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COVID-19 VOCABULARY: ETYMOLOGICAL AND WORD-BUILDING ASPECTS (ON THE BASIS OF ENGLISH AND RUSSIAN LANGUAGES)

COVID-ЛЕКСИКА: ЭТИМОЛОГИЧЕСКИЙ И СЛОВООБРАЗОВАТЕЛЬНЫЙ АСПЕКТЫ (НА МАТЕРИАЛЕ РУССКОГО И АНГЛИЙСКОГО ЯЗЫКОВ)

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Today our world suffers the pandemic of the coronavirus, that influences almost all aspects of our life. Language is not an exception. The article tries to reveal the new words that appeared in Russian and English languages and to compare them.

Сегодня наш мир переживает пандемию коронавируса, которая затрагивает практически все стороны нашей жизни. Язык не является исключением. В статье выявляются и сравниваются новые слова, появившиеся в русском и английском языках в период пандемии.

Keywords: coronavirus; pandemic; term; equivalent.

Ключевые слова: коронавирус; пандемия; термин; эквивалент.

As the history of neologism studying mentions, the most productive periods in the formation of new vocabulary are recognized as being associated with the greatest social changes, when the processes of language development are accelerated, language changes are piled up, having no time to adapt to the lexical system. All those who faced the coronavirus pandemic in 2020 were the obvious participants and witnesses of such an event. This social

explosion, like others before, lead to the linguosemiotic explosion, that gave rise to nontrivial elicitations of meanings and to the formation of slang words and neologisms.

The linguistic result of such changes during pandemic times is the number of neologisms that on the one hand, reflect the current realities of the period, and on the other hand, the linguistic creativity of people, who faced strict limitations in every-day life. From the ecological point of view on the language not all these neologisms are linguistically valuable, but this always happens when society actively searches and creates new words and meanings.

The analyses of above mentioned lexis logically starts on the basis of the English language, because English was the most productive donor language during pandemic times.

The etymological basis of the COVID vocabulary of the modern English language is quite simple: the absolute majority of detected units (89%) are formed on the basis of such word-building methods as contamination, compound words, conversions, however, the most frequent and denotatively significant lexical units *coronavirus* and *quarantine* are of Latin origin.

COVID contaminants in the English language reflect a variety of aspects of everyday life: a desperation (*coron- apocalypse = corona + apocalypse, coronageddon = corona + Armageddon*), beverages that probably help to overcome it (*quarantine* = quarantine + martini и *coronarita* = corona + + margarita), watching video and surfing the Internet *(covideo =*+covid + + video*, quaranstream* = quarantine + stream), personal relationships (*covidivorce* = covid + divorce):

The coronavirus COVID-19 that crushed China in 2019, set the rest of the world up for coronageddon in 2020.

I think I'll have a Quarantini or three and skip the news. I am just chilling and watching a ton of COVIDeos.

If my office closes because of Coronavirus I'll quaranstream Netflix all day.

The semantical analyses of English Covid contaminants revealed the opposition between "ours/theirs". We unite with the "ours" on the basis of similar reaction towards the situation and become part of a team (*quaranteam* = quarantine+team). The behavior of "theirs" is marked as being socially irresponsible (*covidiot* = covid + idiot).

We are going to quaranteam the covidiotneighbours across the street.

It is interesting to mark derivation of the words *quaranteam* and *covidiot*. In the first case a verb is formed and in the second one it is an adjective. This clearly help these word to become a part of the English colloquial language.

There is also an interesting case of reconsidering the meaning of the borrowed unit *Home Office*. In the donor language it's the name of the Ministry of Foreign Affairs of Great Britain. In the Russian language it means *work from home*.

The analyses of factual material stated that in Russian language there are 70% of the borrowed lexical units. Such etymological situation with neologisms is quite natural and is explained primarily by extralinguistic reasons, one of which - temporal - is the most obvious: coronavirus infection did not originate on the territory of Russia, but was brought from Europe, so the COVID realities and its nominations also came from there and new lexical units were borrowed along with the borrowed notion itself. At the same time, in the cognitive base of the recipient language there can be no corresponding name (like *coronavirus*), or the lexical unit in the language «loses» in comparison with the borrowed one, which is semantically equivalent to the unit of the original, but phonetically or graphically is more compact (*sanitizer* vs *anticepticdlyaruk*). It is clear that in this case we can see the principle of language shortening. It can be pre-supposed that the same principle is used in the pair *covid/coronavirus infection*.

The new Russian vocabulary, reflecting the situation connected with coronavirus is based on English roots using compounding type (*zoom-vecherinka* meaning *zoom-party*), contamination *Karantikuly = karantin + kaniculy* meaning quarantine vacation, *covigist = covid + pofigist,* meaning people ignoring covid), affixation (*covidny* meaning related with covid, *zoomit* from English.

Так появились Zoom-вечеринки со звоном бокалов об экран.

Я неплохо подтянул свой испанский на карантикулах.

In the mass media they use both "official" forms COVID-19 and SARS-CoV-2 and so called "spoken" forms getting new meanings due to clear inner form of the words: *korona* (compare with *corona* in English). New derivatives got established in both languages (based on clear word form and similarity with solar crown): *koronovatsya* meaning get infected (in English *coronate*) and *koronovany* meaning a person who got infected / having virus (in English *coronated*) They use euphemism *modnayabolezn* (*modern decease)* (used to mean syphilis) as well.

Of course we cannot but mention the term *sotsial'nayadistantsiya* (*Social Distancing*). It is extremely interesting that in different countries it is measured by animals, living in particular area. In Siberia they are arctic foxes (social distancing is 2 arctic foxes), in Canada – one deer, in Australia – kangaroo. This fact clearly testifies to the connection between language and culture.

As time passed and people got used to living during pandemic they started creating new nicknames related to people: in English Rona, Roni, Miss Rona, Big Rona in Russian they created neologisms *kovidlo* and *Uhanka*. The first one *kovidlo* is associated with povidlo meaning jam, same sticky as jam and easily spreadable, similar with virus (virus also spreadable, can infect many people). Next, bad wordsbydlo, kodla, padla or padlo are associated with something stupid not corresponding to moral standards, norms of behavior, sneaky, mean or crime. The second one is connected with a tiny hairy human "brownie" (living in every house) who can get angry with residents and make a mess or damage somehow. So, theimage of a virus enemy stops being abstract, getting more clear meaning.

It is possible to talk about political aspects and coronavirus. For example, the city Wuhan (pandemic starting place) was renamed as *Corona Town*, and virus COVID-19 as *Chinese virus*. They started joking in Russia using national related jokes: *It is sad to get infected in Italy knowing that virus is "made in China"*. This pandemic is a big psychological trauma for all nations: Germans, French people, Americans and others, especially for Chinese people as many people worldwide blame them for this virus.

As it can be clearly seen from the research, the terms that refer to the official nominations and professional slang are the same in both languages. Words that refer to the every-day life can be either similar or different depending on national traits of people.

So, the coronavirus pandemic has had a great impact on society, communication and people. Some of the effects of this influence are obvious, some are predictable, some are inevitable. Among the latter are the growth of neologisms and the linguistics creativity of people.

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TEACHING GRAMMAR COMMUNICATIVELY: TASK-BASED TEACHING

КОММУНИКАТИВНОЕ ОБУЧЕНИЕ ГРАММАТИКЕ: ОБУЧЕНИЕ НА ОСНОВЕ ВЫПОЛНЕНИЯ ЗАДАЧ

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The paper considers a communicative approach to grammar as a means to develop learners' ability to communicate with one another concentrating on the language meaning rather than the form. The paper studies the main characteristics of the communicative approach and task-based teaching as a type of the approach. In the paper the concept of «task» is explained, and different task types with examples are presented. It is also concluded that teaching methods within this approach motivate authentic interpersonal interaction with the priority to fluency over accuracy.

В статье рассматривается коммуникативный подход к грамматике как средство развития способности учащихся общаться друг с другом, сосредотачиваясь на языковом значении, а не на форме. В статье исследуются основные характеристики коммуникативного подхода и обучения на основе задач. В статье дано определение понятия «задача» и представлены различные типы задач с примерами. Также сделан вывод о том, что методы обучения в рамках данного подхода мотивируют ау-