and of the key principles underlying Suggestopedia, eg. Love, Freedom and Conviction in the Reserve Capacities for learning, to contemporary education focusing on teacher training and continual – not continuous in the sense of compulsory – professional development.



The second plenary speaker was **Assoc. Prof. Dr Galya Mateva** from the Sofia Technical University, Founder Chair of Optima, suggestopedic teacher trainer, Cambridge CELTA and DELTA trainer. Her presentation **"Blazing a Trail into the Future: Lozanov's Suggestopedia in Bulgaria (as witnessed and experienced)"**, reflected the 16-year long experience (1974-1991) of the author as a suggestopedic teacher, researcher and teacher trainer at the Research Institute of Suggestology under the guidance of Prof. Lozanov.

It presented the life story and character, alongside the notable academic career of Dr. Lozanov. It also revealed the structure, staff and activities of the Institute of Suggestology which he created and managed in 1966-1985. Next, it revealed highlights of the theory of Suggestopedia - its laws, principles and world-wide impact. Finally, it briefly related Suggestopedia to contemporary quality criteria in language education upheld by EAQUALS.

The first keynote speaker was **Assoc. Prof. Dr. Ivailo Peev**, Head of Department of Foreign Languages and Applied Linguistics at the **Sofia Technical University**. In his presentation entitled **"Suggestopedia Approaches and Techniques as Part of the New Pedagogy Toolkit"** he illustrated how Suggestopedia can be accommodated in the quiver of contemporary pedagogy with rich practical examples.



The second keynote speaker was **Franz Ludescher**, from the University College of Teacher Education in Vorarlberg, Austria, suggestopedic Teacher and Trainer, and **Board Chair of**



Lozanov's International Teachers and Trainers Association (LITTA). In his presentation **"From Suggestopedia to Desuggestopedia and Reservopedia"** he traced the evolution of Suggestopedia from the establishment of the Centre for Suggestological and Desuggestological Training, Research and Counselling in

Viktorsberg in 1991 to the establishment of LITA (Lozanov's International Teachers Association) in Sofia in 2005 and the establishment of LITTA in Vienna in 2016.

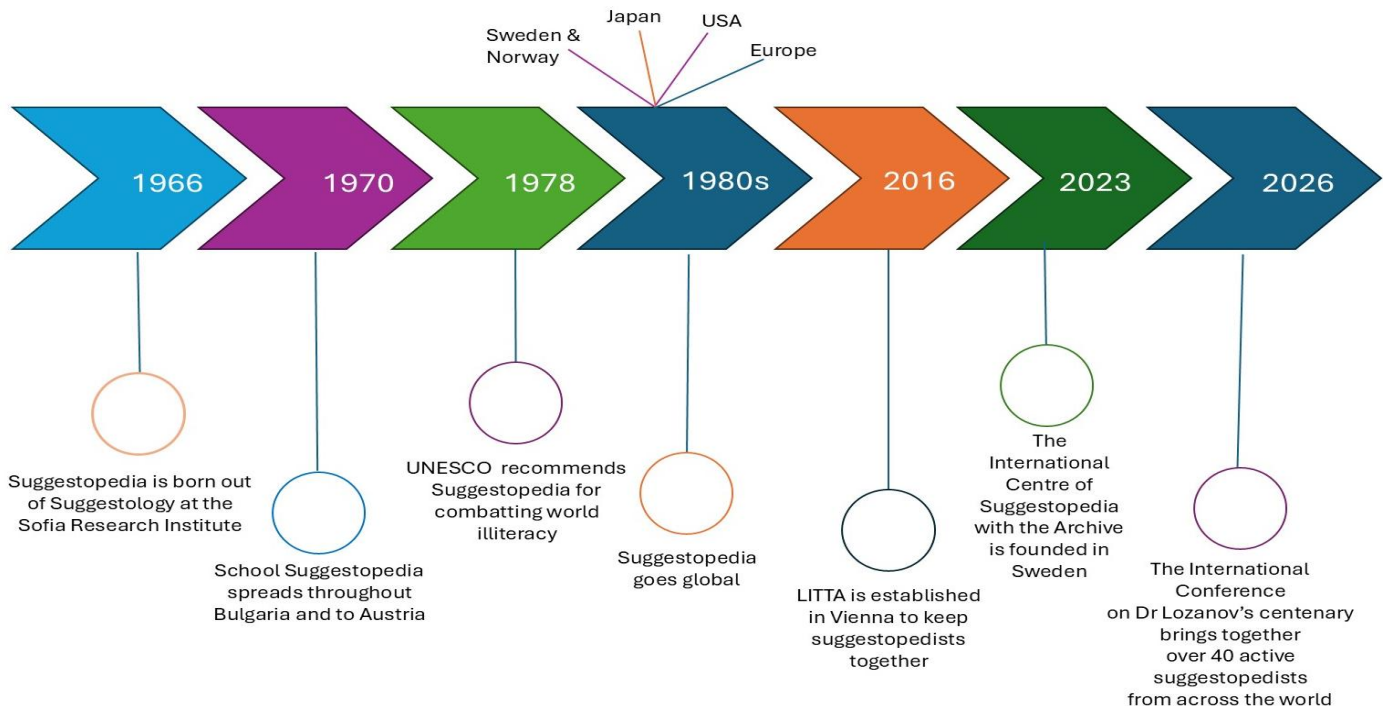
The closing presentation was made by the third keynote speaker, **Radostina Mihaleva** from **Sofia University**, Suggestopedic Teacher and Trainer, **LITTA Board Vice Chair**. Her presentation entitled **"From Curious Mind to Scientific Pioneer: The Journey of Dr. Georgi Lozanov"** was dedicated to Dr Lozanov, his early years and ambitions, his personality and his associates at the Research Institute of Suggestology in Sofia, without whose contribution Suggestopedia would not have developed in the same directions.



THE EVOLUTION OF SUGGESTOPEDIA



Over the **six decades** from the establishment of the Research Institute of Suggestology in 1966 in Sofia where the first suggestopedic variant was experimented with until today the development of Suggestopedia has experienced several setbacks, but it has always regained momentum and reemerged from its ashes like a Phoenix bird, as Dr Galya Mateva pointed out.



From the 1970s to the 1990s the first – so called ‘clinical’ – suggestopedic variant evolved into Global-Artistic Suggestopedagogy that made Suggestopedia world famous and then into Desuggestopedia/Reservopedia, which is the variant most of the LITTA members were trained into by Dr Lozanov and Dr Evelina Gateva in Viktorsberg, Austria.



Foreign language Suggestopedia is the most popular application of Suggestology but there are several other educational contexts in which Suggestopedia untaps the reserve capacities for learning.

SCHOOL SUGGESTOPEDIA

The exchange on Suggestopedia for children started with the presentation of **Setsuko Iki** from Japan, which was delivered by Stavriana Soubassi from Greece. It was an overview of the original **“Preventive L2 Suggestopedia”** for L2 acquisition by children from age 3 to 10, and **“School Suggestopedia”** in the 1970s in Bulgaria and Austria.

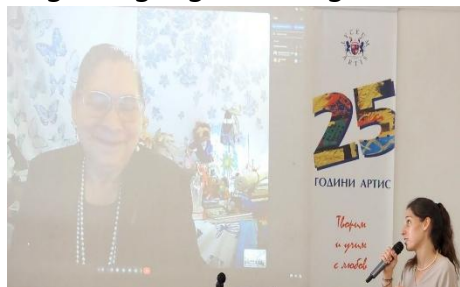


Suggestopedia for children is now applied in several nursery, elementary and middle schools (K1-K9) in Bulgaria and other countries. **Galina Spasova's** presentation **“Sharing Experience of Applying English Language Suggestopedia in the Primary School”** illustrated how the original methodology of Preventive Suggestopedia is still implemented for natural accelerated foreign language acquisition by children aged 7 -12 years old.

One of the newest suggestopedic schools in Sofia, is Artis School where **Mila Mateva**, runs the Preventive Suggestopedic programme for nursery and K1-K3. She made a really informative presentation of her programme and resources entitled **“FL Suggestopedia for school children”**. Then, **Milena Toromanova**,



English Teacher for K4-K9 at the Artis school presented how suggestopedic principles for experiential foreign language learning can work with pupils aged 9 to 14.



Globally, Suggestopedia for children is currently implemented as Accelerative Learning for Pioneerism by **Dr. Libyan Labiosa**, presenting online **“Celebrating Growth: ICAL's Suggestopedic Accelerative learning System A Closer Look: The Art of Accelerative Teaching and Instructional Design”** assisted by **Leta Panayotova**. Their work is a promising example of what we can achieve with a clear vision,

collaboration and professionalism.

The most challenging application of School Suggestopedia is perhaps in the context of state schools on the upper secondary education level; i.e. K10-K12, due to the exam orientation and extreme fragmentation of knowledge. **Stavriana Soubassi** from Greece presented a learning design for 16-year-olds she implemented at state school to teach History and Religion in English entitled **“Whispers beneath the marble: CLIL Suggestopedia”**.



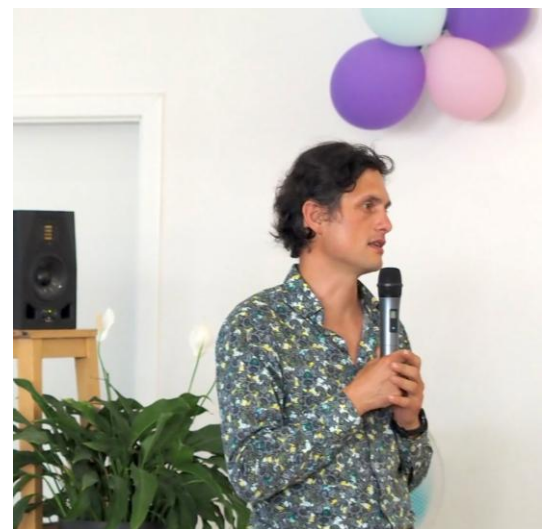
SUGGESTOPEDIA FOR DISADVANTAGED PUPILS

One of the most critical fields in which Suggestopedia can become a transforming force is perhaps inclusive education for disadvantaged and vulnerable pupils. **Teodor Vassilev** from Bulgaria, Programme Developer and Teacher Trainer for ICAL, made two presentations that highlight the potential of Suggestopedia to bring about change in education at remote villages where minorities are on the majority; with pupils from migrant and Roma backgrounds who are essentially illiterate in the official school language.



His first presentation **“Classroom Management and Behaviour of Students in Suggestopedic Classes: Grades One to Four”**, delivered at the pre-conference session, was an eye-opener to all who teach mainstream pupils at mainstream schools or middle-class adults. **Teodor Vassilev** and his associate, **Leta Panayotova**, - both fully qualified teachers and trainers for the International Centre of Affective Learning - applied tender suggestion and the full ICAL suggestopedic programme to release the reserves of the children of the Pomak minority on the Rhodope mountains. The results exceeded their expectations and filled us with hope for school inclusion.

On the conference day, Teodor presented another project for illiterate children and reminded us of the recommendation made by UNESCO experts who assessed original School Suggestopedia as the solution to global illiteracy as early as in 1978. His presentation was entitled **“Unlocking Full Potential: the Suggestopedic Literacy Programme Revived; continuation of the UNESCO Recommendations and Research after 47 Years”**.



SUGGESTOPEDIA FOR ADULT MIGRANTS AND ASYLUM SEEKERS

Thanks to Christer Landahl, a Swedish pedagogue who – as **Christina Johnstone** showed us at her presentation **“Christer Landahl’s Cooperation with Georgi Lozanov and his Importance for Suggestopedia”** - dedicated his life to Suggestopedia and its dissemination from the 1970s through to the 1990s, Scandinavia has been one of the first suggestopedic hubs in the world. Many educators from Sweden and Norway followed Christer Landahl to Bulgaria, Japan and the USA on conferences, workshops and courses led by Dr Lozanov and Dr Evelina Gateva. They established schools and associations that still operate exclusively on the suggestopedic principles and methodology.



Scandinavian Suggestopedia is primarily associated with the accelerative and psychotherapeutic second language education of migrants and asylum seekers. On the conference day, **Lisa Hartmark** from Norway, suggestopedic teacher and trainer as well as immigrant education programme developer for the University of Oslo, made a memorable presentation entitled **“Teaching Adult Illiterate Immigrants in Norway through Suggestopedia”**.

A photograph of Lisa Hartmark, a woman with short grey hair, standing at a podium on a stage and speaking into a microphone. Behind her is a large projection screen displaying a table of data. To the left of the screen is a banner with the LITTA logo and the text 'Awakening the hidden reserves of the mind' and 'Developing Suggestopedia for the foreign training, research and international collaboration'.

Participants	Pre-course testing: Can answer questions	Testing after the course: Can answer questions	Results after 7 weeks Improvement
A	Can answer: 0	Can answer: 14	+ 14
B	Can answer: 0	Can answer: 21	+ 21
C	Can answer: 0	Can answer: 19	+ 19
D	Can answer: 1	Can answer: 18	+ 17
E	Can answer: 0	Can answer: 20	+ 20
F	Can answer: 0	Can answer: 21	+ 21
G	Can answer: 1	Can answer: 18	+ 17
Total	2 out of 147 possible (1.36%)	132 out of 147 possible (90.4%)	130 out of 145 (90.3%)

In Sweden, **Christina Johnstone**, suggestopedic teacher, trainer and LITTA board member has founded the International Centre for Suggestopedia at the asylum seekers’ foundation “Restad Gård” where migrants from all over the world with mixed levels of prior education - ranging from zero schooling and literacy to tertiary education – are taught Swedish language and culture throughout the year. Christina’s presentation **“Type One Activations; Scaffolded Elaboration in Suggestopedia”** illustrated how the principles of peripheral learning, building on passive knowledge and fading scaffolding are put down in practice in big sized classes of learners with diverse first languages.



L2 SUGGESTOPEDIA FOR ADULTS

The Spanish suggestopedic teacher and trainer from Madrid, **Gloria Alguacil**, made an online presentation on the pre-conference day about **“The Levels in Suggestopedic Language Courses for Adults”**. She highlighted the significance of having only two levels in suggestopedic language learning adult courses instead of six or more that are common in other foreign language learning systems. It was pointed out that, even in the case of adults, suggestopedic



language learning simulates natural language acquisition by children that goes through two main phases. The first is learning how to speak and communicate as a toddler at home, which corresponds to the first level of suggestopedic foreign language learning according to the psychological means of infantilisation and the didactic means of fading scaffolding. The second phase of natural language acquisition is becoming better aware of language structure and function in the more formal setting of school education, which corresponds to the second level of suggestopedic language courses for adults.

Following to Gloria's presentation, **Elena Stoycheva**, suggestopedagogue, coach in Emotional Intelligence and Art Therapist made a presentation entitled **“Building the Process of Infantilisation in Adult Desuggestive Process and Fostering Autonomy in Language Acquisition both Emotionally and Linguistically”** in which she explained how important infantilisation is in adult



suggestopedic courses in order to desuggest them from the limitations to their capabilities dictated by the social norm and so untap their learning reserves. Elena made it clear that a suggestopedist must be well-trained in this process of desuggestion/suggestion that leads from infantilisation to autonomy in the second level of adult foreign language Suggestopedia.

SUGGESTOPEDIC TEACHER TRAINING

Almost all of the conference participants – not only speakers but also attendees – are qualified teacher trainers in Suggestopedia and/or other innovative methodologies. Among those who addressed teacher training explicitly in their presentations, there were:



Denitsa Alexandrova with her pre-conference contribution on the **“Proper Training of Suggestopedagogues** who emphasised the absolute necessity for suggestopedic teachers to have completed the whole course of suggestopedic training including the experiential module, i.e. learning a new language suggestopedically in order to experience the lowering of the barriers and the release of the reserves in oneself, the theoretical module and the practical one plus mentored application over the first few courses taught suggestopedically.

Lonny Gold from Canada and France made an inspiring presentation of **“Suggestopedic Activities that Cater to the Unconscious Mind and Long-Term Memory”** in the form of a suggestopedic

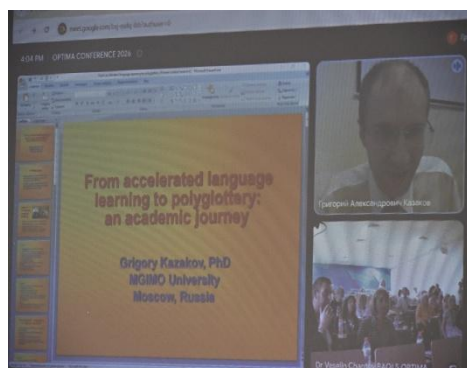


active session or melodrama with the help of a libretto about the most characteristic theoretical assumptions in Suggestopedia. Although Lonny might not have intended to present this as a teacher training activity, some of us have already started training suggestopedists following the suggestopedic methodological cycle.

NEW RESEARCH IDEAS

Our conference also provided us with some ideas for fresh research on Suggestopedia.

From the perspective of Neuroscience, **Dr. Gagandeep Kaur, Borislava Kostova, Paulina Tsvetkov**, from the Institute of Robotics at the Bulgarian Academy of Science, presented their research on the brain activity of suggestopedic teachers and the brain waves indicating fatigue or hypercreativity. Their presentation **“Electrical Sensors Perceiving the Mind: Study on Suggestopedia Teachers”** made us anticipate further research into the psychophysiological state of suggestopedic learners in the hope of replicating the findings of the research team at the Institute of Suggestology.



From a psycholinguistic perspective, **Assoc. Prof. Dr. Grigory Kazakov**, from the University of Moscow, made a significant presentation entitled **“From accelerated language learning to polyglottery: an academic journey”** sharing his decadeslong research into how polyglots acquire language naturally and comparing it to intentional and research-informed language learning whereby he presented some shared principles with Suggestopedia.

From the perspective of Linguistic Pragmatics and Semiosis, **Dr. Kaz Hagiwara**, from the University of Queensland in Australia, presented **“What a Teacher Can Do with Semiosis in a Suggestopedia Classroom”** illustrating how all of the environmental suggestive stimuli in a learning context can be investigated as meaningful communicative acts.



From a discourse analysis perspective, **Charlotte Smith** from the British Council in Bulgaria shared her findings of how teachers can encourage or hamper meaningful communication with her presentation **“Beyond Elicitation: Harnessing Teacher Talk to Create an Open Classroom”**, providing us with concrete examples of speech acts performed by teachers and how they result in creative language use or stereotypical student responses.

SUGGESTOPEDIA-DRIVEN ELT

Before we delve into the diverse contexts in which Suggestopedia is becoming all the more relevant today, let us look at the contributions of two experts in ELT at the conference that reflect suggestopedic principles in practice.

The first educator is **Natalie Krytskaya**, a graduate of the Moscow State Linguistic University, one of the top Russian universities for linguistics and language education, and freelance educator for Cambridge CELTA and DELTA. With concrete classroom examples she illustrated how grammar can be naturally acquired on discourse level. Her presentation **“Grammar Lexically: Weaving Chunks and Rules Together”** provided us with inspiring ideas for activations that reflect the principle of globality; i.e. processing language from the whole to the parts and from the parts to the whole. In a game like activity learners were encouraged to guess the missing phrases from a gapped dialogue that was personally meaningful and fun, whereby deducing syntactic structures and lexical collocations. At the same time, the principle of fading scaffolding lies in the core of the design of this activity as they were supported with cues according to their readiness to respond.



The other ELT expert was **Bobby Zlatkov**, English language teacher and trainer for Cambridge CELTA and DELTA as well as Trainer in Development and Teaching Online for NILE. He highlighted the multiple roles that music plays in learning; one of the key aspects of Suggestopedia, as well. In his engaging presentation **“The Multiple Faces of Music in ELT”**, Bobby used concrete classroom activities to energise us and, at the same time, help us experience the effect of music on our own learning experience of the multiple functions of

music in the foreign language acquisition process. We sang authentic songs, played with intonation and rhythm and collaborated filling out the missing parts of song lyrics contextualising vocabulary. All activities were carefully chosen to illustrate the principle of tender suggestion, infantilisation and double-multipianeness as music creates worlds in worlds we spontaneously enter and absorb their suggestive stimuli. Music also has the power to foster automatisisation of learning in the rationale of hidden repetition.

CONFERENCE TAKEAWAYS AND FOLLOW UP

As **Assoc. Prof. Dr Galya Mateva** pointed out in her presentation "**Blazing a Trail into the Future: Lozanov's Suggestopedia in Bulgaria (as witnessed and experienced)**", Suggestopedia was born out of interdisciplinary research aiming at harnessing the power of communicative suggestion and untapping the reserve capacities for learning. Its scope was far broader than that of just a foreign language learning methodology.



The Chair of LITTA (Lozanov's International Teachers and Trainers Association), **Franz Ludescher** traced Dr Lozanov and Gateva's steps from Sofia to Vorarlberg in Austria and the emergence of the third suggestopedic variant. In his presentation "**From Suggestopedia to Desuggestopedia and Reservopedia**", he stressed that Suggestopedia has evolved with time; always abiding to the core principles or keys to learning. This might suggest that as long as we have consensus on the theory, there is still room for evolution of the practice - and there should be in view of the AI-driven communication and education of the 21st century. Suggestopedia is all the more relevant today in order to strike the "humanitarian balance" Dr Lozanov spoke about in the 1980s.

Radostina Mihaleva, LITTA Vice Chair, reminded us of the essence of Suggestopedia according to Dr Lozanov. From her presentation "**From Curious Mind to Scientific Pioneer: The Journey of Dr. Georgi Lozanov**" it was made clear that the key to the development of Suggestopedia from a research hypothesis to a concrete system of the science and art of suggestion in communication has always been collaboration with experts in diverse fields. The principle of unity and globality is what holds all the elements together in harmony.



*"Use your brain,
follow your heart"*
Dr Lozanov



Perhaps the most important takeaway from this conference, as far as Suggestopedia and Dr Lozanov's legacy is concerned, is the realisation of the need to **network and collaborate** in specialised work teams focusing on diverse areas such as Teacher Training, Syllabi Design and Production, Research, Assessment and Quality Standards in the diverse contexts of

suggestopedic applications, i.e. School Suggestopedia, Preventive Suggestopedia, VET Suggestopedia, FL Suggestopedia for adults, Suggestopedia for Migrants and other vulnerable groups etc. Many informal discussions were started at the conference with a view to starting collaboration on EU and international projects, as well.

The first step to **sharing practices and resources** started at the pre-conference event at the Artis School for Arts and Languages where participants exhibited their suggestopedic course materials in several languages and for different target groups ranging from school pupils to illiterate migrants. There was a presentation of the suggestopedic archive collected by Christina Johnstone and the revelation of the memorial plaque of Dr. Lozanov at Artis School.

Most importantly, two newly published books on Suggestopedia were available at the conference after a decadeslong gap – both bridging theory and practice –, the first one being **Dr Galya Mateva's "The Bulgarian Foreign Language Suggestopedia"** and the second one being **Christina Johnstone's "Trusting the Learning Mind: Suggestopedia for the 21st century"**.



Of course, there will be an electronic book with the conference proceedings published by Sofia Technical University.

C L O S U R E

Thanks to **Ekaterina Patiova**, suggestopedic French teacher, LITTA representatives were able to reach Dr Lozanov's grave at the Sofia cemetery and sing his favourite song in Bulgarian with the help of Ekaterina's beautifully made handouts!

May the vision of Dr Lozanov, Dr Gateva and all suggestopedists from Above guide us in keeping the forest of the learning reserves alive!

Хубава си моя горо

Поема от Любен Каравелов /1875/
Музика от Георги Горанов /1905/



Beautiful you are my forest

Poem by Lyuben Karavelov /1875/
Music by Georgi Goranov /1905/

Hubava si moya goro

[Click here to listen!](#)



Хубава си моя горо,
миришеш на младост. (2)

Но вселяваш в сърцата ни
само скръб и жалост. (2)

Който веднъж те погледне,
той вечно жалее. (2)

Че не може под твоите
сенки да изтлее. (2)

Beautiful you are my forest,
you smell of youth.

But you instill in our hearts
only sorrow and sadness.

Whoever looks at you once,
he grieves forever.

That he cannot beneath your
shadows waste away.

(2) **Hubava si moya goro,
mirishesh na mladost.**

(2) **No vselyavash v sartsata ni
samo skrub i jalost.**

(2) **Koito vednuj te pogledne,
toi vечно jalee.**

(2) **Che ne moje pod tvoite
senki da iztlee.**