



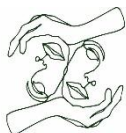
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# PERSONALITY & SOCIETY

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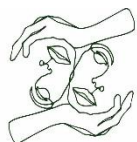
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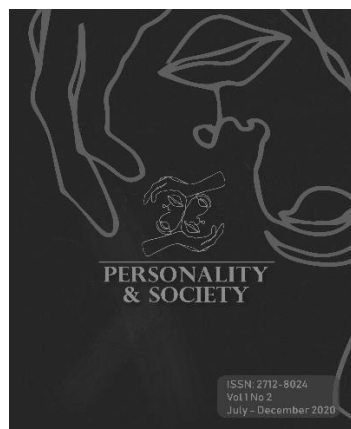
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## COVID-19 in modern Russian laughter discourse: psycholinguistic method of devaluation of danger as an effective method of psychological protection

**COVID-19 в современном русском смеховом дискурсе: психолингвистический метод девальвации опасности как эффективный метод психологической защиты**

Irina S. Karabulatova<sup>1</sup>

### Abstract

The mysterious Russian soul is always looking for non-trivial aspects of a problem. The modern coronavirus pandemic (COVID-19) has become the subject of ridicule in the everyday laughing practices of Russian people. In this case, the laughing discourse acts as a form of psychological defense and struggle against the inevitable evil.

The importance of the research is due to the lack of knowledge of the communicative and cognitive aspects of laughter discourse and the need to study the modern anecdote on the topic "coronavirus pandemic" in the aspect of forming the stability of the human psyche in the conditions of pandemics and isolation. The relevance of this work is also determined by the fact that it expands the empirical base of discourse linguistics, LSP theory and practice, motology and emotive linguistics, whose interests include consideration of the problem of the influence of emotions on language. The relevance of the work also lies in the fact that special attention is paid to the little-studied phenomenon of "black humor", which is vividly represented in the laughing discourse about coronavirus.

Unfortunately, today Russia occupies the leading positions in terms of the number of people infected with virus COVID-19. Archetypal fear of unknown Evil, of invisible death evoke chthonic experiences of the unconscious from the depths of the subconscious, actualizing the laughable techniques of devaluing danger as one of the effective methods of psychological protection.

The world stereotype defines Russian people as frowning and unsmiling, extremely hostile to the world around them. The article reveals the specifics of modern Russian anecdotes about COVID-19. This allows the reader to understand what the stress resistance and resilience of the Russian person in a situation of degenerate press of negative information in various media is. This situation is complicated by fake news stories about the pandemic. What are Russian people laughing at during the pandemic? What helps them survive and stay mentally healthy in this situation? What is the specifics of Russian jokes about the pandemic? How do these anecdotes structure a person's inner space in a new way? What Parallels can we find in a laughing culture that plays up the stigmatized situations of tragedies, wars, and epidemics? This article is intended as an attempt to answer these and other questions.

**Keywords:** coronavirus (COVID-19), emotive linguistic, laughter discourse, Russian anecdote, Russian language pictures of the world, psycholinguistic.

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Загадочная русская душа всегда в поиске нетривиальных путей решения проблемы. Современная пандемия коронавируса (COVID-19) стала предметом осмеяния в повседневной смеховой практике русских людей. В этом случае смеховой дискурс становится способом психологической защиты и борьбы с неизбежным злом.

Актуальность исследования обусловлена неразработанностью коммуникативно-когнитивных аспектов смехового дискурса на тему "пандемия коронавируса" в аспекте формирования устойчивости психики человека в условиях пандемий и изоляции. Актуальность данной работы определяется также тем, что она расширяет эмпирическую базу дискурсивной лингвистики, мотивологии и эмотивной лингвистики, в круг интересов которых входит рассмотрение проблемы влияния эмоций на язык. Актуальность работы заключается также в том, что особое внимание уделяется малоизученному феномену "черного юмора", который ярко представлен в смеховом дискурсе о коронавирусе.

К сожалению, сегодня Россия занимает лидирующие позиции по количеству людей, инфицированных вирусом COVID-19. Архетипический страх перед неведомым злом, перед невидимой смертью пробуждает хтонические переживания бессознательного из глубин подсознания, актуализируя смеховые приемы обесценивания опасности как действенный метод психологической защиты.

Мировой стереотип определяет русских людей как хмурых и не улыбающихся, крайне враждебно настроенных к окружающему миру, но это не так. Мы раскрываем специфику современных российских анекдотов о COVID-19. Это позволяет читателю понять, что такое стрессоустойчивость и жизнестойкость русского человека в ситуации разрушительного прессинга негативной информации в СМИ. Эта ситуация осложняется фейк-ньюнс о пандемии. Над чем смеются русские люди во время пандемии? Что помогает им выжить и оставаться психически здоровыми в этой ситуации? В чем специфика русских анекдотов о пандемии? Как эти анекдоты структурируют внутреннее пространство человека по-новому? Какие параллели мы можем найти в смеющейся культуре, которая воспроизводит стигматизированные ситуации трагедий, войн и эпидемий? Данная статья задумана как попытка ответить на эти и другие вопросы.

**Ключевые слова:** коронавирус (COVID-19), эмотивная лингвистика, смеховой дискурс, русский анекдот, русская языковая картина мира, психолингвистика.

## Introduction

The history of the study of laughter discourse is correlated with the history of mankind, it goes back more than 2000 years. Scientists, since ancient times, have tried and are trying to get to the heart of this phenomenon. The category of comic is studied in various Sciences: philosophy, anthropology, Philology, linguistics, sociology, pedagogy, psychology, etc. The number of arguments about the nature of laughter only increases. It is a common view that there is no need to investigate the very nature of the ridiculous. Russian anecdote in the space of the Russian picture of the world is in the diffuse space between everyday communication and artistic speech. The response to the coronavirus pandemic fits into the standard of behavioral responses of the human psyche to a psycho-traumatic situation.

Many scientists and philosophers have repeatedly asked themselves and others why, where one sees something funny, the other finds no reason to laugh. As a rule, "conditions of historical, social, national and personal order" become the starting point for denoting a laughing situation (Propp, 1997). Thus, the attribution of a phenomenon to the funny, comical or unfunny, non-comical is based on an individual or social system of values.

The mass consciousness tries to escape from the situation of social doom in the conditions of a pandemic, and the mass media, because of commercial interest, fulfill any orders that bring them dividends, using PR methods of influencing the consciousness, plunging the confused and/or desperate person into virtual reality (Karabulatova et al., 2017; Khachmafova et al., 2017).

To date, there are no strict criteria for distinguishing between funny/ not funny, comical/ ordinary. because, according to Marina Zheltukhina, the ridiculous "being unreliable knowledge, i.e. opinion, is subjective" (Zheltukhina, 2000). At the same time, many researchers try not to focus on this question (at least publicly), or simply avoid



indicating their own point of view when answering it (Bestayeva, 2006; Karabulatova, 2019; Sobkin & Lykova, 2018; Tarasenkova, 2014). | 6

In the Russian Humanities, the appeal to the text as a source of psychological knowledge is based on the work of L. S. Vygotsky "Psychology of art" (2000). Following him, other psychologists (Sobkin & Lykova, 2018) analyze the structure of a work of art to recreate the artistic, cathartic experiences that it causes.

Clinical psychologists and psychotherapists note that a fifth of Russians (which is at least 20% of the Russian population) are predisposed to the activation of serious psychological problems after the end of the quarantine and the coronavirus pandemic (Petrov, 2020). In this regard, an anecdote about coronavirus can act not only as a means of resolving a psycho-traumatic situation, but also as a means of preventing post-traumatic stress disorder (Kopp, 2013).

Therefore, researchers come to the reasonable conclusion that the psychological mechanism of experience should be sought not in a specific individual, but in the text itself. This approach allows us to turn to the semiotic organization of the anecdote text as a source for the study of psychological experience:

- 1) their own national identity (for example, Jewish, Armenian, Chinese, Ukrainian anecdotes, etc.);
- 2) the preservation of their own psyche in conditions of self-isolation;
- 3) reproducibility of social stability;
- 4) sexual and matrimonial relations, etc. However, this goes back to the manipulative practices of public consciousness, which were spread thanks to the laugh culture of lubok (lubok is a so-called funny sheet, a type of naive graphics, folk art, an image with a signature, characterized by simplicity and accessibility of images, with an orientation towards commoners, was originally a type of folk art) and agitka (agitka - agitation poster, propaganda proclamation, combined elements of folk lubok, but was a simple literary work with an orientation on an actual socio-political topic, where all visual means are aimed at maximum impact on the reader/ listener) during the First world war (Karabulatova, 2020).

The challenging situation with coronavirus is played out in various aspects by the Russian people. As we can see from the examples, the anecdote acts as a laboratory where the aesthetics of verbal creativity is crystallized in its forms, creating a fruitful ground for "big" literature and art.

## Materials and methods

Purpose of this article: to understand the nature of creating a laughing situation in Russian anecdotes about coronavirus COVID-19, which is due to the structural and semiotic analysis of the symbolic reality of the anecdote. The hypothesis is that the effect of ridicule is due to partial or complete changes in the semiotics of the sign. In this case, we observe psychological mechanisms for generating the experience of identity of both the addressee and the recipient of the joke.

An anecdote is always linked by an umbilical cord to a real fact. In our case, the coronavirus pandemic is this fact. The main events of the stories in the anecdotes about coronavirus may be fictional, but they are consistent with reality: it could have been.

The poetics of the modern anecdote is considered by researchers (Borodin, 2001; Chirkova, 1997; Vertyankina, 2001), but I consider the anecdote in a different plane. Anecdote about COVID-19 acts as a specific speech genre, as a component of the vast universe of everyday social and communicative interaction of our contemporaries. This immediately raises a series of questions:

How and in what communicative conditions does such an anecdote appear?

- Who is its Creator?
- The target audience of the joke?
- Where does it spread and function?
- What psychological mechanisms trigger the memory of a particular story?

A modern anecdote differs significantly from traditional anecdotes of the past because it is implemented in a rapidly changing social and information environment. I extracted anecdotes about coronavirus from the site of Russian-language jokes: <https://www.anekdot.ru>. Comparison of anecdotes of this site with anecdotes on the site of «Komsomolskaya Pravda» showed their identity. However, the site of Russian jokes showed a greater variety, and this fact predetermined the choice in its favor.

When I extracted it, I was guided by the coronavirus tag <https://www.anekdot.ru/tags/коронавирус>. In addition, any reader can see the relevance of a particular anecdote due to the ratings and ranking of anecdotes about coronavirus by popularity. In total, about 846 anecdotes about coronavirus were analyzed.

This site is also interesting because users leave comments on a joke. This makes it possible to track the social reaction to an anecdote.

The semiotic approach is implemented in this study and applied to the analysis of anecdotes, focusing on their sign nature, trying to explain the anecdote as a phenomenon of language (Levin, 1998; Lotman, 1973, 1974; Morris, 1968; Petrov, 1981). Anecdote acts as a complex whole formed by formal elements of different order. The structure of the anecdote becomes the source of meaning for this text. The structures underlying the anecdote are unconscious and objective, they exist independently of the observer, and they are constituted by differences and oppositions. From this point of view, we can analyze the structure of anecdote as a semiotic formation, studying the nature of anecdote as a cultural text.

Semiotic analysis of the anecdote leads us to identify the key semantic oppositions that set semantic conflicts in anecdotes about coronavirus.

Content-analysis of anecdotes studies essentially and structurally invariant anecdotes, which outwardly appears as a randomly organized and unsystematic text array.

Frame analysis of an anecdote about coronavirus is a method for studying the interaction of semantic and thought spaces of language, which allows us to model the principles of structuring and reflecting a certain part of human experience, knowledge in the values of language units, as well as ways to activate General knowledge that provides understanding in the process of language communication.

The discussion of the content aspects of various (from individual to social) identity problems in the anecdote about coronavirus is based on the idea of M. M. Bakhtin that "culture knows itself at the border" (Bakhtin, 1990). We also consider the use of psycholinguistic techniques in constructing an anecdote about coronavirus, based on the principles of text perception, namely:

- 1) associative connections;
- 2) phonosemantic level;
- 3) use of polysemy;
- 4) playing with phraseological units;
- 5) use of hidden meanings;
- 6) use of unplanned text integrity;
- 7) the use of coherent, but not complete texts;
- 8) the use of false attribution;
- 9) the use of keywords;
- 10) the use of communicative conflict;
- 11) the use of barbs;
- 12) the use of subcultures;
- 13) the use of meta-anecdote principles.

The results of psycholinguistic tools allow us to give a more complete idea of the content of the concept, formed when studying the materials of lexicographic sources and text material.

The reality that gives rise to the plot of the anecdote about the coronavirus COVID-19 fits into the General Canon, which states that the reality of the anecdote is a reality of a special kind, since it tends to the extreme, existential-laughing manifestations of being (Borodin, 2001; Podsiadlik III, 2014). For example: "I was walking in the Park and met a man who was talking to his dog. When I got home, he told me about it. We laughed with the cat for a long time afterwards!"

At the time, M. M. Bakhtin considered the laughing aspect of carnival culture, where he noted the peculiarity of the logic of "reverse"/ Vice versa, inside out/ shifter, when the movement "up - down", "dying-resurrection", "confirmation-denial" go constantly in opposite directions (Bakhtin, 1990). This feature is also pointed out by the British researcher E. Podsiadlik III (Bergmann, 1999), who examines the language game and conflicts in the work of a literature teacher through essays and fiction. Using a literary anecdote of the English classics without involving samples of oral folk art does not allow you to track the mobile changes in the public consciousness of contemporaries, but it can give information about the life of society in a diachrony.

The experience of an anecdote is an excellent way to learn, on the one hand, the world of a "Stranger" in his "Friendliness". On the other hand, it allows you to see your own "I" in this "Stranger". Therefore, there is an awareness of their features in this "Stranger", there is a sense of empathy for themselves and for this "Stranger". For example: "The epidemic in Russia will end when talk shows start discussing Ukraine, not the coronavirus"; "The Chinese are darkness. Instead of holding a prayer service, they build hospitals in 10 days"; "We drink in an international company, I ask something from a German. Everyone was killed by the pole's phrase: 'I'm a little afraid when the Russians and the Germans agree on something. The last time they did this, Poland disappeared after that, it was gone'"; "Finally! The Armenians stopped being Italians due to the recent events on the pandemic in Italy!" etc.

E. M. Meletinsky rightly notes: "Anecdotes are created around the" stupidity / intelligence " axis. Stupidity is a set of violations of elementary logical rules, a paradoxical break in the natural relationship of subject, object, and predicate. Logical absurdity, widely presented in a variety of anecdotes" (Meletinsky, 2001). This clarification by E. M. Meletinsky is essential for understanding the basis of poetics and the existence of anecdote, because "absurd paradoxes are a specific feature of the anecdotal genre, and they, and not just joking or witty ending, determine its form" (Meletinsky, 2001).

The famous German psychotherapist N. Pezeshkian constructs his parables for the transformation of depressive conditions and psychosomatic diseases, using psycholinguistic techniques similar in the structure of the anecdote (Pezeshkian, 2010). The researcher acts as a medium through whose mouth the collective unconscious finds a voice and gives new opportunities "collect light hours in the dark" (Pezeshkian, 2010).

The focus of humor in psychotherapy is diverse. It is humor that helps resolve many internal and external conflicts without aggravating situations, so the importance of humor in psychological counseling and psychotherapy is reflected in the work of the annual conferences of the International Society for Humor Studies (ISHS). For example, so many research's published in 2018 (Laineste & Fiadotava, 2018). Transforming In addition to ISHS, the Association for Applied and Therapeutic Humor (AATH) investigates productively and successfully the psychotherapeutic potential of humor on human health (Morrison, 2012). The Association provides scholarships for professionals and motivational speakers who apply therapeutic humor in their lives and work. The Association's management pays special attention to speakers who have overcome cancer. I think the coronavirus pandemic opens new possibilities for using humor for therapeutic purposes. I believe that examples of folk art in the fight against the COVID-19 pandemic can be added to the psychotherapy protocols for the treatment of certain health problems of a person affected by coronavirus.

Some practitioners share the concepts of "therapeutic" and "non-therapeutic" humor. Thus, Bachelor A., Horvath A. (Bachelor & Horvath, 1999) rightly point out that psychotherapy can be successful only if the specialist has empathy, which is expressed in empathy, care, attention, and sincerity towards the patient. Cameron D. (Cameron, 2015) examines the verbal-paravertebral characteristics of conversational discourse. She pays special attention to the interpretation of the anecdote in this regard. Clinical psychologists define therapeutic humor as the deliberate and unexpected use of humorous techniques by psychotherapists, clinical psychologists, and other professionals to help clients/ patients better understand themselves and improve their psychosomatic health (Franzini, 2000).



L. D. Henman interviewed more than 60 former American prisoners of war who were kept in isolation, starvation, and torture in Vietnam for more than seven years, but they kept a healthy mind thanks to optimism and a sense of humor (Henman, 2001).

This method of dealing with difficult situations of wars and epidemics has long been known and popular. Just remember Boccaccio's "Decameron", a masterpiece of laughter culture created during the plague in southern Italy. Laughter in the novels "Decameron" by Giovanni Boccaccio sounds fun, optimistic and life-affirming, despite the raging plague, extremely optimistic. According to researchers, this laughter symbolized the farewell to the dying middle Ages and the greeting of a new, humanistic society (Khlodovsky, 1985). This suggests a parallel with letting go of the industrial world. Another question is: what format of society is coming? With what values? Apparently, the answer is already there, but not announced. The energy of anticipation of the carnival, a kind of "feast during the plague" of the XXI century is accumulated in the modern anecdote about the coronavirus, echoing the behavioral traditions of the past, becoming the transforming energy of the inner picture of the human world. This idea is confirmed by an anecdote about the attitude of people to the modern pandemic COVID-19:

"If we count the number of anecdotes, memes, and other jokes, then there has never been such a fun pandemic in the world"; or another:

"Corona is a great name for worldwide promotion, from a marketing point of view. It sounds almost the same in all languages of the world. And in all languages means something Royal, bright, Tzarist! And it becomes clear to everyone that the coronavirus is not a simple virus, there are billions of them. And The king is a virus! Scary! Not in Russia! We have a Tzar-gun that does not fire, A Tzar--bell that does not ring, A Tzar-virus that doesn't infect. And the Tzar does not reign, but just works every day".

The works of B. Borcherdt (Borcherdt, 2002) can give a lot to understand the significance of humor in the mental health of modern people who have been subjected to long-term self-isolation and were in a long-term stressful situation of the COVID-19 pandemic.

Indeed, making the other person laugh is the main purpose of the joke. You can't disagree with A. Wierzbicka, that anecdote involves the participation of the listener: anecdote not only needs to be able to tell, but also to be able to read, and be able to listen (Wierzbicka, 1996). The culture of anecdote also implies a certain level of perception culture based on background knowledge and elements of the recipient's speech competence. Why, for example, does the American therapeutic humor Association train people to tell humor professionally? The answer to this question is in the work of A. D. Shmelev and E. Ya. Shmeleva, since the very telling of an anecdote is not a narrative, but a performance produced by a single actor (Shmeleva & Shmelev, 2002). In this case, both participants in the game situation of the joke must accept the terms of this game, then intra-genre interaction will take place within the genre scenario.

There is no doubt that humor is included in all types of social interactions, although researchers emphasize the playful nature of humor, but according to R. Martin, humor is focused on serious tasks in the field of external social, as well as internal cognitive and emotional functions. It is this set of functions that aims to improve relationships between people and relieve stress by laughing at threatening events, facts, conditions, and things (Martin, 2002).

Scientists and practitioners emphasize that humor focuses on positive aspects of life (Bergmann, 1999; Ivanova, 2008; Ivanova et al., 2014; Martin, 1989). When a person perceives the world through the prism of laughter and humor, he will always find something valuable and meaningful for himself in a difficult, unpleasant, stressful situation. Despite different approaches and interests, all researchers agree on one thing: anecdote acts as a way of understanding modern reality, defining some characteristic features of the existing situation.

## Results

Today, all countries of the world are undergoing a radical transformation of spiritual, moral, and socio-economic life. Russia is no exception. Strict conditions of the quarantine regime, hyper-control, long-term isolation, powerful media pressure, deterioration of the life of ordinary citizens, whipping up the fear of death deform the human psyche to one degree or another. In this regard, people turn to a life experience that could save them not only physically, but also mentally. The culture of ridiculing danger has been known for a long time, but in Russia it has acquired new

features due to the long confrontation with the West and the peculiarities of the mentality. The Russian laughter tradition has a feature that distinguishes Russian laughter culture from European laughter culture.

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The Western European tradition comes from the setting "funny, and therefore, it is not terrible". At the same time, the Russian tradition is the opposite of this formula: "funny and scary at the same time." For example, in Russian culture, if a girl is overly made up, provocatively dressed, or has improved her plastic appearance beyond the accepted stereotypes in society, then those who give her a shout will say that she is terribly beautiful. Beauty and ugliness balance on a very shaky edge.

Also, the Russian culture of laughter includes oxymoronic features, the so-called "black humor". This "black humor" is related to Slavic paganism and witchcraft, so the laughter of a witch and / or sorcerer is creepy and terrible. In principle, Russian jokes about COVID-19 can be attributed to this cycle of jokes, because here we meet such anecdotes as: 1) sadistic jokes; 2) jokes about isolation-concentration camp; 3) jokes about dictators; 4) jokes-horror stories; 5) jokes about death.

- 1) Sadistic anecdotes. This group of jokes is adjacent to the group of jokes about death. Since the coronavirus quickly spreads and mutates, while its symptoms remain completely unclear, any death during the pandemic in the anecdote is presented as a death due to the coronavirus. These anecdotes have semantic Parallels with common so-called "sadistic" nursery rhymes. As a rule, the story begins with a simple situation ("case at work", "dreams"). After a sharp change in the narrative and the fall of "black" humor in the stigmatized sphere ("violent death", "gang rape").

“-So, write: cause of death-coronavirus.

- Doctor, there was a gunshot ...

- Yes, it is a concomitant disease.”

“Fear the fulfillment of your desires!

Petrovich's old dream: Threesome or group sex, suddenly came true. When he sat down.”

“A very polite boy always gave way on public transport and kept a distance in the queue, so he pooped.”

- 2) Jokes about isolation-concentration camp. Unlike other countries, Russia has not imposed a state of emergency, but has imposed a regime of self-isolation. The word isolation itself contains a pronounced negative connotation, which connects this concept associatively with the time of revolutions, wars, and total control. Hence, images of the politics of totalitarian States of the past and present occupy one of the key places in anecdotes about coronavirus.

“Each official has a concentration camp supervisor (vertukhai – in Russ argo)”

“The week of quarantine from March 28 to April 5 is best characterized by the title of the film "Holidays of strict regime””

Putin: Pechenegs and Polovtsy.

People: Well, you would still remember what happened before our era!

Putin: The Spartans

- 3) Jokes about dictators. This group of anecdotes is related to the previous one. However, self-isolation associatively evokes images of tough leaders of the past and present. The analysis of anecdotes of this group shows that, first place goes to Lenin, the second - Putin, third place - Kim Jong-Un, 4th place - trump, 5 - Merkel, 6th place - Hitler, 7 - Lukashenko. The image of Stalin occurs only once and then indirectly. We see parallel images of such rulers and images of hard States: North Korea, Sparta, tsarist Russia, Nazi Germany.

“In Germany, designers, freelancers and creative people are paid 5,000 euros during the quarantine period...Because Germany already knows very well what will happen... if a frustrated artist changes his profession...”

“Who in Moscow best observes the regime of self-isolation?

- Lenin in the Mausoleum.”

“Dialogue with my wife:

- Because of the virus, the Lenin mausoleum was closed.
- Lena, he won't get infected.”

“Donald Trump believes that Kim Jong-Un is more alive than dead”

“They used to think that Belarus was a dictatorship. And now this is the freest country in Europe-you want to walk on the street, you want to barbecue in nature, you want to go to football.... And Belarus will not get anything for it. After all, in Belarus, the son is not responsible for the father, since he does not choose Batska.”

“Coronavirus is a new Lenin. And his slogans are the same: "Long live the world epidemic!", " All power to the nurses!", " Land - to the peasants (who did not survive the coronavirus), hospitals-to the workers!»”

“- When will this pandemic end?!!

- In our country, as Putin says, so it will end...”

“Peskov said that Putin is a real expert in any case, and somewhere in the middle East, the Saudis smiled.”

- In Sparta, the sick were simply thrown into the abyss-said Putin.

Then he thought: This is an idea!

- 4) Jokes-horror stories. If in children's horror stories the main character is a girl or a boy, then in horror stories the main character can be a single man, a single woman, or a cinematic hero (a zombie). Among modern children, oral horror stories have lost their appeal (Maryina & Sukhoterina, 2017). However, this topic is presented among the anecdotes. Perhaps this fact is because adults who compose horror stories have had the experience of living children's horror stories in their lives. Sometimes these anecdotes look like a kind of forecast of the situation, considering the past historical experience.

“International experience, in this case Chinese:

1958. The poor harvest of grain. The sparrows are to blame, the Pilot pointed out. Chewed up. To fly maybe 12 minutes and drops dead. The enemy is defeated!

1962. The crop was eaten by caterpillars. Starvation of millions.

2019. Coronavirus. Lives 14 days. The enemy is defeated!

2020. ???????”

“-What will You do if the pandemic continues for at least another five years?

-I'll retire!”

“It is good to live alone, no one interferes: if you want to go to the store, if you want to take out the garbage, if you want to die.”

The perception of an anecdote is designed for the effect of surprise, a kind of "short circuit" followed by a reboot. As a result, the recipient suddenly discovers all the absurdity depicted in the joke. For example:

“Two policemen over the body:

"Pull the pitchfork and axe out of his back, then run a rapid test. This coronavirus has gone wild!"; “In connection with the threat of the spread of the coronavirus, digital permits for sex will be introduced from May 12. To get permission to have sex with your wife, click on the number 1.to have sex with someone else's wife, click on the number 2. Attention! Before sex, make sure that your partner has digital permission”.

Anecdotes about coronavirus involve all levels of language to maximize the emotional and volitional sphere of a person. we will present the main types below.

**Table 1.***The main themes of Russian jokes about coronavirus.*

№	Topic title	Examples	Frequency
1	quarantine, self-isolation	<p>To date, 13 people have died from the coronavirus. Police shot and killed 18 quarantine violators.</p> <p>I leave my phone when I leave the house. I make my best contribution to increasing the index of self-isolation in my city.</p> <p>There are also advantages of online learning: the teacher now does not say to the student's answer that he forgot something: "Did you forget your head at home?"</p>	11%
2	Politics and coronavirus:	<p>During the quarantine period, the ruble observes the regime of self - devaluation, and the economy-self-destruction.</p> <p>The European Union thanked Russia for helping Italy and prepared a new package of anti-Russian sanctions.</p> <p>Russian News. Today, 60 people have died from the coronavirus, 600 from alcohol, and 6000 from a heart attack when trying to teach your child how to solve the equation.</p> <p>On April 20, Sochi hosted a virtual rally at the city administration. Passed in Yandex the Navigator, people would put the label and demanded to impose a state of emergency, direct financial assistance, etc. Soon the Yandex Navigator administration deleted all posts "not related to the road situation", and the rally was dispersed.</p> <p>In all countries, the coronavirus is fought in its own way. In Russia, for example, the President comes up with new taxes.</p> <p>Not as frightening as the coronavirus presidential - "Please treat with understanding" .....</p> <p>News of the day: "Sberbank has warned about the possibility of two waves of coronavirus in Russia"(C). Note that it is not the Ministry of health, or even Rospotrebnadzor - Sberbank fusses and cares about people's health.</p> <p>So, the Russians were able to experience the full depth and wisdom of the proverb: Your life is not indifferent only to those to whom you OWE...</p>	19%
3	Coronavirus and dictators	<p>In the Stalin house, it is easier to observe the regime.</p> <p>Half the country sits at home, and the other half guards them.</p> <p>- Sergey Semyonovich, I think that the fight against violators of self-isolation in Moscow should be carried out in stages.</p> <p>"Yes, Yes, that's a great idea. We will send violators of self-isolation by stage.</p> <p>Moscow mayor Sobyanin called on residents of the capital during the quarantine to take an example from Lenin, who has not left home for almost 100 years.</p>	8%
4	Coronavirus and cinema/ art	<p>Attention! The film contains scenes of handshakes, touching the face, and being on the street for no good reason.</p> <p>Offer for the Moscow city hall (thanks to the film "Kin-DZA-DZA!"): color differentiation of pants is a system that allows you to demonstrate your status-the right to move around Moscow. It consists in wearing pants of different colors. Blue pants-the Highest elite. Free movement. Crimson pants - Wealthy residents. Free movement. Yellow trousers with stripes-Protection of the highest elite and wealthy residents from ordinary residents. Before the owner of these pants, ordinary residents should get a QR code and squat to</p>	4%

		<p>say "I'm not sick" not once, but twice. All other colors of pants for ordinary residents of the city.</p> <p>- Excuse me, but the movies about the Apocalypse did not introduce digital passes with QR codes.</p> <p>- Urgent reshoots of films about the zombie Apocalypse. According to updated data, the zombies are not looking for brains, but buckwheat with stew.</p> <p>When the pandemic ends, the Americans will make a movie about how they saved the whole world from the coronavirus.</p>	
5	Coronavirus and art	<p>In the context of the coronavirus epidemic, the song "Plague-happy spring" began to play with new meanings.</p> <p>Discovery in music theory: a new popular tonality of the XXI century – Domajor (joke of words).</p> <p>Lunch. My brother comes into the apartment with a swagger.</p> <p>"Are you home?"</p> <p>"What are you doing at home?"</p> <p>- Just like BAE, they told me to work from home.</p> <p>- And us.</p> <p>- So, you're a dancer, how will you work from home?</p> <p>"Well ... we were told: "Just try not to get fat for the quarantine."</p>	2%
7	Coronavirus and religion	<p>April 19, chronicle of the day. Sick-5996; Recovered-219; Died-48; Resurrected-1</p> <p>Sit two coronaviruses, drink. One says that life has become bad. Everyone is sitting at home, and those who come out - in masks, and hands in gloves. You won't be dead for long. The other - do not drift, soon Easter.</p> <p>Coronavirus came up with the Islamists. Thanks to him, it is now rare to see women with an open face on the streets</p> <p>- Fima, did you hear that today, in connection with the coronavirus, the Pope gave a General indulgence (absolution of all sins)?</p> <p>- After all, and here the people broke off. He so believed that our leaders would be rewarded at least in the next world.</p>	13%
8	Coronavirus and Beau Monde	<p>Soon on the First: Coronavirus with the stars</p> <p>You are all wrong to hope so much for Leshchenko. If the majors get sick - they will not die out, they will have enough ventilators for them. If the majors get sick, the ventilators won't be enough for you...</p> <p>Thanks to Leshchenko, we can see new faces on the next new year's light.</p>	2%
9	Sex, love, and the coronavirus	<p>People who wear masks on their chins probably hold a condom in their hands during sex. All those who give birth to a child after 9 months will receive a fine for not following a safe distance.</p> <p>Love and quarantine: "Honey, why don't we make love?" - "I don't mind, but you're not six feet tall."</p> <p>There are two friends, one pale, thin, all starved some:</p> <p>- Mikhalych, what's the matter with you, did you have a coronavirus?</p> <p>"Yes, you see, I went to see my mistress, and then her husband came back from Italy.</p> <p>"Oh, really! Infected you?</p> <p>- Yes not, not infected, but two weeks in quarantine in the closet sat.</p>	20%



10	Fake news and coronavirus	I have a friend on Facebook who is also a scientist. Three classes of education. And he will write such a text about the coronavirus in half an hour – a thousand reposts at once. - Rabinovich, how can we force the Russians to observe the regime of self-isolation? - Publish the truth about the number of infected... "But there will be a panic!" - Yes, but they will mostly panic at home. I look at the statistics of new covid-19 cases per day on worldometer coronavirus: Germany: 3699, Britain: 5599, Iran: 1499, Brazil: 1999. What is the total xx99? Do your sales managers calculate statistics there?	12%
11	Coronavirus and death	April 2020. I think it's better to get over it now, while there are free beds in hospitals and healthy doctors. May 2020. I think it's better to get over it now, while there are free places in the cemeteries.	9%

The study of anecdotes faces the difficulty of creating a universal typology. Anecdote about coronavirus as a means of preventing post-traumatic stress disorder solves the following problems:

1. mental pain;
2. emotional dependence;
3. being "here and there", that is, wherever a person is, he simultaneously seems to be in that traumatic situation all the time;
4. problems of loneliness, despair, denial and avoidance;
5. obsession;
6. violation of the self-concept;
7. violation of empathy, etc. (Leahy, 2019).

An anecdote is not always intended to make the recipient laugh. A smile, a grin, a grin, or just a meaningful exchange of glances can be a reaction to an anecdote.

## Conclusion

The scientific novelty of the research is because the work for the first time gives a complete idea of the anecdote about coronavirus COVID-19 and its role in the public consciousness of the modern Russian person.

Increasing the power of information in a variety of media increases mental stress, so focusing on the usual things will reduce the level of anxiety, while the use of laughter eases internal tension, reducing procrastination and allowing you to stay healthy mentally.

The Russian anecdote about coronavirus reveals a deep connection with the folklore tradition, causing specific transformations of all artistic innovations and realities that penetrate from the outside.

This feature of the anecdote can be used in crisis conditions of the individual. At the same time, the list of areas of application of the anecdote about coronavirus is quite wide: offering ways to solve problems; helping to know oneself; increasing motivation; strengthening the heuristic of the psyche and the discovery of new ideas; increasing critical thinking and self-control; reducing resistance to change and transformation; openness to the new; building a new personal "I"; using built-in instructions; modeling constructive ways of communication; helping to discover recipients' own internal resources; reducing the level of anxiety and phobias.

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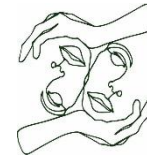
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## Digital industry and manufacturing automation: impact on employment

### Цифровая промышленность и автоматизация производства: влияние на занятость

Danil Alekseevich Zyukin<sup>2</sup>

#### Abstract

The aim of article. The digital industry (Industry 4.0, the fourth-generation industry) is developing - based on the digital transformation of the production sector. Countries must create a workforce ready for future infrastructure. This requires the cooperation of universities, government and industry, including initiatives aimed at training workers for the transforming productive sector. The pandemic has COVID-19 exacerbated the problem of employment. Methodology: it is necessary to study the problem of employment at the systemic level, with an analysis of the structural complexity and development of digital transformations. This article explores this problem for manufacturing enterprises, in particular the automotive industry. The Results and Conclusions present the results of the analysis and make forecasts.

**Key words:** employment, unemployment, digital transformations, industry, automation.

#### Аннотация

Цель статьи. Цифровая индустрия (Индустрия 4.0, индустрия четвертого поколения) развивается на основе цифровой трансформации производственного сектора. Страны должны создать рабочую силу, готовую к будущей инфраструктуре. Это требует взаимодействия университетов, правительства и промышленности, включая инициативы, направленные на подготовку работников для трансформирующегося производственного сектора. Пандемия COVID-19 обострила проблему занятости. Методология: необходимо изучить проблему занятости на системном уровне, проанализировав структурные сложности и развитие цифровых преобразований. В данной статье исследуется данная проблема для производственных предприятий, в частности автомобильной промышленности. В Результатах и Заключениех представлены результаты проведенного анализа и сделаны прогнозы.

**Ключевые слова:** занятость, безработица, цифровые преобразования, промышленность, автоматизация.

#### Introduction

A recent Deloitte/Manufacturing Institute study suggests that industries in the US industry are entering a period of severe long-term labor shortages, and the manufacturing deficit is expected to be 2.4 million unfilled jobs by 2028,

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leading to a negative impact on the US economy of \$2.5 trillion (Deloitte, 2018). Germany and Japan, the other two advanced economies, are expected to have even worse results in terms of this projected labor shortage. | 18

Economic theory does not provide a clear answer on the impact of automation on the evolution of workplaces. Nobel laureate Christopher Pissarides argues that the increase in productivity during automation will replace the rapid growth in demand for competent workers. Automation of production has transformed production areas, employment patterns and business processes in many manufacturing sectors. This is also facilitated by the growing popularity of KPI (Kaziev et al, 2018).

Today we are on the verge of rapid advances in robotics, deep machine learning and the creation of systems that can even surpass people in a number of activities, including those that require cognitive abilities. In some US states, according to CNBC, there is already a sharp increase in robotic displacement. In the United States, workplaces are very susceptible to automation - everywhere jobs, lines, robots perform a routine quickly (Greenhouse, 2017).

Many concerns are reducing states. For example, Mercedes-Benz will reduce at least 10,000 jobs worldwide due to consumers' desire for electric vehicles. The manufacturer decided to take this step a few days after a competitor (Audi) announced a reduction in the staff of German workers (9,500 seats out of 61,000). The auto industry is not going through the best changes in its history. Developing in the direction of CO2 emissions will require huge investments, so Daimler is launching an innovation program, striving for investment attractiveness, part of which is a reduction in personnel costs by 1.4 billion euros by 2023, as well as a reduction in the staff of executives by 10%.

## Methodology

For the preparation of the article, we used new researches, which were published in last four years, in specialized journals (Annunziata, 2019; Eremin; 2019; Greenhouse, 2017; Kaziev et al, 2018; Deloitte, 2018). To study the problem of employment at the systemic level, it is necessary to analyze the structural complexity and development of digital transformations. This article examines the problem of manufacturing enterprises, in particular the automotive industry.

With the increase in data distribution, the level of critical computing power, the industrial Internet of Things is becoming more accessible, and its methodology is becoming more and more popular. However, 2/3 of the pilot projects based on digital manufacturing solutions methods and technologies cannot move to large-scale implementation. For the following main reasons, expert assessments (Annunziata, 2019):

- 1) lack of technological skills, which prevents to benefit from investments (36%);
- 2) data security, confidentiality problems (27%);
- 3) lack of interoperability of components, systems and protocols (23%);
- 4) security threats, including emerging vulnerabilities (22%);
- 5) complexity of data management and processing (18%).

For example, the growing importance of digital skills needed to navigate and achieve success in a digital environment leads 83% of companies to plan intellectual and financial investments in production technologies and methods.

Robots show a negative attitude of workers, where there are several robots per 1000 people. Young manufacturing workers (under 24) who did not attend college saw a decline in job opportunities due to the use of robots. Is robotics a delayed threat? (Eremin, 2019)

## Results

Our systematic analysis of structural complexity and system diversity suggests that the most important skills and characteristics mentioned for digital transformations are not usually central and emphasized in industry training programs or policymakers.



These projects do not form important competencies of personnel and production workers, especially non-specialists in IT and programming. We are talking about system and production system analysts, cognitologists, managers, "operationalists" and "functionalists" in real time, direct operating environments.

To support digital transformations, you will need:

- 1) awareness of the benefits of software and industrial software development;
- 2) flexibility and stability of systems;
- 3) analysis-synthesis of data, information flows and solutions;
- 4) technologies of distributed and cloud connection of industrial environment;
- 5) information technology and industrial safety.

The introduction of robotics is likely to continue due to the improvement of the working environment for others. It is possible that "fired" or "displaced" workers will be able to go to another industry where they will pay more. In general, the increase in the number of working robots does not have a significant impact on employment in the industry. The impact on employment may not be entirely favourable for people, depending on the type of work they do.

## Conclusion

Production competencies have already fallen to 4 positions in the ranking of competencies of the future from the second position. Operational adaptive strategic impacts are needed, otherwise the evolutionary trajectory can be "drawn" to the vicinity of the bifurcation point.

There are many innovations in industry: there are own options, package solutions with advanced capabilities. In addition to the quality of materials and production, service capabilities are added. Large-scale factories are found in many countries affected by the COVID-19 pandemic. This undoubtedly complicates the problem of employment.

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## Social networks and their impact on inter-ethnic relations

### Социальные сети и их влияние на межэтнические отношения

Maxim G. Chardymskiy<sup>3</sup>

#### Abstract

The basis of communication, strategies of network interactions is a model of a system of information interactions and an installation on the adaptation of ethnos in a new space. National and cultural ideals of the ethnic group are usually realized in regional policies of inter-ethnic relations, ethnic reflection. Social networks are gradually becoming the main "regulator" of such interactions. The purpose of the work is to systematically analyze these trends, causal relationships and interethnic interactions in social networks. To do this, the work uses the methods of System Social Mining. The analysis allows us to conclude that in Russia "remote nationalism" is possible, associated with the political activities of the diasporas, their activity on social networks.

**Keywords:** social networks, inter-ethnic relations, national relations.

#### Аннотация

Основой коммуникации, стратегий сетевых взаимодействий является модель системы информационных взаимодействий и установка на адаптацию этноса в новом пространстве. Национально-культурные идеалы этноса обычно реализуются в региональной политике межэтнических отношений, этнической рефлексии. Социальные сети постепенно становятся главным "регулятором" таких взаимодействий. Целью работы является систематический анализ этих тенденций, причинно-следственных связей и межэтнических взаимодействий в социальных сетях. Для этого в работе используются методы системного социального майнинга. Проведенный анализ позволяет сделать вывод о том, что в России возможен "дистанционный национализм", связанный с политической деятельностью диаспор, их активностью в социальных сетях.

**Ключевые слова:** социальные сети, межэтнические отношения, национальные отношения.

#### Introduction

Social networks as a communication environment have a great influence on both international and inter-ethnic relations, providing "long communications". This results in interethnic strong marriages, globalization, cultural and spiritual development, inclusion in the national traditions of other peoples, etc. However, in modern social networks, their nationalist and extremist orientation is often sharply negative.

It is important to investigate these trends, causal relationships, since process change affects the information and cultural space of interethnic interactions (Doroshchuk, 2019). The main "communicator" of such a space is media networks that implement communication strategies. In the work, such a task is investigated regarding social network inter-ethnic interactions.

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It can be assumed that the large-scale spread of social networks and the distorted (often false) information that appears in them regarding the sphere of inter-ethnic relations can cause very negative consequences, inter-ethnic tensions, conflicts and skirmishes at the domestic level. At the same time, most of these manifestations have some hidden (latent) character, which remains outside the attention of the authorities and traditional media. Discussions on social networks can give rise to a series of myths and unfair assessments that inevitably affect the attitude of Russian society to the ethnic issue.

For example, surveys of various agencies give difficult results (Doroshchuk, 2019): illegal migrants are considered necessary to drive more than 60% of respondents abroad. Giving them the opportunity to legalize and assimilate in Russia is more than 10%. They want the government to limit the number of visitors to Russia to at least 70% of respondents. The initiative not to establish administrative barriers on the way of migrants and try to use them for the benefit of Russia was expressed by more than 10%. And in 2008 there were, proportionally 52% and 35%.

Methods of identification in social networks are contained in content with contextual context (Stella, Ferrara, Domenico, 2018). They can increase or decrease trust (Persilius, 2017; Abend, 2019).

### Methodology

The methods of system analysis-synthesis, aggregation and other methods used by us in our work make it possible to find out the causal relationships of inter-ethnic interactions in social networks. Big Data (Attewell & Monaghan, 2015; Kim, Allum & Denman, 2019) were used to filter data, storage in cloud structures, System Analyses and Social Mining (Kaziev et al, 2020) was used as a methodology for general scientific research, and its particular methods (modeling, analysis, synthesis, etc.) were used to solve problems of identification and social analytics and situational modelling, for example (Sawyer, 2003).

Social networks have some influence in the field of inter-ethnic relations as a conceptual and methodological basis. The myths that arise in them often lead to real events that actualize the ethnic issue in Russia.

### Results

Information from social networks is considered undisputed truth and a real fact due to the trustworthiness of communication in networks.

A similar situation is in conflicts of international relations, which are very dependent on provocative messages on social networks.

Users of social networks are active participants in "information fights" in the field of national conflicts. It should be noted that the modern national all-Russian policy considers in general only the regulation of relations between representatives of various nationalities of Russia, considering them only as the sum of interethnic, intercultural and interreligious relations, ignoring in general the influence of the factor of social networks in these areas.

Note that in Russia certain threats of political technologies and incitement are possible, taking into account the specific characteristics of the Russian regions. Attention should also be focused on the so-called "remote nationalism," which is associated with the political activities of the diasporas, "included" through social networks.

Social networks allow you to deliberately change your identity or use false pages, which is widespread in the virtual world. Revealing the extent of the group's real response to events seems difficult, although the activities of certain diasporas to defend their interests, including on the Internet, are noticeable.

### Conclusion

Systematic research and the use of appropriate analytics using the influence of social networks in Runet can have an active impact on the ideological and political state of Russia. Ignoring social networks can cost a lot of effort to restore inter-ethnic relations.

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## Teaching English pronunciation to a Russian speaker (a single-case analysis)

### Обучение русскоязычного студента произношению на английском языке (отдельное целевое исследование)

Anara Kairatovna Akhmetova<sup>4</sup>

#### Abstract

This article provides an analysis of a Russian-speaking student's speech sample compared to British normative pronunciation. A number of inconsistencies with the "generally accepted pronunciation" of vowels and consonants, as well as the rhythm of speech, were identified in the speaker's pronunciation. The article discusses the most common mistakes in the student's speech and offers phonetic exercises to improve articulation.

**Keywords:** teaching English pronunciation, common pronunciation in English, British normative pronunciation, phonetic exercises for a Russian-speaking student.

#### Аннотация

В данной статье предоставлен анализ образца речи русскоговорящего ученика сопоставленного с Британским нормативным произношением. В произношении говорящего был выявлен ряд несоответствий с «общепринятым произношением» гласных и согласных звуков, а также ритма речи. В работе рассматриваются наиболее часто встречающиеся ошибки в речи учащегося и предлагаются фонетические упражнения для улучшения артикуляции.

**Ключевые слова:** обучение английскому произношению, общепринятое произношение на английском языке, Британское нормативное произношение, фонетические упражнения для русскоговорящего студента.

#### Introduction

Pronunciation is kind of a "calling card" of a speaker that unconsciously draws the attention of an interlocutor. Natural sounding speech has proven to help avoid misunderstanding, and it leaves a more positive impression on a listener. Such benefits are especially important during employment interviews, business negotiations, and other spheres of life.

Teaching English pronunciation to Russian speakers might be challenging due to significant differences between phonological systems. The absence of equivalent sounds, and the presence of articulatory differences in consonants and vowels, creates difficulties in pronouncing English correctly. Furthermore, rhythm and stress patterns of English are particularly demanding for Russian speakers (Swan & Smith, 2001).

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This article presents an analysis of a reading sample given by a Russian speaker; and it reveals five problematic-pronunciation features distinct from standard British-English pronunciation. Based on these troublesome areas, an individual lesson plan was outlined for improving the speakers' pronunciation.

## Literature review

Several studies have examined differences between English and Russian phonology, and their implications for teaching English phonology to Russian speakers (Larionova, 2011; Smith, 2005). While most were based on comparing the phonological systems, there is not much research conducted on a speech analysis of a non-native speaker. Even less literature considers the variety of English pronunciation regarded as suitable for language teaching.

Although there is no unanimously adopted "standard pronunciation," most accept Received Pronunciation (RP) to be "correct," in that it doesn't show any local differences that might be regarded by some to be wrong or non-standard (Trim, 1961).

Presumably, RP is most widely used in the academic world. According to Palmer (as cited in Close, 1971), this variety of "standard pronunciation," is especially suitable for teaching English. There are a number of reasons for that:

- Firstly, it has been adopted by a majority for whom English is a native language, and even for whom it is a foreign language.
- Secondly, for over 50 years, RP has been presented in significant reference books, textbooks, and other materials, for the teaching of EFL and ESL. It has been a standard in English teaching materials not only in Britain but in many other countries as well.
- Thirdly, RP has been most clearly, entirely, and consistently described, compared to other varieties. This may be a reason for employing and presenting it in textbooks and dictionaries, as a standard. As Daniel Jones states (as cited in Trim, 1961): "I do not regard R.P. as intrinsically 'better,' or more 'beautiful,' than any other form of pronunciation. I have recorded it because it happens to be the only type of English pronunciation about which I am in a position to obtain full and accurate information".

There has been much debate over whether "teaching English pronunciation according to standard rules," seems to be more justified in spite of all advantages of "English as a Lingua Franca (ELF)."<sup>5</sup> The strongest reason for standard rules is the absence of a standardized ELF. To have a kind of pronunciation so that learners can be mutually understood wherever and with whomever they communicate is essential.

Overall, a non-native speaker will learn English pronunciation efficiently, if a single and clear model is given from the outset. This clear model is RP, which is able to "facilitate ready communication between equals in a shrinking world" (Trim, 1961).

## Methodology

Since the research does not lend itself to statistical significance, a qualitative research methodology was considered to be more appropriate for speech sample analysis (Cohen, Manion & Morrison, 2007). This method allowed for purposively selecting a target speaker with a pre-intermediate level of English, the level which is particularly dealt with in secondary schools. The speaker is a 14 year-old Russian student studying in a secondary school in Kazakhstan. She was given a short paragraph in English and asked to read it out loud. Her speech was recorded and examined for phonology.

## Results

A detailed analysis of the tape recording has revealed several pronunciation features which were distinct from RP. I will focus on five mistakes in pronunciation which are often repeated in the speech and are the most common trouble areas for Russian speakers. To make the information more accessible, the results will be presented in a table.

<sup>5</sup> English used as Lingua Franca can be characterized by features basically found in learner languages and by strategies to facilitate and simplify the target language.

## I. Vowel /æ/.

Words in a text	Standard pronunciation	Non-native speaker pronunciation
<i>Land</i> / lænd /, <i>happening</i> /'hæp (ə) nɪŋ /, <i>and</i> / ænd /, <i>had</i> / hæd /, <i>that</i> / ðæt /, <i>than</i> / ðæn /.	In order to pronounce /æ/ one needs to raise the front of the tongue, near open the mouth and spread the lips (Roach, 2000).	The speaker often replaced the phoneme by a more close sound similar to /e/. Thus, following words are pronounced: <i>Happening</i> /'hepenɪŋ/, <i>had</i> /hed/, <i>that</i> /zet/, <i>than</i> /zen/, <i>land</i> /lend/, and <i>end</i> /end/.

## II. Vowels /u/ and /u:/.

Words in a text	Standard pronunciation	Non-native speaker pronunciation
<i>Could</i> /kud /, <i>over</i> /'əʊvə /, <i>grown-ups</i> /'grəʊnʌps /, <i>to</i> / tu /	In producing /u/, the back of the tongue is raised considerably high, the lips are rounded without protrusion (Roach, 2000).	In spite of the longitude of the vowels, words in the first and the second rows were articulated similarly.
<i>Too</i> / tu: /, <i>into</i> /'ɪntu: /, <i>who</i> / hu: /, <i>do</i> / du: /, and <i>CO2</i> / si: əʊ tu: /.	In articulating /u:/, the back of the tongue is raised higher and the muscles of the articulating organs are tenser than for /u/. The lips are also rounded without prominence. Phoneme /u:/ is always longer than /u/ (Roach, 2000).	The sound pronounced by the speaker is close to the sound /u/ however it is a bit longer (but not longer than /u:/). It is produced with more elongated and rounded lips. The back of the tongue is closer to the soft palate and jaw is opened further than in the sounds /u/ and /u:/.

## III. Consonants /θ /- / ð /.

Words in a text	Standard pronunciation	Non-native speaker pronunciation
The consonant /θ/: <i>thought</i> /θɔ:t/, <i>something</i> /'sʌmθɪŋ/, <i>things</i> /θɪŋz/.	In producing phoneme /θ/, lips are spread, the tip of the tongue and the upper teeth form a narrow air channel; The air is lightly breathed out through the gap, and the acoustic effect is that of pure breath (Roach, 2000).	Throughout the text phoneme /θ/ is substituted with the Russian consonant which is very similar to English /s/: <i>thought</i> /sɔt/, <i>something</i> /'sʌmsɪŋ/, <i>things</i> /sɪŋz/.
The consonant /ð/: <i>There</i> /ðeə/, <i>the</i> /ði/, <i>weather</i> /'weðə/, <i>others</i> /'ʌðəz/, <i>than</i> /ðæn/, <i>with</i> /wɪð/, <i>that</i> /ðæt/.	In the utterance of sound / ð / speech organs occupy the same position as in phoneme /θ/, however it is voiced, while /θ/ is breathed (Roach, 2000).	While, phoneme / ð / was replaced by a sound similar to the English /z/: <i>There</i> /zeia/, <i>the</i> /ze/, <i>weather</i> /veza/, <i>others</i> /azes/, <i>than</i> /zan/, <i>with</i> /vɪz/, <i>that</i> /zat/.

Words in a text	Standard pronunciation	Non-native speaker pronunciation
<i>Where</i> /wɛə/, <i>weather</i> /'weðə/, <i>was</i> /wɔz/, <i>heatwaves</i> /'hi:t, weivz /, <i>were</i> /wə:/, <i>which</i> /wɪʃ/ <i>went</i> /went/, <i>when</i> /wen/, <i>with</i> /wɪð/.	Sound /w/ is a voiced consonant. In articulating it, lips are pushed forward as to say /u/ however tongue and lower lip drop shortly. The muscular tension is concentrated on the lips, which makes /w/ a consonant, while the vowel /u/ has the muscular tension spread over all the speech organs (Roach, 2000).	The phoneme /w/ is pronounced as /v/ in the given words as following: <i>where</i> /veia/, <i>weather</i> /'veza/, <i>was</i> /vɔz/, <i>heatwaves</i> /'hitveivz /, <i>were</i> /və:/, <i>which</i> /vɪʃ/ <i>went</i> /vent/, <i>when</i> /ven/, <i>with</i> /vɪz/.

## V. Rhythm

Regarding prosody of the speech sample, some features notably affect the degree to which the speaker sounds “natural.” The one I will attempt to analyse is “rhythm.”

In Standard English, speech rhythm is realized through placing stressed syllables at roughly regular intervals of time. The unaccented syllables are fitted into the available intervals between the stressed syllables. If there are a number of unstressed syllables in succession, they are pronounced quickly to fit into the available time (Central Institute of English and Foreign Languages, 1974).

In Russian, unlike English, practically every word is pronounced with the same prominence, except prepositions which are attached to the content words (Dichushina & Abercrombie, 1965).

It can be noticed from the speech sample that the speaker occasionally stresses some function words which are not usually stressed in standard British English pronunciation. This might be the major reason for her failure to produce speech with regulated beats.

## Individual lesson plan for improving the five pronunciation features of the speaker

Before proceeding to phonetic exercises the learner should understand how particular sounds are produced. For this reason, the student is asked to watch videos, about the sounds she needs to improve, on the BBC learning English site (Bellem, 2008). It is useful for the learner to listen and see how sounds are produced by a native speaker. There are side and front views of the presenter in the video recordings, so that a listener is able to see lips and tongue movements and can imitate easily.

Firstly, the presenter gives a brief description of a sound. Then, she pronounces a sound in isolated form and asks to try to pronounce it several times. She also provides articulatory instructions in a very simple and understandable way. Later on, she proposes some words which contain this phoneme and asks the listener to repeat them after her.

## I. Vowel /æ/ vs. /e/

After /æ/ is established, it is necessary to teach the learner to distinguish this sound from /e/ which was the common mistake in her speech sample. For this, the following exercises can be offered.

- 1) **Minimal pairs distinction.** This exercise allows isolating and concentrating on the contrast sounds that prove most troublesome for the learner. It also gives the learner the possibility to differentiate phonemes as the same or different.

*Procedure:* The learner should listen and repeat the following words:



Brendan-Brandon  
messed-massed  
pest-passed  
head-had  
lead-lad  
sender-sander  
bettor-batter  
ketch-catch  
(Okonagan University, 2006)

- 2) **Test the teacher.** With the help of this exercise the learner will be able to check if she can distinguish /æ/ from /e/ in her pronunciation. It will also show the learner the importance of pronouncing these sounds correctly as they can change the meanings of the words.

*Procedure:* the learner should read the words aloud and the teacher should write down the word which was pronounced twice in the each line:

- 1) sat-set-set
- 2) men-man-man
- 3) pan-pen-pan
- 4) met-mat-mat
- 5) bet-bat-bet
- 6) back-beck-back
- 7) pet-Pat-Pat
- 8) bag-bag-beg

If the teacher writes down the correct word, the learner should proceed to the next line. If the teacher hesitates or writes down the wrong one, the learner should retry until the teacher is able to hear the repeated word.

- 3) **Tongue twisters.** The tongue twisters below were specifically selected for distinction of /æ/ and /e/ vowels. It might be useful to learn some of them by heart, as generally they assist in developing “phonemic awareness” and the skill to recognise and manipulate sounds in speech. Moreover, practicing them frequently develops better articulation.

*Procedure:* The learner should read following tongue twisters paying attention to the sounds being practiced. Teacher should listen to the speech and make necessary corrections. Then the student should try to read the sentences as quick as possible without making phonetic mistakes.

- 1) Lassie headed back to Peg and Allen for ten apples.
- 2) Ted tampered a tad in Brad's bread and jam.
- 3) Dan's den is a sad shed back of Beck's badly built bed and breakfast.
- 4) Hedley sadly said sending Sally a man was extra bad.
- 5) Stan stemmed his temper tantrum and lent Landry a bank cheque.

## II. Vowel /u:/ vs. /u/

After the learner gets an idea of how these vowels are produced and what the difference is between the two, the following exercises can be completed to check understanding and to consolidate skills acquired while watching the video.

- 1) **Sort out the words.** This exercise will help the learner to recognise and differentiate between sound /u:/ and its short counterpart.

Unlike sounds /æ/ and /e/, it is more difficult to master /u:/ and /u/ as similar combinations of letters can represent both of the sounds. For example: **good**/gud/ and **food**/fu:d/. Therefore, the learner should learn such words by heart.

**Procedure:** The learner should listen and put the given words into the appropriate column. If a word has a long vowel the learner should place it in the left column; if short, in the right. After the words are arranged, the learner should listen to the words again and repeat after the recording.

Soup, rude, push, pull, bull, hoof, true, hood, root, soon.



/U: /	/U/

**Correct answers:** /u: /-soup, rude, fool, hoof, true, root, soon.

/u/-push, pull, bull, hood.

(Bellem, 2008)

- 2) **Find the odd word.** This task will help the learner to memorize the pronunciation of the words and recognise short and long vowel distinction.

**Procedure:** This exercise consists in reading the following lines of words and choosing the one which is pronounced differently. Afterwards, the learner should check her answers with an audio recording and correct mistakes if any. The audio recording can be played several times if any confusion arises.



1.	who	cool	fruit	push
2.	school	could	wood	hood
3.	should	good	mood	cook
4.	good	book	food	look

**Correct answers:** 1) push; 2) could; 3) mood; 4) food.

(Bellem, 2008)

- 3) **Minimal pair sentences. Dictation.** This exercise will help the learner to differentiate between the sounds /u/ from /u: / in larger language units. Correction lies in differentiating phonemes both in listening and writing.

**Procedure:** The teacher should read the following sentences to the learner, placing emphasis on short and long vowel distinction. The outcomes of the exercise will show whether the learner can distinguish the sounds by ear and write them down correctly. After the sentences are written down, it is useful for the learner to read them again.

The fool fell in the full pool.

Look! There is some soot on your suit.

Luke took a good look at this book.

Who'd seen a bull with a hood?

### III. Consonants /θ/ and /ð/ vs. /z/ and /s/

- 1) This exercise is a variation on the use of minimal pairs which assists in “training the ear” of the student in differentiating the sounds.

**Procedure:** The teacher’s task is to read one of the contrasting words aloud and the learner should decide which sound is pronounced every time and underline the appropriate word. Any items which cause problems should be repeated.

/θ/-/s/

sin-thin

seem -theme

tenth- tense



sick-thick  
saw- thaw

/ð/-/z/

lathe- lays  
lithe- lies  
bathe -bays  
tithe -ties  
clothing- closing

**2) Information Gap Exercise.** This exercise practices both hearing and pronouncing of the consonants.

*Procedure:*

The teacher and the learner sit opposite each-other and take turns asking which words go into the empty boxes. First, the learner fills her empty boxes and then she reads her words to the teacher. The following questions can be used in this exercise:

“Can you tell me the word which is in the 4<sup>th</sup> (5<sup>th</sup>, 7<sup>th</sup> etc) box?”

“Could you repeat that please?”

**Teacher`s table:**

1) clothe	2)	3) thumb	4)
5) sank	6) thimble	7)	8) sink
9)	10)	11) bathe	12)

**Student`s table:**

1)	2) thick	3)	4) theme
5) then	6)	7) lithe	8)
9)	10) sin	11)	12) tense

**3) This is another variant of using tongue twisters.**

*Procedure:* In this task, the teacher reads the following tongue twisters and the learner chooses one of the italicized words. After the task is done, the learner should read the tongue twisters, pronouncing voiced and voiceless consonants.

/θ/

Nothing is *worth/worse* thousands of deaths.

It seems themes are *thought / sought* by thousands of mythical misses.

Mr. Smith's teeth are *thin/sin* and lethal.

/ð/

Bathing in the *bathe/bays* is soothing to those teething brothers.

Those of the southern and northern areas are still *writhing/rising* and seething.

Though dough is worthy, it is worthier with their father's *ties/tithe*.

**IV. Consonant /w/ vs. /v/**

After watching the video it is useful to do the following exercises for more practice:

**1. Words with /v/ or /w/. This exercise will help the learner to practise her listening in differentiating sounds /v/ and /w/.**

**Procedure:** The teacher should pronounce the words given below. The learner should listen to each word and circle /v/ if she hears /v/, circle /w/ if she hears /w/, or circle × if she hears neither.

**Words:** Vile, when, fest, water, rowing, very, mooing, wood.

1. v    w    ×	5. v    w    ×
2. v    w    ×	6. v    w    ×
3. v    w    ×	7. v    w    ×
4. v    w    ×	8. v    w    ×

- 2. Fill the missing word.** This exercise might be quite tricky as the learner should be very attentive in differentiating which of the sounds /w/ or /v/ were pronounced in the word as both of the variants will be suitable in the sentence. Thus, it might show the student the importance of differentiating /w/ and /v/ in words on hearing and while pronouncing.

**Procedure:** The student should listen to the tape recording and fill the gaps with missing words. The recording can be played twice if necessary. After the answers are checked the learner should read the sentences, paying attention to pronunciation of phonemes in the words.



1. My friends had a lot of \_\_\_\_\_ in their basement.
2. His poetry is becoming \_\_\_\_\_.
3. Her story was disturbed by a \_\_\_\_\_.
4. A \_\_\_\_\_ was used in the experiment.
5. The cows were \_\_\_\_\_ in the pasture.

*Correct answers: vines; worse; wail; viper; mooing; (Okonagan University, 2006)*

## V. Rhythm.

### 1) “Introducing rhythm”

One of the effective ways to introduce clear rhythmic patterns to the learner is applying “non-sense” syllables along with tapping out rhythm, keeping the beats constant.

There are three sentences below, and each of them has a succession of nonsense syllables above. “*Tum*” is used for accented syllables and “*ti*” for unaccented ones.

Teacher should explain that in spite of the quantity of “*ti*’s” in succession, the learner should spend the same time between all “*tum*’s”. There are three “*tum*’s” in each example below, therefore the same time should be spent for each of the sentences. This means that the third example should be pronounced much quicker than the first and the second ones.

This exercise might give an idea of rhythm to the learner. It is necessary for the teacher to draw the learner’s attention to the fact that function words are not usually accented but that mainly content words’ syllables are emphasized. The learner should try to pronounce the phrases below taping on a desk or table at each accented syllable as she says it.

1. `Tum ti `tum ti ti `tum ti  
`Raj ne`glected his `studies.
2. `Tum ti ti `tum ti ti `tum ti  
`Raj has ne`glected his `studies.
3. `Tum ti ti ti `tum ti ti `tum ti  
`Raj has been ne`glecting his `studies.

(Central Institute of English and Foreign Languages, 1974)

## 2) “Ear training”.

This exercise is aimed to train the learner’s listening in perceiving rhythmic patterns. A teacher should read the following sentences twice with the correct accentuation. The learner should underline the accented syllables but not the whole words if they contain more than one syllable.

A show has been arranged.  
He invited us to the party.  
Everyone agreed.  
He drank a glass of milk.  
Don’t offend the judge.

## 3) “Production”.

In this exercise the learner should try to read the sentences given below with the correct accentual and rhythmic patterns. The teacher should check the learner’s reading and correct it if necessary. If the learner finds it difficult to pronounce the sentences in one smooth attempt, she might want to highlight accented syllables or write “non-sense” syllables above the phrases before reading them out loud. This will facilitate the pronunciation.

- 1) We think he is right.
- 2) I’m looking for stamps.
- 3) He injured his shoulder.
- 4) Turn off the light.
- 5) We couldn’t find the ball (Avery & Ehrlich, 1992).

These exercise might give the learner a better understanding into rhythmic patterns of English and relative importance of parts of the utterance. In order to automatize rhythm in speech, the learner should do a lot of reading, trying to speak out all the sentences with the correct accentuating. Listening to native speech and trying to imitate it is also desirable.

## Conclusion

Pronunciation should be considered integral to English language teaching, for the reason that it is obviously one of the main things which affects communication. Absence of proper pronunciation can easily become the culprit of misunderstanding or offence among people.

To reiterate, pronunciation has been defined as the way a word is pronounced with reference to a recognized standard. Although there is no consensus in adoption of standard pronunciation, Received Pronunciation (RP) is considered to be the most neutral and “correct,” and it is the most clearly described, and fully developed. This variety of pronunciation has been regarded as particularly suitable for language teaching given its adoption for standard use in many English teaching books worldwide.

The single case analysis has been conducted proceeding from the standard British English pronunciation or RP. A reading sample of a Russian speaker has been analysed where five pronunciation features are found to be distinct from RP. These mistakes were revealed in pronouncing the sounds /æ/, /u/, /u:/, /θ /, / ð /, /w/ and the rhythm of the speech sample.

Due to the significant difference in phonological systems of the two languages, Russian speakers find it considerably difficult to master English pronunciation. The absence of equivalent sounds makes Russian learners to substitute them with the ones existing in Russian. This often leads to confusion among some words as it was seen from the analysis.

In order to improve the five pronunciation features, a variety of exercises have been proposed to the non-native speaker. Though a communicative approach to pronunciation is said to be effective by some, for this speaker, it would be a waste of time integrating pronunciation exercises with communicative activities, since pronunciation is

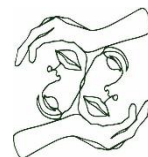
the only aspect she doesn't command. Therefore the exercises were chosen from the most common ones focusing on the area of pronunciation problematic for the speaker.

The proposed phonetic exercises are aimed to help the learner to articulate the sounds correctly and differentiate them from the mistaken sounds. The exercises for rhythm are organized such that the learner can get familiarized with the rhythm and the way it is produced, and then she can practise it in listening and production.

Overall, mastering pronunciation is one of the most difficult aspects in language learning, therefore, it should be introduced at the beginning level and practiced continuously.

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## The problem of formation of modern polyling-cultural personality in the conditions of globalization and migration

### Проблема формирования современной полилингвокультурной личности в условиях глобализации и миграции

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Alla Vasilyevna Kipchatova<sup>6</sup>

#### Abstract

In the period of post-Soviet states the problem of multi-linguistics and the formation of multilingualism become more urgent. Realization of synergetic poly-aspect approach to the study of the mega-conceptual phenomenon of poly-linguistic-cultural linguistic identity in the context of globalization and migration reveals the characteristics and patterns of evolution in this complex humanitarian and social constructs of modern scientific knowledge from the point of interaction and mutual influence of different-structural languages folklore, national literatures and arts. In addition, it allows you to define the ways, forms and methods of implementation of their communicative potential.

Modern electronic-information society raises the question of the choice of language of communication and thinking language. Entropy processes inevitably entail the phenomenon of interference, intervention (capture the scope of the language), attrition (deterioration of language) that accompany polylinguism process, influencing the process of learning new languages and the preservation of the native language. Modern society is involved in the world of digital technology and communications; it remains split in the social, ideological, cultural and national relations.

**Keywords:** migration, linguistic activity, geopolitics, linguistic security, electronic digital society.

#### Аннотация

В период постсоветских государств проблема полилингвистики и формирования многоязычия становится все более актуальной. Реализация синергетического полиаспектного подхода к изучению мегаконцептуального феномена полилингвокультурной языковой идентичности в условиях глобализации и миграции раскрывает особенности и закономерности эволюции этого сложного гуманитарного и социального конструкта современного научного знания с точки зрения взаимодействия и взаимного влияния разнотипных языков фольклора, национальных литератур и искусств. Кроме того, она позволяет определить пути, формы и методы реализации своего коммуникативного потенциала.

Современное электронно-информационное общество ставит вопрос о выборе языка общения и языка мышления. Энтропийные процессы неизбежно влекут за собой явления интерференции, интервенции (захвата сферы действия языка), атрикции (ухудшения языка), которые сопровождают процесс полилингвизма, влияя на процесс изучения новых языков и сохранения родного языка. Современное общество вовлечено в мир цифровых технологий

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и коммуникаций, оно остается расколотым в социальных, идеологических, культурных и национальных отношениях.

**Ключевые слова:** миграция, языковая деятельность, геополитика, лингвистическая безопасность, электронное цифровое общество.

## Introduction

In the modern cultural and historical situation, in the conditions of the systemic crisis of the “civilized world”, informational and psychological effects on the human psyche are increasing like an avalanche, which undoubtedly represents a constant source of mental stress and inconsistency with the real ethno-linguistic and cultural environment (Ebzeeva, Karabulatova, Nakisbaev, 2018). The multidimensional aspect of the modern information space makes us think about the choice of the information delivery language, as well as the verbal and non-verbal component of the language of any message, since cultural shock and linguistic shock phenomena with intensive migration flows can exacerbate ethno-linguistic cultural disagreements in the personality structure in the functional aspect.

In our opinion, this is precisely the reason for the various conflicts caused by the awareness of cultural distances both within the individual and between individual social strata. It is not by chance that Russians who migrated to Russia from Kazakhstan, local Russians call Kazakhs, and from Ukraine, Ukrainians (Akhmetova et al., 2018; Karabulatova, Polivara, 2013; Karabulatova, Akhmetova, 2015; Yusupov, Karabulatova, 2014; Karabulatova, Polivara, 2015).

The phenomena of cultural shock, linguistic shock during intensive migration flows reinforce various ethnic differences in the structure of personality (Rakisheva et al, 2017; Ebzeeva, Karabulatova, 2017; Ebzeeva et al., 2017; Lyausheva et al., 2018).

International migration in attractive Russian regions for migrants forms up to 50% of new migrants, primarily from the CIS countries and the Customs Union. However, recent events in Ukraine and the Middle East have provoked a new global “resettlement of peoples”, making adjustments to the linguo-mental stereotypes of contacted peoples.

## Materials and methods

A pragmatic approach to language modifies the nature of linguistic analysis, the arsenal of methods and the sequence of procedures used. In this context, in the formation of such a personality, ethnic differentiations, as well as general speech dysfunctions, whether we like it or not, come to the fore in mastering both the Russian language and other foreign languages.

The multidimensional aspect of the hierarchically built phenomenon of a multilingual cultural personality identified the synergistic approach as a priority in the proposed study. Therefore, we have developed a comprehensive methodology that includes linguistic methods as well as methods of related sciences.

In addition, the study of the language and speech of modern migrants required the integration of cognitive and communicative thinking: the use of instrumental methods of psycholinguistics, semasiology, pragmatics and suggestive linguistics.

The research material in accordance with the tasks is heterogeneous. In total, more than fifteen thousand empty speech segments of lively spontaneous speech of Russian migrants collected from studies of other authors, from literature of migrant authors and about eighteen thousand examples of migrants were collected, three other sociolinguistic experiments and two actualized were conducted. Psycholinguistic experiments, 300 people. The sociolinguistic component of the portrait of a multilingual cultural personality was revealed during in-depth interviews about the nature of interlingual and intercultural interaction, migration preferences, migration motivation, etc.



The process of globalization in the information sphere is the functioning of a multidimensional process based on the interaction of means of creating and disseminating information, which, by concentrating joint efforts, form a fundamentally new level of information impact on society (Karabulatova, Barabash, Kotelenets, 2018). A hologram appears, which has a significant impact on real processes in society and forms them to a significant extent. The level of influence of this hologram can be recorded in the results of surveys of various population groups (Mkrtumova et al, 2016; Luchinskaya et al., 2018).

To date, Russia has centers for working with migrants who do not speak Russian and culture, but there are no centers for the adaptation of migrant compatriots, i.e. those who own a certain set of knowledge and skills in the field of Russian culture, but with the transformation under the influence of a long-term foreign ethnic environment. In our opinion, this situation also creates a situation favorable for the development of ethnosocial and cultural distances between "their" and "alien" (alien) (Karabulatova et al., 2018). Therefore, work with the Russians of the Stavropol Territory should be built differently than with the Russians of the Tyumen Region, Tatarstan and the Khanty-Mansi Autonomous Area.

The screening of the modern information space of the Russian Federation makes it possible not only to analyze, but also to work out a real program, which allows to prevent negative moods from building up in the linguistic consciousness of modern native speakers. In the modern cultural and historical situation, in the conditions of the systemic crisis of the "civilized world", informational and psychological effects on the human psyche are increasing like an avalanche, which undoubtedly represents a constant source of mental stress and inconsistency with the real ethno-linguistic and cultural environment (Karabulatova, Galiullina, Kotik, 2017; Gabdrafiykov et al, 2015).

It turns out that the most unexpected options for constructing new political subjects, new political alliances and proto-institutions are possible. Changes will occur on too many parameters, so that even modern means of global control can keep track of what is happening.

To understand the essence of the phenomenon of a multicultural personality, we are led by N.K. Roerich about the "beneficial synthesis", which is understood as the "unity of cultures", creating a beneficial cooperation of people, the views of Ya.A. Komensky on the need for students to develop the skills to live in peace with others, to fulfill mutual responsibilities, to respect and love people, the works of philosophers A.J. Toynbee, Yu.V. Yakovets on the integrity of the cultural and historical development of humanity and the presence of some similar principles of the functioning of cultures of different peoples. The isolation of individual, distinctive cultural worlds by scientists, attempts to answer the question about the nature of the interaction between them largely determined the modern approaches to the definition of multiculturalism and multicultural education. At the core of these theories are the ideas of the uniqueness and uniqueness of each culture and the need for dialogue between them.

Thus, today there is a certain contradiction between the multicultural personality of a social specialist demanded in a globalizing world, capable and ready for full interaction with representatives of various cultural groups in the framework of professional duties, and insufficiently developed pedagogical conditions conducive to the successful formation of a multicultural personality of a specialist social sphere when teaching a foreign language at the university.

## Results

In many EU countries, unexpectedly for many experts and analysts a crisis of the welfare state arose, nationalism and separatism intensified (Osipov et al., 2015), contradictions arose between the countries of Northern and Central Europe (Germany, France, Great Britain, Scandinavian countries), on the one hand, and the countries of Southern Europe (Greece, Portugal, Spain, Italy), on the other. At the same time, in the Middle East, North Africa and Tropical Africa, where social, political, interethnic and interfaith conflicts had ripened for many decades, revolutions and bloody civil wars broke out as a result of rising food prices and the impoverishment of a significant part of the population. As a result, the Middle East and much of Africa became a hotbed not only of regional but also of global destabilization, and attempts to overthrow the political regimes by radical Islamists in many countries with the ultimate goal of creating a "World Caliphate" in the future threaten all states without exception (Lyaushcheva, Karabulatova, Zhade, Ilyinova, 2018; Barabash et al, 2018). On the whole, further prospects for the development of the socio-political

situation in the Middle East and North Africa due to the deepening of ethnosocial and cultural conflicts remain very difficult and even tragic (Polekhina et al, 2018). At the same time, as the experience of Iraq, Libya, Mali, Syria has shown, the intervention of Western countries in the conflicts in the Middle East often contributes not to stabilization, but, on the contrary, to deepening social, inter-ethnic and interfaith conflicts. External intervention is often only to the benefit of radical Islamists and terrorists, and the illusions of “managing” them by certain states and their special services turn into chaos in world politics. The situation is somewhat different in the post-Soviet space. In many post-Soviet countries, including Russia, the global crisis has contributed to increasing the role of the state in economic, social and cultural life, as well as strengthening authoritarian political trends. As a result, many social, inter-ethnic and inter-confessional problems turned out to be “driven inside”, but not resolved (Karabulatova et al., 2018). However, the situation of the last two years, unfolding in Ukraine, vividly demonstrates the unfolding identity crisis, including ethnic, and not the readiness of not only the country's leadership, but also the world community to new processes in Ukrainian society. In general, the global crisis has had a controversial impact on Russia and other post-Soviet countries (Karabulatova, 2016; Tugelbayeva, 2012)

In general, the global crisis has had a controversial impact on Russia and other post-Soviet countries. On the one hand, he contributed to the deepening of social, interethnic, interfaith and socio-cultural problems, and on the other hand, he temporarily put them in the background in the face of aggravating economic problems and problems associated with the low efficiency of government. It should be borne in mind that in the post-Soviet region the most complex and explosive socio-political situation in the future is emerging in the countries of Central Asia. The growing contradictions between different clans, ethnic groups, ethnic groups in Kyrgyzstan have already led to several “color” revolutions and to the actual split of the country into two parts. In Uzbekistan, Tajikistan and Turkmenistan, these contradictions are constrained by tough measures taken by authoritarian regimes, as well as by a massive outflow of labor emigrants (primarily young people who cannot find work in their homeland) to Russia. Meanwhile, we have to admit that this situation is not stable and could explode at any time. Thus, we must recognize the need for a balanced approach to content placement, on the one hand, and on the other hand, the thoroughness of the analysis of incoming information depending on the goal setting of the authors.

Ethnic self-consciousness, on the one hand, reflects objectively existing cultural features, and on the other hand, it is able to actively influence the evolution of ethnic communities, increasing interest in national culture and history, contributing to the formation of specific national interests. Today we can only assume how close and / or far these cultures were from each other. So, about the influence of the spiritual world of the Turkic culture on the world of Europe and Asia before and after the Great Migration of Nations, it is quite interesting to write in the context of the mythologized modern consciousness M. Aji (2007) and O. Pritsak (1952).

Identification of oneself in social space is revealed and manifested in the process of speech communication. A communicator delineates “his circle”, distinguishing himself from another by some “identification factor”: age, ethnic, social or gender identity, etc. Thus, for example, the influence of religion on the cultural development of Poland led to the emergence of “respectable” turns in the Polish language, which express exceptional respect for the interlocutor. In Polish, unlike other Slavic languages, a respectful appeal to an unknown person or interlocutor, with whom we have purely formal relations, is verbalized with the help of the lexeme “pan / pani” and the verb form 3 l. Units: “Czy Pan chce? / Do you want? ”, “Czy Pani to zrobi? / Will you do it? ”. In Russian, unfortunately, we do not have this. However, in the Siberian culture the lexeme “pan / pani” itself is an ethnic identifier due to the presence of the Polish diaspora in the Tyumen community (former Tobolsk gubernia). However, as SGFil notes, “for 400 years the Polish diaspora of Siberia was integrated for various reasons and itself was actively integrated into the multicultural, including linguistic, environment of Siberia, and so successfully that it almost lost its national identity” (Fil, 2010).

The first of the Poles to face the dilemma of “entering a new culture without losing their own” was unknowingly solved by the Cossacks of the “Lithuanian list” (Polish gentry of the Grand Duchy of Lithuania Polish-Lithuanian Commonwealth, prisoners of war and mercenaries) recorded in “the boyar children”, and their campers turned into “foot soldiers” Cossacks. Having settled in Siberian spaces, they quickly became bilingual, because in the multinational Russian pioneer detachments Poles, Zaporozhians, Germans, and French quickly acquired knowledge of Russian as a language of interethnic communication, in which they increasingly communicated with the indigenous population. In external relations with the administration and non-Polish colleagues with the constant change of the place of service, the Siberian Poles used Russian in all spheres and forms, including the family language. However, among themselves and in dealing with God for a long time they spoke their native language. Here, the native language acquires the sacred meaning of communication with the world of the mountain, native of the spirit of culture.

This is not to say that modern reality is simpler. There is no doubt that the modern Eurasian language personality is multilingual and is characterized by: a) compulsory possession (at least in varying degrees) of three / four linguocultural codes (state (Russian / Polish), native (Tatar / Mansi / Silesian German or another language), confessional (Latin, Arabic, Old Slavonic, Greek, Hebrew) and other world languages (English / Chinese); b) the ability to operate with concepts of foreign cognitive structures in the communicative space to lety hometown and state language; c) the ability to operate with concepts of the native language in the space of the communicative structure of the state language (Karabulatova et al., 2017; Zamaletdinov et al., 2014). First of all, the silence of the confessional side of trilingualism among Turkic-speaking peoples is connected, in my opinion, with ethnic traumas and certain negative historical facts in modern politics (Osipov et al., 2016). As a rule, ethno-trauma acquires hypertrophied features and requires inclusion in the mechanism of national identification. Historical examples of ethnic traumas are the defeat of the Kazan Khanate in the war with Ivan the Terrible, the fall of the Siberian Khanate, the war in the North Caucasus, the introduction of a "Pale" for Jews in Russia, the defeat of Germany in the First World War and the Versailles Treaty, etc.

The very complexity of cultural texts is determined by the complexity of consciousness of both the addresser and the addressee, and therefore we face the necessity of admitting two essential conditions that are predetermining when modeling interpretation processes as such. Namely: firstly, it is the presence of discursiveness of the operated meanings and, secondly, the presence of connotations of values that accurately determine the system of secondary (additional, indirect, connotative) meanings of linguistic units and in the mind of the author and the recipient, which together generates a productive nature cultural text. It should be noted that the meanings expressed in the discourse, as a rule, are more precise than the meanings that make up the discourse of specific discrete units (words, phrases, individual sentences, etc.).

We distinguish the following components in the structure of a multicultural personality: cognitive, motivational-affective and behavioral.

The cognitive component includes knowledge of the cultural phenomenon, the cultural diversity of the world, current globalization trends, as well as the principles, methods, techniques of intercultural interaction and the prevention of conflicts caused by cultural differences. The motivational-affective component is determined by such personal qualities as empathy and tolerance. The behavioral component is conflict tolerant.

Globalization with its contradictory phenomena, which have a tendency to increase, sets a primary task for education - preparing future specialists for professional activities in a multicultural environment, developing skills to communicate and cooperate with people from different social groups, nationalities, religions. Therefore, the problem of the formation of a multicultural personality, able to find and find ways to resolve social and cultural tensions, to show tolerance, is becoming increasingly important.

Speaking of multiculturalism as the ability to conduct dialogue, to understand a person of another culture, to perceive him as he is, to support him in a critical situation, and also as an opportunity to enrich his culture, when, understanding another, you are enriched by yourself, it can be argued that it is multiculturalism personality is one of the effective means of confronting the negative effects of globalization, a mitigating factor of globalization processes.

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