

quently-used for future teachers because it is thought to give them everything needed to be a qualified teacher of the English language: British standard pronunciation, standard grammar, and so on. While other students majoring in law, economics and other take a year or year and a half course of ESP [2, p. 43]. This system of teaching English in tertiary education has existed in our country for decades but since English has acquired the status of a global language the models and approaches should be changed to meet the needs of the rather different world we live in today. The model that we see as one of the most efficient is ELF since this approach directly addresses some of the issues that global English raises [3]. One of the examples is that the question of teaching English pronunciation is raised; taking into account that today more and more communication in English takes place between two non-native speakers it makes no sense for students to imitate a British accent. Thus the aim of the research is to develop pedagogical foundations of teaching ELF.

It is obvious that all these models have their own peculiarities which are most obvious when we compare the models to one another, so one of the study objectives is to analyze the concepts of English as a learning subject.

Conclusion. The new status of the English language and the globalization of higher education make reasonable the development of the pedagogical foundations of teaching ELF, which are necessary for the further implementation of this teaching model in universities. The description of pedagogy-related peculiarities of teaching ELF can be used by teachers on tertiary level of education to develop student's communicative competence.

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V. K. Skopintseva

Baranavichy State University, Baranavichy, the Republic of Belarus

GLOCALIZATION OF HIGHER EDUCATION IN THE REPUBLIC OF BELARUS (ON THE EXAMPLE OF BARANOVICHI STATE UNIVERSITY)

Introduction. At the present stage of social development, glocalization, which includes globalization and localization, stands out as the leading trend of transformation processes that embraces all spheres of public life.

Glocalization has also affected education. Before considering the process of glocalization of higher education, it is necessary to understand the concept itself.

The term glocalization in the scientific field was introduced by the English sociologist Roland Robertson. He described the term “glocalization” as the change in processes occurring at the global level, depending on the local context [1, c. 37].

Originally this term was used in the field of Japanese marketing and meant the adaptation of a certain farming technology to local conditions, then the adaptation of a product intended for distribution on a global scale to the conditions of a particular local market. Thus, at the beginning term “glocalization” had a practical direction [2, c. 66].

Main part. In the field of education, glocalization means a combination of globalization processes, which in the modern world have obvious characteristics belonging to national cultural tradition [3, c. 87].

Also, for modern Belarus, the problem of glocalization of higher education, with all its novelty and the possibility of various approaches in theoretical comprehension, has a practical orientation. The reasons for this are the profound transformation of our society associated with the collapse of the Soviet Union and the emergence on its territory of a number of independent states, one of which is Belarus.

The process of globalization can also be viewed in a narrower sense. There are a lot of higher education institutions in Belarus, which are located in different regions and combine the features that are peculiar to each establishment and their own distinctive features. Common and distinctive features can be observed on the example of Baranovichi State University (BarSU).

Baranovichi State University can be called the center of social and cultural activities that are important for the entire city. During the work of the university, cultural contacts and exchange of experience with foreigners take place. Many of these “guests” are non-native speakers, and this fact clarifies the strengthening of the role of a foreign language in BarSU, in particular, and in other institutions of higher education throughout the country.

After the formation of the Republic of Belarus, we are gradually joining the globalization processes, which are manifested in a sharp increase in the number of ties with other countries. The Bologna process can be called a manifes-

tation of these ties. Belarus entered this process in 2015, but complete integration has not yet taken place. This affected all educational institutions in the country, that is, it had global consequences within the country.

However, Baranovichi State University has its own regional features associated with the Bologna process. Thanks to the Bologna process, academic mobility of BarSU teachers in 2015—2016 was implemented as 20 participants worked in the framework of the ERASMUS+ project, republican projects of the BRFFR. University staff took part in seminars of international projects in Jelgava (Latvia), St. Petersburg (Russia), Kaliningrad (Russia), Krakow (Poland), Tambov (Russia), Baku (Azerbaijan), Warsaw (Poland), Jarna (Sweden), and Biala Podlaska (Poland).

The partners of BarSU (in the direction of academic mobility of students and teachers) are the Latvian Agricultural University, the Zoological Institute of the Russian Academy of Sciences, the Baltic Federal University, Krakow Academy of Andrzej Frych Modzewski, Tambov State University, Smolensk State University, Moscow State University for the Humanities and Economics, Catholic University, Bialystok Technical University, International University for Economics and Humanities [4].

Conclusion. Thus, the globalization process has its own tendencies. Glocalization occurs in any culture. As contacts with the outside world expand, the emphasis is shifting more and more to the “local” component rather than the “global” one. Using the example of Baranovichi State University, we can see the main features of this phenomenon, which includes the influence of global trends on the higher education system and the regional characteristics of the university.

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V. Staseva, I. Kirnogyi

Baranavichy Gymnasium № 5, Baranavichy, the Republic of Belarus

VISUALIZATION IN THE EFL-LESSON IN MODERN BELARUSIAN SCHOOL

Introduction. The scientific novelty of the results obtained during the research is defined due to the fact that the given research is the first to analyze the effectiveness of a tailor-made visualized narrative as a part of EFL-lesson plans for modern Belarusian school.

The aim of the research is to investigate the ways in which visualized character images as a narrative component can be properly selected and incorporated into an EFL-lesson plan and the positive effects they have on the individual learners and the classroom community.

The aim predetermines the following minor objectives:

- 1) to give a brief overview of the previous studies on narratives in general and on using story-telling in the EFL context;
- 2) to study a selection of English coursebooks used in modern Belarussian school (printed in Belarus and abroad) so as to define the frequency of using images of characters as a narrative component of the EFL-lesson, to classify the images used for teaching purposes according to their narratological types and particular didactic functions;
- 3) to arrange a target audience questionnaire among young Belarusian learners of English so as to establish the type of character they would like to interact with at the lesson and the aspect of a foreign language they would prefer to be taught by means of using visualized character images as a narrative component of the lesson;
- 4) to produce a series of comics and short films with the chosen character to be used as a part of EFL lesson plans designed specifically for teaching the necessary aspect of the English language to the 6th formers.
- 5) to conduct a pedagogical experiment to find out the effectiveness of using visualized imagery as a means of teaching English grammar to Belarusian schoolchildren of the 6th form, taking into consideration individuals as well as classroom community in general.

Main part. Story-telling is one of the oldest of all art forms dating back to prehistoric times. It is no surprise that narratives are still very much alive today as part of our everyday lives and popular with people of all ages. The 80s of the XX century marked the beginning of the so-called “narrative turn” in social sciences, which is based on the assertion that “the functions of various forms of knowledge can be understood only by means of studying their narrative nature” [1]. Since then various aspects of narrative have been studied not only by narratology (the theory of narrative) and linguistics, but also by such branches of knowledge as medical science, law, history, philosophy, anthropology, culture studies, theology, sociology and teaching methodology.