As for exclamations, they are used in German advertising slogans as often as in the English ones. For example: *"Give me a break! Give me a break! Break me off a piece of that Kit Kat bar!" (Kit Kat);* ,,*3...2...1... meins!* " *(eBay).*

We have noticed that most slogans consist of just one sentence. Moreover, there are hardly any complex or compound sentences.

The analysis of stylistic means has allowed finding a variety of stylistic means: parallel constructions, hyperbole, antithesis, metaphor, a play on words, simile, idioms, periphrasis, enumeration, and proverbs. Still, according to our findings, parallel constructions appear as the most popular means in the two languages. Probably, they are most effective in helping advertisers to urge consumers. For example: *"Inspire me. Surprise me. AMD me" (AMD);* ,,*Er kann. Sie kann. Nissan*" *(Nissan).* As for other stylistic means, their number was rather limited.

Conclusion. The analysis we made has allowed identifying the most typical and effective means of expressiveness found in English- and German-language advertising slogans. They are phonetic (assonance, alliteration), lexical (verbs, pronouns, adjectives, adverbs), grammatical (direct word order, ellipsis) and stylistic (parallel constructions). These means make slogans more colorful and memorable and thus help advertisers urge consumers. Our practical findings prove the theoretical basis of advertising slogans and also help to identify more similarities than differences between the two cultures.

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STRUCTURAL AND GRAMMATICAL TYPES OF ENGLISH ETHNONYMS

Introduction. Ethnonyms are irreplaceable in the process of intercultural communication. They concretize belonging of the participants and other people to this or that ethnic community. Thus, there are certain difficulties with the translation, which can lead to the international conflicts [1, p. 14].

According to the Kovalyov's definition, the **ethnonym** is "... any non-descriptive single nominee, describing people by ethnicity or nationality". It is derived from Greek 'ethnos' — people, nation and 'onoma' — name.

'Ethnophaulisms' as the term is entered in 1944 by A. A. Roback in the book "A Dictionary of International Slurs" [2, p. 23]. Ethnophaulisms are derogatory terms used by the members of one ethnic group to describe the members of another.

Main part. Thinking about ethnonyms W. Thackeray's literary works and the popular animated series "The Simpsons" are analyzed. Therefore, in the research work the structural and grammatical types of English ethnonyms, special cases of their formation and translation into Russian are analyzed. It was found out that the ethnonyms, which are based on personal names, are mostly used for naming the members of different ethnic groups.

We have found the most frequently used (16 examples) nicknames formed of the male personal name *John*; its derivates *Johnny, Johnnie*; different variations of the name *John — Jack, Jock and Jocko*; the female equivalents of the name *John — Joan, Jane, Jenny*; and its foreign equivalents — *Hans, Ivan, Jean, Jan, and Sean*.

One more widespread name similar to the name *John* is *Charlie*. The name *Charlie* is considered to be humiliating for a long time as it called the clowns at the circuses. The nickname *Charlie* first was given to **Chinese**, then (during the Vietnamese war) — to **Vietnamese**. Nowadays it is used mainly by the Afro-Americans to the **Europeans**: *Mister Charlie, Mister Charles.*

Ethnonyms can be classified according to their word formation. They can be formed by: the semantic derivation, metonymical transfer, metaphorical transfer, blending, abbreviation, clipping, suffixation, phonologic distortion and loanword.

We have found out that:

1) 57 of ethnonyms are formed by stylistically neutral Roman suffix **-an***: Chicago — Chicagoan; Hawaii — Hawaiian; Crimea — Crimean.*

2) The suffix **-ism** forms the nouns with the meanings:
   – "the theory, the doctrine, the ideology, the direction"; "language expression, language feature" — *Semitism, Scotticism*;
   – other meanings*: Londonism* — a London custom.

3) The suffix **-ist** forms the nouns with the meaning "a person occupied with a certain (usually intellectual) activity; follower of any direction", Romanist — the expert in the field of the Roman right; *Arabist* − the specialist in the Arabic language.

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-