



DOI: 10.22363/2618-8163-2024-22-2-276-299

EDN: SNRMMN

Research article

## Teaching Russian vocabulary on the base of the educational-methodical complex “New Souvenir 1” in Tanzania

Svetlana S. Mikova<sup>1</sup>✉, Irina V. Kataeva<sup>1,2,3</sup>, Manetu Ndyay<sup>4</sup>

<sup>1</sup> RUDN University, Moscow, Russian Federation

<sup>2</sup> Denis' School, Moscow, Russian Federation

<sup>3</sup> St. Petersburg State University, St. Petersburg, Russian Federation

<sup>4</sup> Cheikh Anta Diop University, Dakar, Republic of Senegal

✉ mikova\_ss@pfur.ru

**Abstract.** The relevance of the study is in the need to find effective forms of work with lexical units in teaching foreign languages under the conditions of the changing educational environment. The system of teaching vocabulary in the educational-methodical complex “New Souvenir 1” oriented at adult learners (level A1–A2) is characterized. The specificity of this complex consists in the variability of presenting teaching material: paper version (textbook, workbook, guidebook) and online version for distance lessons. The aim of the study is to describe the methodology of working with vocabulary in Russian as a foreign language classes, which is equally effective for face-to-face and online lessons in groups of adult Tanzanian learners. The methods of analysis, systematization, description, generalization, and experiment were applied. The materials of the study were paper versions of the *Russian Souvenir* series and its revised, updated and improved analog of 2024, called *New Souvenir 1*. The described system was tested in groups of adult English-speaking learners during intensive Russian language courses in Tanzania (2023, 4 groups of 10 people). The experiment revealed that classes with the use of the “New Souvenir 1” teaching method can be effective both in distance and face-to-face learning; learning new words in class helps learners to memorize new vocabulary and facilitates in homework, high repetition of the learned vocabulary and its minimization contributes to the assimilation of the learned lexical material. At the end of the course, the students successfully completed the final test, which checked not only the learned vocabulary, but also its use in speech activity (speaking, writing, reading, listening). The authors proved that the system of work with lexical material in the educational-methodical complex “New Souvenir 1” contributes to the effective learning of vocabulary in the course of Russian as a foreign language in groups of English-speaking (Tanzanian) students.

**Key words:** Russian as a foreign language; methods of teaching vocabulary, English-speaking learners, Tanzanian learners

**Authors' contribution:** Mikova S.S. — conceptualization, methodology; Kataeva I.V. — manuscript creation and editing; Ndyay M. — data verification, study design.

© Mikova S.S., Kataeva I.V., Ndyay M., 2024



This work is licensed under a Creative Commons Attribution 4.0 International License  
<https://creativecommons.org/licenses/by-nc/4.0/legalcode>

**Article history:** received: 02.09.2023; accepted: 11.02.2024.

**For citation:** Mikova, S.S., Kataeva, I.V., & Ndyay, M. (2024). Teaching Russian vocabulary on the base of the educational-methodical complex “New Souvenir 1” in Tanzania. *Russian Language Studies*, 22(2), 276–299. <http://doi.org/10.22363/2618-8163-2024-22-2-276-299>

## Introduction

When learning a foreign language, especially a non-native one, remembering new words is always difficult. You need not only memorize the spelling and pronunciation of a word, but also learn how to combine it with other words in speech.

Modern textbooks do not always have enough exercises to practice vocabulary except for specialized ones for teaching vocabulary, and their authors suppose that students learn new words independently while doing their homework.

In view of the above, when developing the “New Souvenir 1”<sup>1</sup> textbook, much attention was paid to lexical exercises.

The Presentation — Practice — Production (PPP) model is traditional for teaching the studied language vocabulary. This pedagogical technology gives the opportunity to introduce new material, remember it and use it in speech (Harmer, 2001). In accordance with this pedagogical technology, practicing lexical material in the “New Souvenir 1” includes: 1) introduction of a lexical unit; 2) its consolidation; 3) using it in speech (Khavronina, Balykhina, 2008; Shchukin, 2018; Harmer, 2001, etc.).

The educational-methodical complex was first published in 2016 under the title “Russian Souvenir 1” in the publishing house “Russky yazyk. Kursy”<sup>2</sup>. Since 2016, about 10,000 books have been sold. The complex is used for teaching Russian as a foreign language in universities, language centers, language schools in Russia and abroad (Australia, Belarus, Brazil, Chile, Egypt, Hong Kong, India, Iran, Jordan, Kazakhstan, Kyrgyzstan, Mexico, Turkmenistan, Turkey, Chile, etc.).

“New Souvenir” was aimed at developing an author's communicative course to meet the needs of modern adult learners and prepare them for the certification exam. “New Souvenir 1” differs from “Russian Souvenir 1” in more frequent repetition of lexical units, progress check in the middle of the course, lexical-grammatical test at the end of the topic, increased number of texts for reading. “New Souvenir 1” educational-methodical complex does not use the mediatory language in the textbook and workbook and contains a guidebook in English instead of teacher's book.

The educational-methodical complex can be used at classroom and online classes. The changed conditions of education necessitate digital textbooks, which

---

<sup>1</sup> Kataeva I.V. *New Souvenir 1: Textbook*. Moscow: Mozi House, 2024; Kataeva I.V. *New Souvenir 1: Workbook*. Moscow: Mozi House, 2024; Kataeva I.V. *New Souvenir 1: Guidebook*. Moscow: Mozi House, 2024. (In Russ.).

<sup>2</sup> Mozelova I.V. *Russian Souvenir 1*. Moscow: Russky yazyk. Kursy, 2016. (In Russ.).

“provide support for different channels of information, active feedback, the ability to quickly find the necessary information, switch between different activities, active training, which enhances their didactic value and expands the possibilities of modern foreign language education” (Markova, Kraev, 2023: 164). A modern educational and methodical complex should provide harmonious teaching of all aspects of the language (vocabulary, grammar, phonetics), consider age, national, professional characteristics of students, interrelated development of all types of speech activity (speaking, listening, reading, writing), have a communicative orientation, contain linguistic and cultural material. The printed and electronic teaching materials should have a modern design. In addition, the new format of teaching materials stipulates the transformation of traditional types of tasks, forms of control, etc. (see, for example, Popova, Kolesova, 2023).

The peculiarities of vocabulary work are also conditioned by the special age category of students: the educational-methodical complex is intended for adult learners. In this article, the term “adult learner” is understood as a person who has received professional education and started working. According to M. Kozdra (Kozdra, 2019), an adult learner has a number of characteristics in comparison with children and adolescents, namely: 1) the need to understand why something should be studied; 2) understanding of the practical value of the learning process; 3) focus on the application of the acquired knowledge and skills in their real life; 4) responsibility for their decisions; 5) professional, personal and interpersonal experience.

The content of the “New Souvenir 1”, the presentation of grammatical and lexical material, and the design of the books of the teaching and learning complex meet the communicative needs of an adult audience, thanks to which motivation to study Russian is growing, and interest in studying Russian in different countries is increasing.

In Tanzania, interest in the Russian language is growing, and there are reasons for this. According to the Embassy of the Russian Federation in the United Republic of Tanzania<sup>3</sup>, “for 60 years since the country gained independence, about three thousand citizens of Tanzania have received higher or secondary technical education in Russia and the former Soviet Union. Consequently, there is a need for textbooks, teaching aids that would maintain and strengthen the Russian language position in this country.

In recent decades, the main activity to promote the Russian language and literature in Tanzania has been carried out by the Russian Center for Science and Culture (RCSC) in Dar es Salaam. Here the “New Souvenir 1” was field-tested. Classes were conducted in four groups of 10 people. The students were employees of the hotel business and cadets of military schools. The results of the experiment and students’ questionnaires showed that the use of the “New Souvenir 1” increased

---

<sup>3</sup> Russian language and literature in Tanzania // Embassy of the Russian Federation in the United Republic of Tanzania : official website. URL: [https://tanzania.mid.ru/ru/kultura\\_i\\_obrazovanie/russkiy\\_yazyk\\_i\\_literatura\\_v\\_tanzanii/](https://tanzania.mid.ru/ru/kultura_i_obrazovanie/russkiy_yazyk_i_literatura_v_tanzanii/) (access date: 02.08.2023).

the efficiency of vocabulary learning, as well as the interest in learning Russian. Most students at the end of the course are planning to continue studying Russian.

**The aim of this study** is to describe the system of teaching vocabulary to English-speaking (Tanzanian) adult learners at offline and online classes with the help of the “New Souvenir 1”.

### **Methods and materials**

The methods of analysis, systematization, description, generalization, pedagogical observation, and experiment were applied in this study.

Scientific articles on methods of teaching foreign languages (Finnie & Bourdais, 2009; Scrivener, 2005; Tornbury, 2007; Shchukin, 2015; Balykhina, 2007, etc.), educational and methodological complex “Russian Souvenir” (2016) and its updated edition “New Souvenir 1” (2024) were used as the research material.

The effectiveness of the proposed methodology was tested during the experiment with students from Tanzania (Center for Open Education and Teaching Russian as a Foreign Language, Dar es Salaam), where English is the state language and education starting from secondary school is conducted in English. The age of the participants ranged from 18–35 years. The experiment took place in 2023. The students were employees of the hotel industry and cadets of military schools — they were learning Russian for their professional activities. Four groups (two control and two experimental) of 10 people each (with approximately equal numbers of men and women in each group) were formed for the experiment.

In the control groups, vocabulary teaching followed the traditional algorithm presented in most foreign language textbooks, including Russian as a foreign language: a list of new words with explanations is offered before the text, then this lexical material is practiced in post-text exercises aimed at its consolidation. The distinctive feature of teaching vocabulary in this algorithm is that it includes units of different morphological categories (nouns, verbs, conjunctions, etc.), the vocabulary offered before the text includes units of different thematic groups (names of products, clothes, or furniture items).

In the experimental group, new vocabulary was introduced in a different way: lexical units were offered in thematic groups (e.g. food, furniture or clothes), then exercises were given to memorize the new vocabulary, after that the students worked with the text and post-text exercises.

This approach is based on “PPP” (Presentation-Production-Practice) method from English linguodidactics (see Harmer, 2008), but with some modifications.

First, the teacher presents new words with the help of pictures in the textbook, sometimes translation, learners repeat new words after the teacher/speaker. The teacher, knowing the language of the learners, can help them to memorize the words by using phonetic association with the word from the intermediary language (English), this process activates memory.

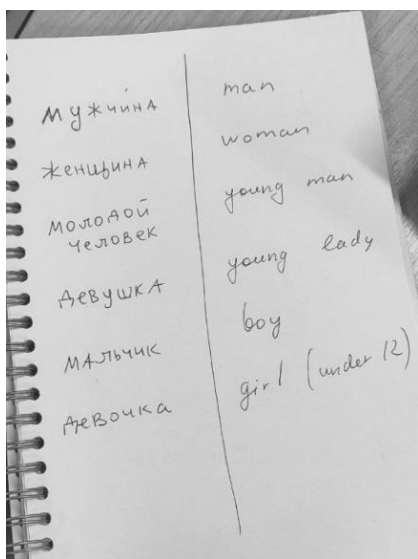
Then the teacher says the words in Russian, and the students touch the picture and say the word they hear. All mistakes are corrected. After that, the teacher points to the pictures in the textbook and asks: “What/who is this?”, the students answer the questions. If students make mistakes, the teacher returns to the word. In large groups, this work can be done in pairs.

After memorizing the new vocabulary, the students move on to the text that contains the new vocabulary and perform the post-text tasks. If the text contains a new word that is not part of the topic group under consideration, it is usually presented before the text in a footnote. At the initial stage, the text may contain 5–7% of unfamiliar words that are not key words (Shchukin, 2015: 467).

During the experiment, the students memorized six words: *мужчина* ‘man’, *женщина* ‘woman’, *молодой человек* ‘young man’, *девушка* ‘young woman’, *мальчик* ‘boy’ и *девочка* ‘girl’. The words are united by the theme “People”.

Mnemonics used by the teacher to facilitate memorization were applied to the word *мужчина* ‘man’, which sounds like the word *машина* ‘car’, and the teacher emphasizes that *men often like cars*. By creating an image in the students’ minds, the teacher creates a connection between the two objects and thus facilitates memorization.

After that, the teacher distributes sheets of paper and asks students to fold them in a vertical orientation in half: on the left side the students write new words in Russian, on the right side — their translation into the intermediary language,



**Fig. 1.** Teaching aids for memorizing new vocabulary

Source: drafted by I.V. Kataeva, photo — I.V. Kataeva

then each student reads his list, trying to memorize the new words (Fig. 1). Then the teacher asks the students to turn the sheet to the left side only (so that the students do not see translation into the intermediary language), reads the words in Russian, the students altogether or in turn repeat the word and say what it means. Then, if this stage is successful, the teacher asks the students to place the sheet on the right side so that the students can see only the translation into the intermediary language.

The teacher says the words in the intermediary language, and the students pronounce the lexical unit in the studied language. After that the teacher asks the students to keep the sheet and in the evening before going to bed to do the exercise again and repeat it the next day.

An important factor here is gradualism, i.e. memorizing not all six lexical units at once, but first two, then adding one to them, repeating three together, then adding one more, etc. Such gradualism facilitates the process of learning new vocabulary.

Thus 20 people memorized the lexical material using the first method, and 20 people used the second method.

The test in new vocabulary was as follows: at the next lesson, the students were given sheets where the learned vocabulary was written in English. The students were required to write its translation into Russian without using the textbook. This test took not more than 5 minutes at the beginning of the lesson.

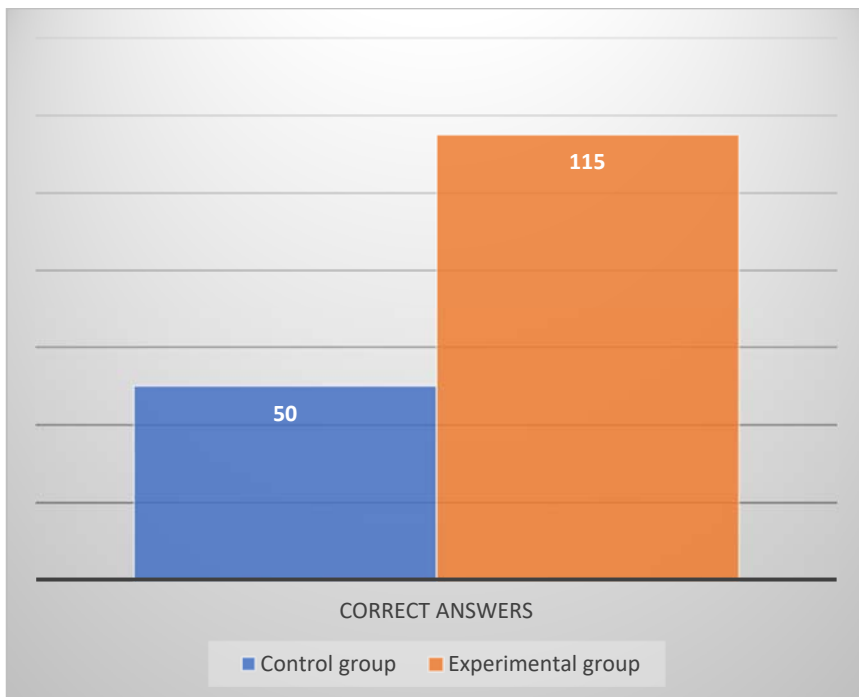
## Results

The experiment resulted in two control groups of 10 students each with 50 correct answers out of 120. In two experimental groups of 10 people each, 115 correct answers out of 120 were given. The obtained data are presented in Fig. 2.

On the one hand, the obtained data show the effectiveness of the proposed algorithm of vocabulary work, as the number of correct answers in the experimental group is more than twice as high (50 and 115, respectively).

On the other hand, it is obvious that memorization efficiency is not only conditioned by the applied algorithm; it is necessary to consider the students' psychophysiological state on the test day and the thoroughness of repetition of the learned vocabulary at home.

Students from the control group were questioned whose answers were all correct. They said that they had repeated the learned words every day. Thus, the effectiveness also depends on students' motivation and self-learning ability.



**Fig. 2.** Comparison of the results in the control and experimental groups

Source: drafted by I.V. Kataeva in Microsoft Word

It is essential to present the algorithm in the textbook, since the list of words or images before the text is no guarantee that the teacher will do all the work described above to teach new vocabulary. In the “New Souvenir 1” textbook this problem is solved: the regular section with guidelines includes recommendations for vocabulary work. The same recommendations in the intermediary language are given in the guidebook, which offers lists of active vocabulary with English translation. They can be downloaded separately from the author’s website.

The advantages of the vocabulary tasks in the “New Souvenir 1” educational-methodical complex are as follows:

- 1) lessons can be effective both in online and offline forms;
- 2) memorization of new words at the lesson helps students to memorize new vocabulary and makes it easier to do homework;
- 3) pictures presenting new vocabulary in pictures corresponds to the methodological principle of visualization;
- 4) the repetition system with due regard to modern data of psycholinguistics on the mechanisms of human memory allows to repeat the studied material in a timely manner, contributing to its lasting assimilation;
- 5) high repetition of the passed vocabulary and its minimization helps to master the learned lexical material.
- 6) dialogue remarks are memorized better if there is an audio recording of a native speaker’s speech (audio visualization).

## Discussion

At the stage of **introduction of a lexical unit**, methodologists (T.M. Balykhina, S.A. Khavronina, A.N. Shchukin, etc.) traditionally distinguish the following semantization techniques: 1) using visual aids; 2) through context; 3) through definition; 4) through synonyms, antonyms, generic word; 5) demonstration and explanation by gesture or mimicry; 6) enumeration; 7) translation; 8) through etymological analysis; 9) through homonymic words (Balykhina, 2007; Khavronina, Balykhina, 2008; Shchukin, 2015).

Not all techniques of semantization are possible at the initial stage due to the limited vocabulary of students. See, e.g., A.V. Kovaleva (Kovaleva, 2013), who points out that at the initial stage effective means of semantization are translation, using visuals, synonyms, antonyms, enumeration.

In the “New Souvenir” series, visualization is the most frequent technique of semantization. In the previous version before the experiment with students from Tanzania, semantization through context was common. However, teaching experience showed that in some cases semantization through context was not effective. In most cases, we had to use translation. Therefore, other techniques were used more often.

The list of words with translation given before the text is effective. However, one of the objectives of the new version was to eliminate the intermediary

language from the textbook, so the lists of words with translations were moved to the guidebook, while the lists without translation remained in the textbook. This in turn allows to use the textbook with students speaking different languages. Figures 3 and 4 show the differences in the presentation of material in the textbook and the guidebook.



# 1 НОВЫЕ СЛОВА | Город

а. Соедините новые слова и фотографии.

- аэропорт
- вокзал
- станция метро
- почта
- ресторан
- банк
- гостиница (отель)
- школа
- университет
- театр
- музей
- аптека

б. Работайте в парах. Спрашивайте и отвечайте по модели.

Студент А: Что это?  
Студент Б: Это почта.



Fig. 3. Work with vocabulary on the theme “City”

Source: Kataeva, I.V. (2024). *New Souvenir 1: Textbook*. Moscow: Mozi House. P. 70. (In Russ.)





## 5.1

### Я ЖИВУ В МОСКВЕ

*I live in Moscow*

#### 1

##### НОВЫЕ СЛОВА Город | City

a. Match the new words and the photos.

- аэропорт – airport
- вокзал – railway station
- станция метро – metro station
- почта – post office
- ресторан – restaurant
- банк – bank
- гостиница (отель) – hotel
- школа – school
- университет – university
- театр – theatre
- музей – museum
- аптека – pharmacy

b. Work in pairs. Ask each other as it is shown in the model.

#### 2

##### ГРАММАТИКА

Препозитив (локация) |  
The prepositional case (location)

a. Read what Dima is saying. Where is he now?

*In Russian, nouns change their endings in cases. You practiced the accusative case for direct objects. In this lesson, you will learn the prepositional case, which is used to indicate locations: Я в банке.*

Что это?

*What is this?*



Это банк.  
*This is a bank.*

Где он?

*Where is he?*



Он в банке.  
*This is in the bank.*

51

Fig. 4. Work with the vocabulary on the topic "City"

Source: Kataeva, I.V. (2024). *New Souvenir 1: Guidebook*. Moscow: Mozi House. P. 51. (In Russ.)

Thanks to modern technology, students can point a phone camera at a text and receive a translation in almost any language. When using the textbook in self-learning, the student can use the guidebook, which includes a translation into

the intermediary language (English) to be sure that he/she understands the new word correctly.

Thanks to modern technology, students can point a phone camera at a text and receive a translation in almost any language. When using the textbook in self-learning, the student can use the guidebook, which includes a translation into the intermediary language (English) to be sure that he/she understands the new word correctly.

The vocabulary in the “New Souvenir” complex, according to the peculiarities of its presentation and linguodidactic potential, can be divided into 4 groups: 1) thematic groups (names of months, colours, rooms, food, weather, etc.); 2) vocabulary in etiquette formulas, introductory words and sentences («Здравствуй-те!» “Hello!”, «К сожалению», “Unfortunately”, «С удовольствием» “With pleasure”, «Кстати» “By the way”, etc.); 3) international words (*информация* ‘information’, *факт* ‘fact’, *проблема* ‘problem’, *риск* ‘risk’, *музыка* ‘music’, etc.); 4) vocabulary that should be easily semanticized by translation, in some cases by context (prepositions, conjunctions, etc.).

International words can be introduced in context (in the text), these lexical units are not difficult to understand due to the similarity of their lexemes with lexemes in the language already known to students. In our opinion, international words are useful in teaching Russian graphics, they help to remove psychological barriers and create a situation of success. E.N. Baryshnikova, D.V. Kazhuro also note the importance of international words at the lessons (Baryshnikova, Kazhuro, 2019).

Thematic groups of words are usually semanticized with the help of pictures (for example, Fig. 5).

Words in etiquette formulas, introductory words and sentences are particularly important in communicative methodology, because it is the knowledge of phrases (how to ask for directions, order a dish, ask the price, thank, apologize, etc.) that help students to solve communicative tasks in the target language in common speech

#### НОВЫЕ СЛОВА

Транспорт | Transport

##### а. Соедините новые слова и фотографии.

- |                                    |                                  |
|------------------------------------|----------------------------------|
| <input type="checkbox"/> машина    | <input type="checkbox"/> трамвай |
| <input type="checkbox"/> велосипед | <input type="checkbox"/> поезд   |
| <input type="checkbox"/> мотоцикл  | <input type="checkbox"/> корабль |
| <input type="checkbox"/> автобус   | <input type="checkbox"/> самолёт |

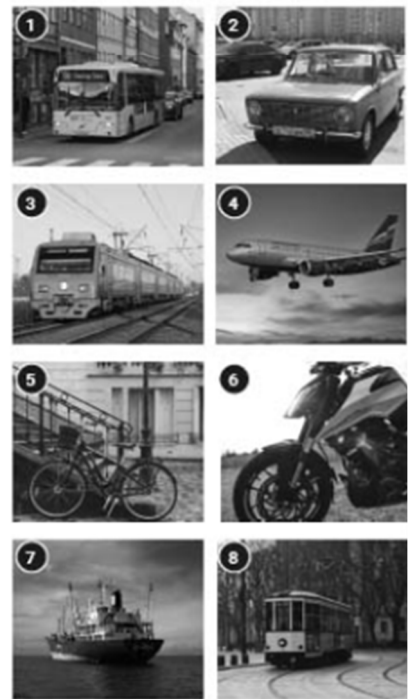
##### б. Отвечайте на вопросы.

1. Какой транспорт вы любите?
2. Какой транспорт вы не любите?

##### в. Работайте в парах. Спрашивайте и отвечайте по модели.

Студент А: Где машина?

Студент Б: Вот она.



**Fig. 5.** Introducing thematic groups of words (theme “Means of transport”) Source: Kataeva, I.V. (2024). *New Souvenir 1: Textbook*. Moscow: Mozi House. P. 75. (In Russ.)

situations. In the “New Souvenir” complex, in most cases this vocabulary is introduced in the section «Как...» “How | ...”. The importance of teaching whole phrases rather than individual words is proved by many scholars (Lewis, 1999; Tan & Nurul, 2020; Al Ghazali, 2015; Yuldasheva, 2021).

The introduction and consolidation of new vocabulary through visualization is usually organised as follows: looking at pictures with captions in the textbook, students read and/or listen to new words, repeating them after the teacher or audio recording.

Further vocabulary work at online lesson can have the following form: using video rooms, the teacher hides the captions to the new words and names the words, the students say the number of the image corresponding to the named word. Then the task becomes more complicated: the teacher calls the number of the image while the students name the new word. Further work on combinability of the studied lexical unit with other units is possible.

At offline lessons, the teacher can use flash cards in the guidebook, or pictures from the textbook. After printing the cards, the teacher can attach the cards to the board (or display them on a large screen). The cards are not signed, so the teacher calls out the words by pointing to the correct picture. The students repeat. Next, the teacher calls one student to the board and names the words, the student in turn should touch the image promptly, repeating the words. Then the work is carried out in the same way with other students. The student who makes the fewest mistakes is called the winner.

Any encouragement from the teacher — a treat or a small souvenir related to the country of the target language — creates a positive emotional background of the lesson and motivates students to memorize new vocabulary.

In some cases, new vocabulary is introduced through context. As a rule, these are colloquial phrases, as well as words that are difficult to combine into one thematic group. The tasks in this case may be as follows: “*Read/listen to phrases/dialogue. Guess from the context what the underlined words mean*”. In this case, the teacher provides support and makes sure that the students have correctly understood the meaning of the new lexical units. If the student is learning Russian on his/her own, he/she can use a guidebook where the vocabulary of each lesson is translated into the intermediary language (Fig. 6).

The guidebook is a feature of this educational-methodical complex. It differs from the Teacher’s book in Russian and contains keys to tasks, instructions, and explanations in English. It also contains translations of new words into English. The guidebook is intended for students who use the textbook in self-learning and for teachers who have access to the correct answers and explanations in English when preparing for lessons so that they do not have to translate from Russian into English themselves.

The methodology of teaching Russian as a foreign language provides different views on the intermediary language in the classroom. The author of this textbook supports the idea that at the initial stage it is more effective to explain grammar with

the help of an intermediary language. At the same time, the guidebook allows to exclude the intermediary language from the textbook and workbook, so the course becomes more universal and suitable for speakers of different languages. Modern technology also contributes to this.

## 4.3

### ПОГОДА Weather

#### 1

##### NEW WORDS | Weather (погода)

a. Match the new words with the pictures below.

солнечно	<i>sunny</i>
(светит солнце)	<i>(the sun is shining)</i>
ветер	<i>wind</i>
холодно	<i>cold</i>
дождь	<i>rain</i>
снег	<i>snow</i>
тепло	<i>warm</i>
жарко	<i>hot</i>

b. Work in pairs. Point to the pictures and name them.

v. Answer the questions.

1. Какая сегодня погода?
2. Какая погода была вчера?
3. Вы любите, когда холодно?
4. Вы любите, когда солнечно?
5. Вы любите, когда жарко?

#### 2

##### LISTEN

4.3–2



a. Listen to the audio and fill in the table.

b. Read aloud what you have written.

On Monday, it's going to snow and it will be 0 degrees.

v. Right now, you work at the radio station. You can see the weather forecast below. Tell your listeners about the weather today using the chart.

#### 3

GRAMMAR |  
The verb "to be" (быть):  
present, past and future tenses

For the past tense, if the subject is a feminine gender noun the ending -a is added.

The word "есть" is usually omitted because it stays the same for all pronouns.

	Present tense	
now	я	}
	ты	
	он / она / оно	
	мы	
	вы	
	(есть)	
	Past tense	
yesterday	я	был(а)
	ты	был(а)
	он / она / оно	был / была / было
	мы	были
	вы	были
	они	были
	Future tense	
tomorrow	я	буду
	ты	будешь
	он / она / оно	будет
	мы	будем
	вы	будете
	они	будут

Fig. 6. Vocabulary work on the theme "Weather"

Source: Kataeva, I.V. (2024). *New Souvenir 1: Guidebook*. Moscow: Mozi House. P. 46. (In Russ.)

## 4

КАК  
отказаться | to refuse

Мочь

Я	МОГУ	МЫ	МОЖЕМ
Ты	МОЖЕШЬ	Вы	МОЖЕТЕ
Он	} МОЖЕТ	Они	МОГУТ
Она			
Оно			

**Fig. 7.** The example of the regular section of the textbook “How...”  
Source: Kataeva, I.V. (2024).  
*New Souvenir 1: Textbook*.  
Moscow: Mozi House. P. 58. (In Russ.)

Translator apps in phones, such as Yandex Translator and Google Translator, allow to translate foreign text into almost any language by pointing the phone’s camera at the text. But if the text contains more than one language (tasks translated into an intermediary language), the app can hardly recognize the language. In view of the above, we can conclude that an intermediary language in a textbook is not necessary if the student has a modern smartphone.

To introduce some lexical units within a phrase (*к сожалению* ‘unfortunately’, *не за что* ‘you’re welcome’, *до свидания* ‘goodbye’, etc.), the textbook has a separate section called “Как...| How ...” (Fig. 7). Different lessons have phrases for different communicative situations: how to ask the price, how to invite, how to refuse, how to accept an invitation, etc.

The method of phonetic association (mnemonics) is used initially for memorization. Therefore, the textbook regularly contains

recommendations to find a similar-sounding word in the native language. This pedagogical technology is effective only at the initial stage of learning a lexical unit. Some scholars agree with this point of view (Brenchugina-Romanova, 2016; Al-Kaisi et al., 2018; Kalish, 2017).

The following types of exercises are used in foreign language teaching methodology at the stage of automation:

- 1) matching words and pictures (illustrating their meanings);
- 2) connecting parts of words;
- 3) filling in the gaps with new words;
- 4) matching words according to their combinability;
- 5) distributing words in categories;
- 6) making sentences with new words;
- 7) guessing words by description,
- 8) crossword;
- 9) translation;
- 10) question-and-answer tasks;
- 11) elimination of an extra word;
- 12) captioning pictures;
- 13) finding words among a set of random letters;

14) work with flashcards (Finnie & Bourdais, 2009; Scrivener, 2005; Balykhina, 2007; Khavronina, Balykhina, 2008; Shchukin, 2015).

The “New Souvenir” complex has different types of tasks for this stage (Fig. 8–10).

Ирина Катаева. Новый сувенир 1.

## 4.3 ПОГОДА

1

НОВЫЕ СЛОВА |  
Погода

а. Соедините новые слова и картинки.

- солнечно (светит солнце)
- ветер
- холодно
- дождь
- снег
- тепло
- жарко



б. Работайте в парах. Показывайте на картинки и называйте их.

Студент А: Что это?  
Студент Б: Солнечно.

в. Отвечайте на вопросы.

1. Какая сегодня погода?
2. Какая погода была вчера?
3. Вы любите, когда холодно?
4. Вы любите, когда солнечно?
5. Вы любите, когда жарко?

Температура

- 0 °С – ноль градусов (по Цельсию)
- +20 °С – плюс двадцать градусов
- -10 °С – минус десять градусов

2

СЛУШАЙТЕ

4.3-2



а. Слушайте диалог. Заполните таблицу.

понедельник	снег, 0°С
вторник	
среда	
четверг	
пятница	
суббота	
воскресенье	

б. Читайте, что вы написали.

В понедельник снег и ноль градусов.

в. Вы работаете на радио. Внизу вы видите прогноз погоды на сегодня. Расскажите, какая сегодня погода.

Здравствуй! Меня зовут ... Это метеопрогноз. Сегодня утром тепло, солнечно, и плюс двадцать градусов. В полдень ...

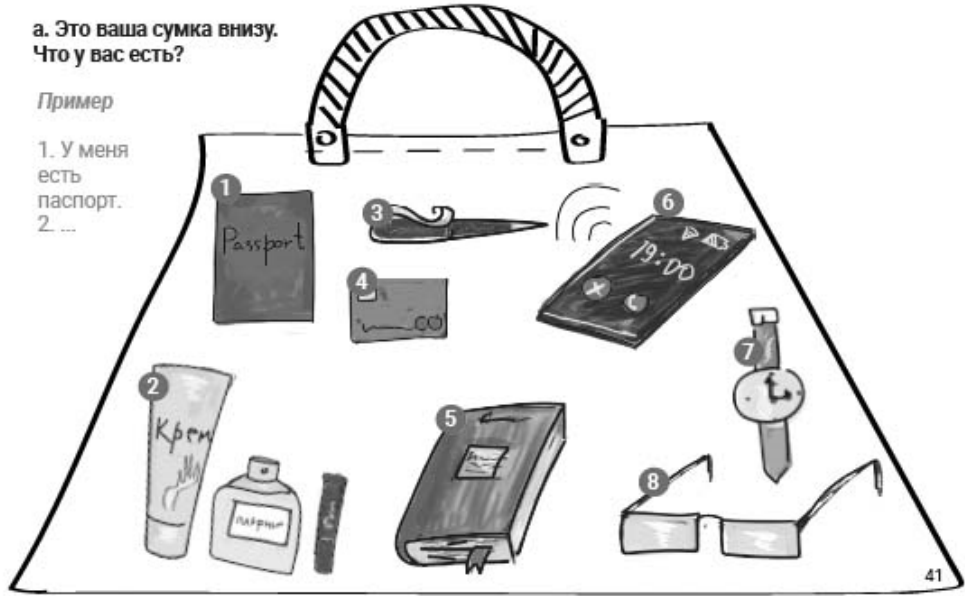
Прогноз погоды на сегодня

утро	полдень	день	вечер	полночь	ночь
+20°С	+18°С	+19°С	+17°С	+12°С	+5°С

64

Fig. 8. The task for automation lexical skills. Having learned new words, students answer the questions with these words, listen to recordings and make sentences basing on the recording in the role-playing game (working on the radio)

Source: Kataeva, I.V. (2024). *New Souvenir 1: Textbook*. Moscow: Mozi House. P. 64. (In Russ.)



**Fig. 9.** The task for automation lexical skills: students make sentences with new words and construction 'I have...'

Source: Kataeva, I.V. (2024). *New Souvenir 1: Textbook*. Moscow: Mozi House. P. 41. (In Russ.)

Ирина Катаева, Новый сувенир 1 | www.mozi-house.ru

### 3.3 ОДЕЖДА

**1** НОВЫЕ СЛОВА | Одежда

**а. Соедините новые слова и картинки.**

- брюки
- джинсы
- рубашка
- галстук
- пиджак
- куртка
- пальто
- шапка
- шарф
- юбка
- платье
- свитер
- футболка
- шорты
- носки
- туфли

**б. Работайте в парах. Спрашивайте и отвечайте по модели.**

Студент А: Что это?  
Студент Б: Это платье.

**в. Пишите новые слова во множественном числе**

- У вас есть (рубашка) \_\_\_\_\_?
- Тут есть (пиджак) \_\_\_\_\_?
- Он любит (галстук) \_\_\_\_\_?
- Она любит элегантно (платье) \_\_\_\_\_?
- У вас есть (юбка) \_\_\_\_\_?
- У меня есть (куртка) \_\_\_\_\_?
- Тут есть (шапка) \_\_\_\_\_ и (шарф) \_\_\_\_\_?

**г. Распределите одежду на категории.**

- в офис
- в фитнес-клуб
- когда холодно

**2** ГРАММАТИКА | Указательные местоимения

В коротких предложениях, которые отвечают на вопрос «Кто это?» или «Что это?», нужно употребить местоимение «это» для всех родов и чисел (он, она, оно, они).

- Что это? Это моя юбка. (она)
- Кто это? – Это моя мама и папа. (они)

В более длинных предложениях указательное местоимение «это» имеет разные формы в зависимости от существительного, которое идёт после него:

- Я покупаю этот свитер. (он)
- Эта юбка очень красивая. (она)
- Ты продаешь это пальто. (оно)
- Я покупаю эти джинсы. (они)

**Подчеркните правильный вариант.**

- (Это / Этот) мой друг. Его зовут Игорь.
- Кто (это / эта) девушка?
- (Это / Эта) девушка работает тут.
- (Это / Эта) моя подруга. Её зовут Мария.
- Что (это / этот)?
- Я покупаю (это / эти) брюки.
- (Это / Эта) джинсы.
- (Это / Эта) джинсы стоят очень дорого.
- Сколько стоит (это / эта) футболка?
- (Это / Этот) пиджак очень красивый.

**д. Пишите глаголы в скобках в правильной форме.**

- Мы (покупать) \_\_\_\_\_ рубашку тут.
- Вы (покупать) \_\_\_\_\_ это пальто?
- Вы (продавать) \_\_\_\_\_ пиджаки?

Новые слова  
покупаешь, покупаю, ты покупаешь, ... они покупают  
продаешь, а продаю, ты продаешь, ... они продают

**Fig. 10.** The task for automation lexical skills: students group the words in categories

Source: Kataeva, I.V. (2024). *New Souvenir 1: Textbook*. Moscow: Mozi House. P. 48. (In Russ.)

1 НОВЫЕ СЛОВА | Режим

а. Пишите глаголы из рамки под картинками.

вставать	читать новости	завтракать	идти в душ	спать
идти в офис	идти в парк	обедать	ужинать	

1

2

3

4

5

6

7

8

9

10

**Fig. 11.** An exercise in the workbook for repeating the words learned at the lesson  
Source: Kataeva, I.V. (2024). *New Souvenir 1: Workbook*. Moscow: Mozi House. P. 16. (In Russ.)

Tasks in the workbook require students to create captions for images using words learned at the lesson (Fig. 11).

In order to facilitate the process of recollection, the words for the exercise are given in a frame, so that students can choose the necessary words from the list of words, repeating and activating the learned vocabulary. To repeat the words the workbook offers the following tasks: 1) crossword puzzle; 2) search for words among random letters; 3) captioning pictures; 4) filling in the gaps with new words; 5) arrangement of dialogue remarks in the correct order; 6) creative tasks (color, draw, etc.).

The “New Souvenir 1” educational and methodical complex is its variability: there is a printed textbook and its online version for online lessons. Distance learning necessitated transformation of some exercises in the offline format. For example, an exercise aimed at improving lexical skills, which in paper textbooks is presented



in the following way: there is a numbered list of new words to be connected with pictures, and there is an empty box next to the images, where a number should be entered. For an online class, the pictures should be numbered and there should be empty boxes next to the words so that students can say the correct answer, for example: “The book is number one”. Otherwise, the students will not be able to name the correct answer (they cannot yet construct a sentence based on the model: “The bag is the object in the second line, second from the right”) (Fig. 12).



**1 НОВЫЕ СЛОВА | Личные вещи**

**а. Читайте новые слова. Соедините новые слова и картинки.**

- телефон
- паспорт
- книга
- тетрадь
- ручка
- карандаш
- бумага
- косметика
- ключ
- карта
- сумка
- часы
- очки

**б. Работайте в парах. Спрашивайте и отвечайте.**

Студент А: Что это?  
Студент Б: Это телефон.

**в. Назовите все объекты по памяти.**

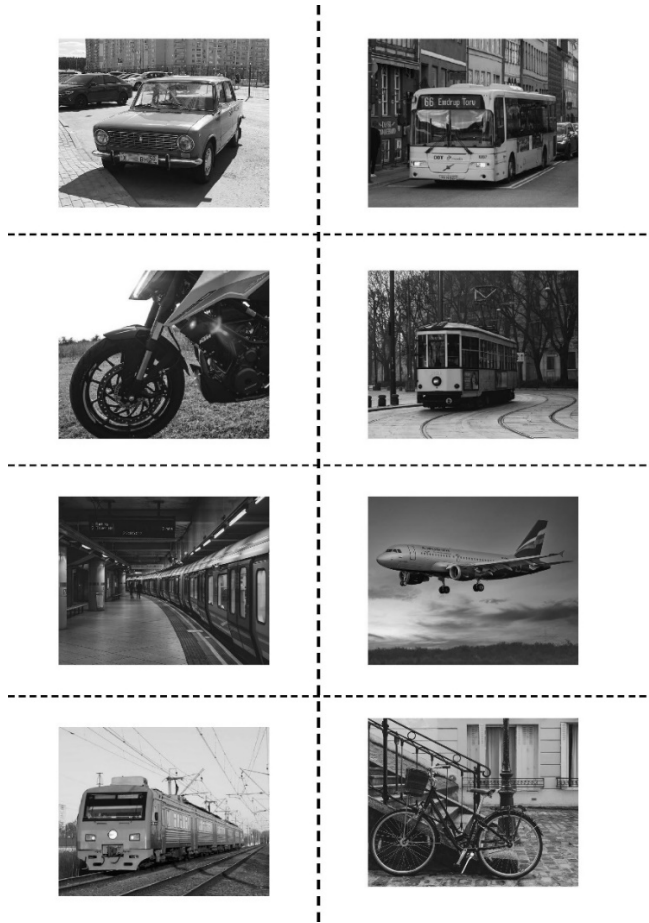
**Совет: используйте карточки**

Скачайте карточки и инструкцию, которые идут в комплекте с курсом с сайта автора:  
[www.mozi-house.ru/new-souvenir-1](http://www.mozi-house.ru/new-souvenir-1)

**Fig. 12.** Pictures with numbers for online manuals

Source: Kataeva, I.V. (2024). *New Souvenir 1: Textbook*. Moscow: Mozi House. P. 40. (In Russ.)

Flashcards used to memorize new words cannot be used in a traditional way at online lessons. To use such exercises, the “New Souvenir” textbook has images with the same function as the individual cards (Fig. 13).



**Fig. 13.** A page from the guidebook with flashcards

Source: Kataeva, I.V. (2024). *New Souvenir 1: Guidebook*. Moscow: Mozi House. P. 150. (In Russ.)

Online vocabulary memorization can take several forms: 1) the teacher shows pictures with an electronic pointer and names new words; the student (or group) repeats; then the teacher “closes” the inscriptions, names the words, and the student repeats and names the number; then the teacher highlights an object and asks what it is, and the student names all the new words from memory; 2) the teacher writes a list of new words on the blackboard in one column, students read the words, then the right column is closed, pupils read Russian words and remember their translation into the intermediary language, then the left column is closed, pupils, looking at the text of the intermediary language, remember how these words sound in Russian.

At the stage of lexical unit activation, speech tasks are offered: describe an object, tell about an event, retell the text, take part in a conversation on the topic,

etc. (Khavronina, Balykhina, 2008; Shchukin, 2008). In other words, at this stage learners improve their skills of using new vocabulary in speech. This stage is represented in the “New Souvenir” complex. The most frequent tasks are: a story about oneself on the topic, answer questions on the topic, role play, board game, etc. (Fig. 14).

www.mozi-house.ru

**а. Отвечайте на вопросы по модели.**

- Когда холодно и идёт снег? (зима)  
Зимой \_\_\_\_\_
- Когда жарко и солнечно? (лето)  
\_\_\_\_\_
- Когда холодно и идёт дождь? (осень)  
\_\_\_\_\_
- Когда цветут цветы? (весна)  
\_\_\_\_\_
- Когда у вас экзамены? (зима)  
\_\_\_\_\_

**б. Подчеркните правильный вариант.**


- Зима / Зимой холодно, и идёт снег.
- Сейчас весна / весной.
- У меня экзамены лето / летом.
- Я так люблю лето / летом!
- Осень / осенью обычно идёт дождь.

**8 ЧИТАЙТЕ**

**а. Читайте текст. Какая у них погода зимой, весной, летом и осенью?**

- родной (ая, ое, ые) • пляж
- фантастика • цветут цветы
- фестиваль • скоро
- падают листья • рад (а, ы)

Мой родной город – Москва. Я очень люблю лето. Летом тепло, солнечно – просто фантастика. Летом люди всегда очень рады, потому что они могут идти на пляж. Мы видим красивые платья, юбки, шорты. Лето для нас – это один большой фестиваль. Осень у нас тоже тёплая и красивая: падают листья. Но осенью часто идут дожди. Зимой у нас холодно, и идёт снег. А потом весна. Весной обычно тепло солнечно и цветут цветы. Все знают, что скоро будет лето, и поэтому все очень рады.



**б. Отвечайте на вопросы.**


- Какой её родной город?
- Почему люди очень рады летом?
- Какая погода у них зимой?
- Какая погода у них осенью?
- Какая погода у них весной?

**в. Пишите, какая погода у вас в городе в разные сезоны.**

**г. Расскажите группе, какая погода у вас в городе в разные сезоны.**

**7 НОВЫЕ СЛОВА |**  
Наречия частотности

100%



0%

- всегда
- обычно
- часто
- иногда
- редко
- никогда

**Составьте предложения с новыми словами.**

**Двойное отрицание**

Слова «никогда», «ничего» не отменяют частицу «не» перед глаголом:

У нас никогда не идёт снег.

**Fig. 14.** Activation of the learned vocabulary (students are talking about the weather in their city in different seasons)  
Source: Kataeva, I.V. (2024). *New Souvenir 1: Textbook*. Moscow: Mozi House. P. 67. (In Russ.)

An important aspect is repetition. According to P. Pimsleur (Pimsleur, 1967, cited by: Choe, 2016), the repetition of the material learned at the lesson should take several stages: 1) immediately after the material is learned; 2) after 20–30 minutes; 3) after 24 hours; 4) after 2–3 weeks; 5) after 2–3 months.











Focusing on these recommendations, repetition in the “New Souvenir” educational-methodical complex is organized as follows:

1. The first repetition is performed at the lesson or immediately after it in the form of a summary.

Ирина Катаева. Новый сувенир 1.

## ОБЗОР

### 3.4 Раздел 3. Магазин

ЧАСТЬ 1. ЛЕКСИКА	ЧАСТЬ 2. ГРАММАТИКА																				
<p><b>1. Какое слово лишнее?</b></p> <p>а) шорты, джинсы, платье; брюки                      б) футболка, рубашка, свитер, шарф                      в) шапка, шорты, брюки, джинсы                      г) пальто, носки, куртка, пиджак</p> <p><b>2. Пишите, что это.</b></p> <p>а)  е) </p> <p>б)  ё) </p> <p>в)  ж) </p> <p>г)  з) </p> <p>д)  и) </p> <p><b>3. Соедините пары.</b></p> <table style="width: 100%;"> <tr> <td>а) 912</td> <td><input type="checkbox"/> девятьсот девяносто</td> </tr> <tr> <td>б) 20</td> <td><input type="checkbox"/> девятьсот двенадцать</td> </tr> <tr> <td>в) 12</td> <td><input type="checkbox"/> девятьсот девятнадцать</td> </tr> <tr> <td>г) 22</td> <td><input type="checkbox"/> двадцать</td> </tr> <tr> <td>д) 38</td> <td><input type="checkbox"/> двенадцать</td> </tr> <tr> <td>е) 308</td> <td><input type="checkbox"/> триста восемь</td> </tr> <tr> <td>ё) 515</td> <td><input type="checkbox"/> тридцать восемь</td> </tr> <tr> <td>ж) 555</td> <td><input type="checkbox"/> пятьсот пятьдесят пять</td> </tr> <tr> <td>з) 919</td> <td><input type="checkbox"/> пятьсот пятнадцать</td> </tr> <tr> <td>и) 990</td> <td><input type="checkbox"/> двадцать два</td> </tr> </table>	а) 912	<input type="checkbox"/> девятьсот девяносто	б) 20	<input type="checkbox"/> девятьсот двенадцать	в) 12	<input type="checkbox"/> девятьсот девятнадцать	г) 22	<input type="checkbox"/> двадцать	д) 38	<input type="checkbox"/> двенадцать	е) 308	<input type="checkbox"/> триста восемь	ё) 515	<input type="checkbox"/> тридцать восемь	ж) 555	<input type="checkbox"/> пятьсот пятьдесят пять	з) 919	<input type="checkbox"/> пятьсот пятнадцать	и) 990	<input type="checkbox"/> двадцать два	<p><b>4. Где книга? Вот ...</b></p> <p>а) он                      б) она                      в) оно</p> <p><b>5. У нас есть молоко. ... стоит 90 рублей.</b></p> <p>а) он                      б) она                      в) оно</p> <p><b>6. Девушк___любят этот магазин.</b></p> <p>а) -ы                      б) -и                      в) -а</p> <p><b>7. У вас есть яйц___? Сколько они стоят?</b></p> <p>а) -ы                      б) -и                      в) -а</p> <p><b>8. Кто ... мужчина?</b></p> <p>а) этот                      б) эта                      в) это</p> <p><b>9. Вы покупаете ...?</b></p> <p>а) рубашка                      б) рубашку</p>
а) 912	<input type="checkbox"/> девятьсот девяносто																				
б) 20	<input type="checkbox"/> девятьсот двенадцать																				
в) 12	<input type="checkbox"/> девятьсот девятнадцать																				
г) 22	<input type="checkbox"/> двадцать																				
д) 38	<input type="checkbox"/> двенадцать																				
е) 308	<input type="checkbox"/> триста восемь																				
ё) 515	<input type="checkbox"/> тридцать восемь																				
ж) 555	<input type="checkbox"/> пятьсот пятьдесят пять																				
з) 919	<input type="checkbox"/> пятьсот пятнадцать																				
и) 990	<input type="checkbox"/> двадцать два																				

52

a

Fig. 15. Repetition on the fourth stage (*beginning*):

a — Source: Катаева, I.V. (2024). *New Souvenir 1: Textbook*. Moscow: Mozi House. P. 52. (In Russ.)

Ирина Катаева. Новый сувенир 1.

## ПРОМЕЖУТОЧНЫЙ КОНТРОЛЬ

ЧАСТЬ 1. ЛЕКСИКО-ГРАММАТИЧЕСКИЙ ТЕСТ

1–41. Выбирайте правильный ответ.

<p>1. Обычно люди спят ... .</p> <p>а) утро б) днём в) ночь г) ночью</p> <p>2. Она никогда не завтракает ... .</p> <p>а) утром б) днём в) вечером г) ночью</p> <p>3. В России ... жарко и солнечно.</p> <p>а) весной б) летом в) осенью г) зимой</p> <p>4. Если ты едешь в Россию зимой, покупай ..., потому что будет холодно.</p> <p>а) платье, галстук и юбку б) шорты и футболку в) шапку, куртку и шарф г) спортивный костюм</p> <p>5. Вы отлично говорите ... ?</p> <p>а) русский б) русский язык в) по-русски</p>	<p>6. Сегодня ... погода!</p> <p>а) отлично б) отличный в) отличная г) отличные</p> <p>7. Ты ... говоришь по-английски?</p> <p>а) хорошо б) хороший в) хорошая г) хорошие</p> <p>8. У него ... проблемы.</p> <p>а) большой б) большая в) большое г) большие</p> <p>9. Мой друг живет в ... .</p> <p>а) Москва б) Москву в) Москве</p> <p>10. Завтра они едут в ... .</p> <p>а) Москва б) Москву в) Москве</p>
--	---

84 Фото: Pascal Debrunner

b

**Fig. 15.** Repetition on the fourth stage (*ending*):

b — Source: Kataeva, I.V. (2024). *New Souvenir 1: Textbook*. Moscow: Mozi House. P. 84. (In Russ.)

2. The second repetition is done by the student himself, repeating the new material in 20–30 minutes after the lesson. For this purpose, it is necessary to reread the pages of the textbook (this recommendation is given in the section).

3. The third repetition is the homework within 24 hours after the lesson in the workbook.

4. The fourth repetition takes place every fourth lesson of the textbook — the review lesson — and includes a lexical-grammatical test and a text on the

learned topic with pre-, pre- and post-text tasks (Fig. 15). The next repetition is recommended after a couple of months, so the end-of-course check after every third unit and in the middle of the course ensures repetition at this stage.

A separate challenge in planning and creating the course was to ensure that the vocabulary was highly repetitive and minimized, which in turn promotes regular repetition of the material.

## Conclusion

The application of the proposed methodology of teaching Russian vocabulary at the initial stage allowed students to master the new vocabulary. The undoubted advantage of the course is its possibility to be used in a distance format.

The questionnaire survey showed that the use of the “New Souvenir 1” complex increased the efficiency of learning vocabulary and motivated the students to continue studying Russian to improve their skills. This will undoubtedly contribute to the popularization of the Russian language in Tanzania, strengthen its position and make it the basis for the dialogue between Russian and African cultures.

## References

- Al Ghazali, F. (2015). Reinforcing students' collocational competence in EFL classrooms. *International Journal of Bilingual & Multilingual Teachers of English*, (03(02)), 105–116. <https://doi.org/10.12785/ijbmte/030205>
- Al-Kaisi, A.N., Koutsoni, O.M., & Rudenko-Morgun, O.I. (2018). The use of the mnemonic techniques and retrieval cues in the process of teaching Russian language to bilingual students. *Polylinguality and Transcultural Practices*, 15(4), 564–572. (In Russ.). <https://doi.org/10.22363/2618-897X-2018-15-4-564-572>
- Balykhina, T.M. (2007). *Methods of teaching Russian as a non-native (new) language: Manual for teachers and students*. Moscow: RUDN Publ. (In Russ.).
- Baryshnikova, E.N., & Kazhuro, D.V. (2019). The didactic multifunctionality of internationalisms in the teaching practice of Russian as a foreign language. *Izvestiya of Saratov University. New Series. Philology. Journalism*, 19(2), 164–169. (In Russ.). <https://doi.org/10.18500/1817-7115-2019-19-2-164-169>
- Brenchugina-Romanova, A.N. (2016). Using the mnemonics at the Russian language classes in a multy-ethnic school. *Science and School*, (3), 124–127. (In Russ.).
- Choe, A.T. (2016). A critical review of Pimsleur language learning programs. *Hawaii Pacific University TESOL Working Paper Series*, (14), 108–120.
- Finnie, S., & Bourdais, D. (2009). *Timesaver. Vocabulary Activities (Elementary)*. Southam: Scholastic Ltd. Mary Glasgow Magazines.
- Harmer, J. (2001–2008). *The practice of English language teaching*. London: Pearson Longman.
- Kalish, E.E. (2017). Use of pedagogical mnemonics principles in teaching foreign language. *Baikal Research Journal*, 8(1). (In Russ.). [https://doi.org/10.17150/2411-6262.2017.8\(1\).19](https://doi.org/10.17150/2411-6262.2017.8(1).19)
- Khavronina, S.A., & Balykhina, T.M. (2008). *Innovative educational complex “Russian as a Foreign Language”*. Moscow: RUDN Publ. (In Russ.).
- Kovaleva, A.V. (2013). Stages of working on lexis in teaching Russian as a foreign language. *Bulletin of Volgograd State University. Series “Linguistics and Intercultural Communication”*, (2), 231–233. (In Russ.).
- Kozdra, M. (2019). What a textbook on Russian as a foreign language for adult students should be. *Russian Language Studies*, 17(1), 78–89. (In Russ.). <https://doi.org/10.22363/2618-8163-2019-17-1-78-89>

- Lewis, M. (1999). *The lexical approach*. London: Language Teaching Publ.
- Markova, E.M., & Kraev, A.Iu. (2023). Digitalization of a textbook on Russian as a foreign language: The experience of Slovak Russianists. *Russian Language Studies*, 21(2), 163–180. (In Russ.). <http://doi.org/10.22363/2618-8163-2023-21-2-163-180>
- Popova, T.I., & Kolesova, D.V. (2023). The teaching model of mutual checking exercises in online course on Russian as a foreign language. *Russian Language Studies*, 21(2), 181–195. (In Russ.). <http://doi.org/10.22363/2618-8163-2023-21-2-181-195>
- Scrivener, J. (2005). *Learning teaching. A guide book for English language teachers*. Oxford: Macmillan.
- Shchukin, A.N. (2015). *Teaching Speaking in Russian as a foreign language*. Moscow: Russky yazyk. Kursy Publ. (In Russ.).
- Shchukin, A.N. (2018). *Methods of teaching Russian as a foreign language*. Moscow: FLINTA Publ. (In Russ.).
- Tan, K.H., & Nurul, A.A. (2020). Collocational competence as a measure of ESL/EF competency: A scoping review. *3L: The Southeast Asian Journal of English Language Studies*, 27(1), 115–128. <http://doi.org/10.17576/3L-2021-2701-09>
- Tornbury, S. (2007). *How to teach vocabulary*. Oxford: Pearson Education ESL.
- Yuldasheva, N.N. (2021). Lexical based approach in foreign language teaching. *Academic research in educational sciences*, (2(CSPI conference 2)), 275–278.

#### **Bio notes:**

*Svetlana S. Mikova*, Candidate of Philology, Associate Professor of the Department of Russian language and Teaching Methods, Faculty of Philology, RUDN University, 10 Miklukho-Maklaya St., bldg. 2, Moscow, 117198, Russian Federation. *Research interests*: cultural linguistics, linguistic-cultural analysis of artistic text, methodology of teaching Russian as a foreign language. The author of more than 80 scientific works. ORCID: 0000-0003-3874-7110. SPIN-code: 9790-7760. E-mail: mikova\_ss@pfur.ru

*Irina V. Kataeva*, Postgraduate student of the Department of Russian language and Teaching Methods, Faculty of Philology, RUDN University, 10 Miklukho-Maklaya St., bldg. 2, Moscow, 117198, Russian Federation. Teacher of Russian as a foreign language, Denis' School, 18 Lesteva St., 115162, Moscow, 117198, Russian Federation, methodologist of the language testing center, St. Petersburg State University, 7/9 Universitetskaya Emb., Sain-Petersburg, 199034, Russian Federation, the author of Russian as a foreign language courses “Russian Souvenir”, “New Souvenir”, “Surprise”. *Research interests*: methodology of teaching Russian as a foreign language, theory of the textbook of Russian as a foreign language. ORCID: 0000-0002-9080-9035. SPIN-code: 9790-8814. E-mail: irina.mozelova@gmail.com

*Manetu Ndyay*, Candidate of Pedagogy, Head of the Department of Russian as a Foreign Language, Faculty of Sciences and Education Technologies, Cheikh Anta Diop University, P.O. Box 5036 Dakar-Fann, Avenue Habib Bourguiba, Dakar, Republic of Senegal. *Research interests*: methods of teaching Russian as a foreign language. E-mail: taama-net@yahoo.fr

DOI: 10.22363/2618-8163-2024-22-2-276-299

EDN: SNRMMN

Научная статья

## Методика обучения русской лексике на основе учебно-методического комплекса «Новый сувенир 1» в Танзании

С.С. Микова<sup>1</sup>✉, И.В. Катаева<sup>1,2,3</sup>✉, М. Ндяй<sup>4</sup>

<sup>1</sup> Российский университет дружбы народов, Москва, Российская Федерация

<sup>2</sup> Denis' School, Москва, Российская Федерация

<sup>3</sup> Санкт-Петербургский государственный университет, Санкт-Петербург, Российская Федерация

<sup>4</sup> Дакарский университет имени Шейха Анта Диопа, Дакар, Республика Сенегал

✉ mikova\_ss@pfur.ru

**Аннотация.** Актуальность исследования связана с необходимостью поиска эффективных форм работы с лексическими единицами в практике преподавания иностранных языков в условиях изменяющейся образовательной среды. Охарактеризована система обучения лексике в учебно-методическом комплексе (УМК) «Новый сувенир 1», ориентированном на взрослых обучающихся (уровень А1–А2). Специфика данного УМК состоит в вариативности презентации учебного материала: печатный вариант (учебник, рабочая тетрадь, гайдбук) и онлайн-версия, предназначенная для дистанционных уроков. Цель исследования — описать методику работы с лексикой на занятиях по русскому языку как иностранному, которая одинаково эффективна для очных и онлайн-уроков в группах взрослых танзанийских обучающихся. Были применены методы анализа, систематизации, описания, обобщения и эксперимента. Материалом исследования стали печатные издания УМК серии «Русский сувенир» и переработанного, обновленного и усовершенствованного аналога 2024 г., получившего название «Новый сувенир 1». Описанная система прошла апробацию в группах взрослых англоговорящих обучающихся в рамках интенсивных курсов русского языка в Танзании (2023 г., 4 группы по 10 человек). В результате эксперимента было выявлено, что занятия с использованием УМК «Новый сувенир 1» можно эффективно проводить в условиях как дистанционного, так и очного обучения; заучивание новых слов на занятии помогает учащимся в запоминании новой лексики и облегчает выполнение домашней работы, высокая повторяемость пройденной лексики и ее минимизация способствует усвоению пройденного лексического материала. По окончании курса обучающиеся успешно выполнили финальный тест, проверяющий не только усвоенную лексику, но и ее использование в разных видах речевой деятельности (говорение, письмо, чтение, аудирование). Было доказано, что система работы с лексическим материалом в УМК «Новый сувенир 1» способствует эффективному усвоению лексики в курсе русского языка как иностранного в группах англоговорящих (танзанийских) обучающихся.

**Ключевые слова:** русский язык как иностранный, РКИ, УМК, методы обучения лексике, англоговорящие обучающиеся, танзанийские обучающиеся

**Вклад авторов.** Микова С.С. — концептуализация, методология; Катаева И.В. — создание рукописи и ее редактирование; Ндяй М. — верификация данных, оформление статьи.

**История статьи:** поступила в редакцию 02.09.2023; принята к печати 11.02.2024.

**Для цитирования:** Микова С.С., Катаева И.В., Ндяй М. Методика обучения русской лексике на основе учебно-методического комплекса «Новый сувенир 1» в Танзании // Русистика. 2024. Т. 22. № 2. С. 276–299. <http://doi.org/10.22363/2618-8163-2024-22-2-276-299>