

- 4) 13 ethnonyms (6 %) are formed by means of stylistically neutral German suffix **-er**: *Icelander, Berliner*;
- 5) We have met the suffix **-ry** in the nouns with different meanings:
  - “a set of people or things”: *Danishry* — the Dutch; *Jewry* — Jews, Jewry;
  - “a place of residence”: *Englishry* — an English region;
  - “the features of character, behavior”: *Irishry* — a distinctive feature of the Irish;
  - “the English nationality and citizenship” — *Englishry*. Being stylistically neutral the suffix **-ry** gives a shade of light irony.
- 6) 7 ethnonyms are formed by means of the suffix **-ese** as “speech manner, style” e.g. *Americanese, Afro-Americanese, Londonese, Cockneyese*.

**Conclusion.** The carried-out analysis of the theoretical material, literary texts by W. Thackeray and the animated series “The Simpsons” led to the following **general conclusions**:

1. The main way of word formation of ethnonyms is suffixation and the prevailing form of their expression is the form of ethnic stereotypes.

2. The usage of ethnonyms and ethnophaulisms in W. Thackeray’s works not always was the same: at later stage of his literary activity, the quantity of ethnonyms prevailed, at early stage-ethnophaulisms were used more frequently.

Analysis and systematization of structural types of ethnonyms allow concluding that the most frequently used ethnic stereotypes are connected with Americans, Jews and Chinese. The study revealed some difficulties in the analysis, connected with the specifics of the language, insufficient knowledge of this phenomenon, the existence of different approaches, as well as the lack of practical material. Certainly, analysis of ethnonyms made in the study is not exhaustive, as in the present study is not possible to cover all their features. At the same time, the basic regularities of English ethnonyms usage were identified in the work.

Having hardly stepped on the land of Albion, we meet with ethnonyms, reading the signs at the airport, road signs, listening to songs in English, flipping through newspapers and magazines. Thus, the study of this phenomenon is a step in the formation of a multicultural multilingual personality in terms of foreign language intercultural communication, which is very relevant today.

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## TEACHING ENGLISH AS A LINGUA FRANCA IN THE ERA OF GLOBALIZATION

**Introduction.** Today we consider English as the language of international communication which is on its way to becoming the world’s first truly universal language (lingua franca). And as the process that has contributed to such status of the English language in today’s world we must highlight the globalization of higher education. In its general meaning, globalization is a process of the integration of different cultures, languages, organizations, countries, etc from across the globe. Yet since this process affects education it becomes obvious that there is a need to improve approaches and teaching methods as well as develop the foundations and criteria for more successful language learning. Thus we can say that the relevance of the research is due to the further development of the processes of globalization reflected particularly in the change of the status of the English language and its transformation into the language of international communication.

**Main part.** It is an indisputable fact that there is no one specific way of teaching English; the choice of methods and strategies depends on the teacher, as well as on the cognitive abilities of the learner. This factor has influenced the existence of several models of the English language in English Language Teaching sphere. The question of which model of English to teach is faced by many scientists working in this sphere. Notice that we do not refer to different varieties of English such as British English or American English as models. D. Graddol gives the following definition of a “model” in his work: a “model” of English is a complex framework, which includes issues of methodology and variety, but goes beyond these to include other dimensions of the context and practice of learning English [1, p. 82]. In our study, three models of the English language are reviewed: English as a foreign language (EFL), English for specific purposes (ESP) and English as a lingua franca (ELF).

Approaches that teaching EFL requires putting the learner in the place of a foreigner who is studying the target language and culture where his main goal is gaining the acceptance from the target community. If we look at the example of higher educational institutions in Belarus and other post-soviet countries, teaching EFL has been the most fre-

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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### 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-