

Cinquain in English as a Creative Overview of Studies

В статье идет речь об использовании одной из литературных поэтических форм – синквейна – в практике изучения английского языка. Статья содержит авторский перевод одного из оригинальных стихотворений этого жанра. Описаны правила написания и структура такого стихотворения, а также предлагаются творческие задания для изучающих английский язык, позволяющие использовать полученные знания на практике.

Ключевые слова: синквейн, лингводидактика, обучение иностранному языку, творческий отчет изученного

The article deals with the application of cinquain as one of poetic forms in learning English. The translation of one of cinquains is included by the author of the article. Besides, descriptions of the cinquain and its structure as well as some creative techniques, suggesting cinquain writing, for improving knowledge of English are provided.

Keywords: cinquain, foreign language education, teaching foreign languages, creative forms of academic report

Introduction. The word 'cinquains' originated from France. In English 'cinquains' gained the meaning of a poetic genre (form) which appeared in the USA under the influence of Japanese haiku, tanka, and the like. It is known that those genres are limited by rigorous, structural, rhythmic and even theme-based rule. One of the most important haiku's and tanka's principles is a skill to say much with few words [3].

American poet Adelaide Crapsey (1878–1914) took a great interest in short Japanese poems' rhythm and form [5]. She became famous for her cinquains, one of which runs as follows:

'Niagara'	«Ниагара»
How frail	Какая хрупкая
Above the bulk	Над всей массивностью
Of crashing water hangs,	Рвущейся воды зависла она –
Autumnal, evanescent, wan,	Осенне-бледно-мимолетная
The moon. [4]	Луна.

Poetry grew very popular with the development of the US literary tradition. Since the acknowledged beginning of the US literature in the first quarter of the 19th century it took shapes of bright and culturally unique verbal [1, p. 44]. As a result, in the early 20th century cinquain was adopted by many other US poets.

However, cinquain found quite practical application in the area of foreign languages teaching. This article deals with the didactic cinquain, its specifics and advantages of use in the academic environment.

The body

Writing a didactic cinquain is a creative task, which is provided to students for the purposes of vocabulary revision and language practice. Foreign words, acquired by students during their lessons, should be recycled as many times as possible. The didactic cinquain provides the opportunities for interpreting the new knowledge under specific circumstances as this writing task must be done according to the rules.

This type of cinquain must meet the following requirements. It should contain five lines, each of which should correspond to the following rules:

1	Line	the theme of the cinquain. It includes one word (noun), which introduces the topic
2	Line	two words (adjectives), which describe some most prominent characteristics of the topic
3	Line	three words (verbs or gerunds), specifying actions which are related to the topic of the cinquain
4	Line	a phrase, including minimum four words, which expresses the author's attitude to the theme
5	Line	one word, which expresses the author's interpretation or personal attitude of the theme, a kind of final generalization of the said above [2, p. 21].

Creative activity, like writing a cinquain, develops one's analytic skills as it requires a large amount of information, on the one hand, rich vocabulary and faultless grammar knowledge of the writer. What's more, composing a cinquain helps one determine one's own attitude to its theme: it's necessary to prove one's point and think hard over arguments.

That makes writing cinquains one of the most attractive and productive ways of learning and improving one's English. Creativity diversifies learning tasks and wakens psychological stress, which the learner experiences. There are different types of tasks for developing skills in writing cinquains. For example, guessing the topic of a cinquain by its second-fifth lines, completing a cinquain with the second/ third/ fourth line missing, selecting nouns/ adjectives/ verbs for the appropriate lines of a cinquain, and many others.

A cinquain is assessed, firstly, by its lexical and grammatical correctness, and, secondly, by its mental and/or emotional merits.

Conclusion. To sum up, a cinquain is not just a genre of exotic poetry. It can also be useful as one of the most productive and fascinating forms of checking one's level of English. Thanks to its creative nature it is an attractive way to substitute routine practices of inspection.

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Лингводидактический потенциал рекламных роликов в обучении русскому языку как иностранному

Статья посвящена исследованию потенциала применения рекламного видеоролика в процессе обучения иностранных студентов русскому языку. В рамках исследования были выявлены плюсы рекламных видеороликов как аудиовизуального средства обучения, а также представлены возможные способы работы с видеорекламой для обучающихся разного уровня владения русским языком.

Ключевые слова: русский язык как иностранный, рекламный видеоролик, аудиовизуальное средство обучения, креолизованный текст

Преподаватель РКИ, находясь в постоянном поиске пригодных для профессиональных целей – и, думается, главное, способных заинтересовать студентов – материалов, обращается к разнообразным ресурсам. В качестве одного из эффективных с точки зрения достижения образовательных, воспитательных и развивающих целей обучения и формирования целого ряда компетенций может выступать жанр рекламы, а именно рекламного видеоролика.