

MINISTRY OF EDUCATION OF THE AZERBAIJAN REPUBLIC
KHAZAR UNIVERSITY

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

Major: 60201– Linguistics

MASTER THESIS

Title: The Role of Global English in Construction of Plurilingualism and
Multilingualism

Master Student:

Elza Aliyeva

Supervisor:

PhD Azad Mammadov

BAKU – 2017

ABSTRACT

The main theme of this work is the influence of English on a multilevel world-wide scale on the most diverse spheres of life in terms of globalization, multiculturalism and plurilingualism.

The main purpose of this work is to study the role and importance of the English language at the world level, the notion of its applicability in various sectors, as well as its general prevalence and influence on the current situation of the world cultural, social, political, linguistic and educational life.

The methodological basis of the study is a system-modeling approach to the multidimensional topic of linguistic distribution and politics, in which various aspects of these phenomena are consistently and purposefully considered with reference to theoretical provisions on the relationship between language and society in the current globalization.

This work consists of 81 pages conveying an introduction, the first chapter including three subheadings, and the second chapter with four subheadings, conclusions and a list of used literature.

In the conclusion of the work, the results of the research have been summed up and introduced with a general analysis, and consequently it becomes clear that this work is primarily a study that explains the situation that has developed over many decades in terms of linguistic diversity and processes occurring in societies from the point of view of English language globalization.

TABLE OF CONTENTS

INTRODUCTION.....	4
I ENGLISH LANGUAGE AND GLOBALIZATION.....	9
1.1. What is globalization and global English?.....	9
1.2. World Englishes.....	19
1.3. Teaching Global English.....	25
II PLURILINGUALISM AND MULTICULTURALISM IN THE DISCOURSE OF GLOBAL ENGLISH.....	36
2.1. Promoting Plurilingualism through Global English.....	36
2.2. Promoting Multilingualism through Global English.....	53
CONCLUSION	72
REFERENCES.....	77

INTRODUCTION

Language as a social phenomenon has always been and remains the focus of researchers. It is due to the fact that the language in society performs the most important communicative and cognitive functions. Throughout the history of the development of both linguistic and socio-philosophical thoughts, the theory of language was developed by the most prominent scholars. The central problem in all the teachings on language inherited in the past and in the present is the understanding of how language has arisen and what is its nature. The correct understanding of the integrative role of language in the system of modern social relations depends on the answer to this question, in the conditions of such phenomena as globalization, multilingualism and plurilingualism, which are mainly touched upon in this work.

Language as an independent phenomenon, has long been the subject of research in Humanities and Social Sciences. At the same time, the generalization of achievements in the field of language research indicates the presence of controversial and unresolved problems. First of all, it is a problem of the nature of language, its emergence and the connection of language as a form of reflection with reality, its dissemination in different conditions and at different levels. The solution of these problems is possible, in my opinion, on the basis of applying an adequate approach to the study of language from the point of view of globalization multilingualism and multiculturalism.

The world unites with the aim of solving interstate or local regional problems. Today, no country, no society, social groups and individuals are not perceived as closed and self-sufficient phenomena. They are included in the general relationships and interdependence. The process of globalization is becoming the main sign of our time.

The universal interconnection, interdependence and mutual relations are the law of the extremely complex and contradictory processes of globalization. The modern world is so dynamic and has become much less for humanity than any other hundred years ago.

Borders are gradually eroding, people live much closer to each other not only in large cities, but even in countries around the world. And the indisputable fact to date is that the original guarantee of such convergence is Global English.

But why English? For a modern individual, the question is rather rhetorical. The following factors can be distinguished: the political and economic superiority of English-speaking countries such as the USA and Great Britain over the past decades, their aspiration to penetrate the world information space, the unconditional priority of the English language on the Internet (even the sites and codes for them are "prescribed" in English), its dominance in the process of intercultural communication and so on. Nowadays English language has become a global matter in the world. Its uses have expanded to cover virtually anything from the language of international relations to the language of science; from the language of international business to the language of tourism and popular culture. So, now, English language is a lingua franca for the representatives of very different nationalities and it has "enormous functional flexibility". One of the important reasons of the expansion of English language is the role of nonnative English speakers and their readiness to accept this language. In fact, the overall majority of English speakers worldwide are the nonnative speakers who often use it in the influential networks, and the proportion of such speakers is rapidly growing. Along with the use of English in various fields, nonnative speakers have brought a variety of the English language in the linguistic sense. Since the use of English language as lingua franca manifests in the spoken language, the accent is one of the evident area of this diversity. According to the linguists, linguistic diversity and the variation of accents are acceptable as long as intelligibility and conversation flow will be secured. It means that interlocutors are required to have a cultural sensitivity since many of the English accents – native or non-native – they will encounter will be unfamiliar to them.

"Language connects people to each other in social relationships and allows them to participate in a variety of activities in everyday life" (1, 1). English language helps to model such a global community, in which it is possible to freely exchange information

between any language collectives. Without English, professional development is impossible. Today it is a fact that more than 80% of all information, including 75% of business correspondence, is stored in English, and this is without taking into account the film and music industry.

The main goal of the study is to identify the role of English in the world arena, to indicate its scale of applicability in various spheres, as well as its prevalence and impact on the world as a whole, and also to analyze in detail its role in the globalization process and in Conditions of multiculturalism and plurilingualism.

In general, it can be said that in this work, along with the main goal, multilingualism and multiculturalism are considered in the context of the globalization of English, in its various aspects and possible forms. It should be said that all this was considered not as a theory but more as a practice that resulted in a modern reality, and one of the most important goals was to try to imagine its possible future, to assess the successes and failures of the plurilingual and multicultural policies as practices.

The interdisciplinary nature of the research required the involvement of both general scientific approaches (analytical, comparative, linguistic, historical and cultural, historical reconstruction of facts, etc.), and sociological and specific philosophical methods. Among them: socio-cultural, axiological method, that is, a method that defines the category of values as the semantic basis of human existence, approaches to research of ethnocultural, linguistic identity, the principle of objectivity in the study of language functions, the method of typology, modeling, systematization. The methods of analysis of specific spheres of culture were used: linguistic, linguistic-cultural, as well as observation and comparative analysis of the results of various studies in the linguistic-cultural sphere.

In order to achieve the goals, the following objectives were set:

To define the essence of Globalization through the study of the set of interpretations of this concept, to trace the evolution of the term and to highlight its modern meaning in scientific discourse;

To determine the importance of globalization of English and its role in the processes of migration and integration of various cultural groups, and also to reveal its influence on existing processes, the degree of their reversibility and impact;

To analyze the main forms and directions of the policy of Plurilingualism and Multilingualism in the context of the Global English;

To assess the possible future of a multilingual and multicultural concept that is being studied;

To determine the possibilities, prospects and relevance of this work for contemporary world realities, to try to project the variants of globalization of English, plurilingualism and multiculturalism that have been studied to the conditions prevailing in our country.

The object of the study is the English language and its influence at the international level on the most diverse life spheres in the context of globalization.

The subject-matter of the study are the linguistic and social basis and the role of English in modern society in the context of globalization, in other words, globalization and English, plurilingualism and multilingualism in the context of globalization.

As a theoretical basis of the work, the theory of communications and its particular case - various processes that occur through the spread of the English language - and the theory of intercultural and interlingual communications and tolerance have emerged. And the main theoretical importance in itself is the adaptation of the theory of communication, to the linguistic and cultural picture of the world, which determined specific theoretical attitudes: the theory of communicative action in the context of the globalization of the English language.

The practical significance of the research is related to the possibility of using the results obtained in the implementation of the policy of globalization, plurilingualism and multilingualism by other states, including the Republic of Azerbaijan, in order to avoid mistakes, and take into account their achievements.

In this study, the specificity of linguocultural globalization through the English language is revealed, its primacy in the system of globalization aspects is grounded; the status of the global English language is justified, which, preserving the identity of different cultures and languages of the world, allows to unite them into a common cultural and linguistic space; interpretations of the concepts "globalization", "global English", "multiculturalism", "multilingualism", "plurilingualism" from the point of view of the linguistic and political distribution of the English language at the world level are given; a model of linguocultural globalization based on the example of English language is developed, which presupposes the possibility of cultural hybridization of the world and fixes the emergence of a transculture that is significant for objective globalization processes;

This work consists of an introduction, two chapters, conclusion and a list of used literature.

In the introduction, the relevance of this research, the degree of its development, its objects, and also its purpose and objectives are justified.

The first chapter examines the English language and Globalization, the very notion of globalization, that is, what is Globalization, the cultural codes of globalization and the teaching of Global English.

The second chapter touches upon the notions of Plurilingualism and Multilingualism in the context of Global English, the advancement of Plurilingualism through Global English, the promotion of Multilingualism through Global English, as well as the transition from Multilingualism to Multiculturalism, besides this, a phenomenon such as Americanization is considered.

In conclusion, the results of the work done are summarized, general analysis and results of the study are given. At the end of the work there is the list of used literature.

I ENGLISH LANGUAGE AND GLOBALISATION

1.1. What is globalization and global English?

Globalization is the process of the ever-increasing impact of various factors of international importance (for example, close economic and political ties, cultural and information exchange) on social reality in individual countries. There are three types of globalization: economic, cultural and political.

The most powerful factors of globalization are linguistic and economic, manifested in the presence of transnational cooperation, corporations operating simultaneously in many countries and using new historical conditions in their own interests. But it is not necessary to believe that globalization is a kind of gigantization or a mixture of dissimilar processes. Globalization is an objective process that determines qualitative changes in the global space, an increase in the interconnectedness and uniqueness of individuals or civilizations in general. “Globalization can be thought of as the widening, intensifying, speeding up, and growing impact of worldwide interconnectedness” (62, 16).

Some place great hopes on globalization as a panacea for various distortions in various spheres of life. And others - antiglobalists - fiercely hate and criticize everything that is connected with it in each way. The subject of a lively debate is literally everything - what is globalization, when it began: there are different points of view and whether globalization is a phenomenon of the last several decades or whether it was possible to talk about globalization even when one people could establish contacts with other peoples, located on the opposite side of the globe. How globalization relates to other processes in public life, what are its immediate and remote consequences. And what can be called globalization and what is not. The abundance of opinions,

approaches, assessments in itself, does not guarantee a thorough study and solution of the problem.

Globalization is increasingly associated with the notion of culture, which in turn is associated with two phenomena. The first is the spread of Western individualistic values among an increasing proportion of the world's population. These values are promoted by social institutions that recognize individual human rights and attempts to protect human rights at the international level.

The second trend is the borrowing of Western "rules of the game" throughout the world. Bureaucratic organization and rationalism, materialistic views, values of economic efficiency and political and linguistic democracy are spreading in the world since the time of the European Enlightenment. At the same time, the special role of cultural consensus in the world should be recognized. Although the world system has always been multicultural and multi-lingual, one cannot fail to note the growing influence of Western values: rationality, individualism, equality, efficiency - in other parts of the world.

The process of globalization of culture creates a close connection between educational, linguistic, economic and cultural disciplines. Such an impact is determined by the fact that social production increasingly focuses on the creation of intellectual, cultural and spiritual goods and services or on the production of "symbols." And in the sphere of culture competition is increasingly felt at various levels and in different spheres.

Globalization, in other words, is a process, during which the world turns into a unified system. Again, we note that at the end of the last century, globalization has become an urgent topic for reflection, discussions about it have not stopped, but have intensified.

There are several sources of globalization:

1. Scientific and technological progress, in particular, the development of the Internet, by means of which the distance between states is erased. Today we have the

opportunity to learn news from anywhere in the world, as soon as they happened, to watch pictures and videos from satellites in real time. Also, distance learning was available in educational institutions of any country in various languages.

2. World trade, which has become much freer due to liberal measures. Thanks to the measures taken, tariffs on trade in goods and services from abroad decreased.

3. Transnationalization, which essentially represents the exchange between countries of those benefits that in one state are abundant, and in the other are absent. Transnational companies today dominate the financial and information markets. The economy of all countries is turning into a global one.

4. The transition to market relations, which, to a greater or lesser extent, occurred in the countries of Europe and the former USSR, thereby supporting the US economic views.

5. Unification of cultural traditions. The media become homogeneous, globalized. English has become an international language, as in its time, Russian was the main for the countries of the Soviet Union.

I believe that without globalization, the world would not be as it is now. If everyone were only in their "fortress" and came out from there, only for prey, figuratively speaking, then, we would remain in the Stone Age. Of course, globalization has pronounced disadvantages. For example, 80% of all modern wars have happened in one way or another due to the impact of globalization.

One can also consider globalization from the point of view of politics, which is one of the fundamental features of this phenomenon, especially in the modern world. Political globalization is manifested in the institutionalization of international political structures. For example, the European system was formed as an interstate system - a system of alternately conflicting and unifying states and empires. The earlier world systems, in which the unification was achieved mainly through violent force, were subject to fluctuations between multicenter interstate systems and world empires, in which one dominant state was conquered by all other states of the region. The modern

world system has remained essentially multicenter, the reason for this was the transition to a form of association based on the production and sale of goods for profit, that is, the transition to capitalism. States claiming the role of hegemons preferred to follow the strategy of control over trade and access to resources imported from the periphery, instead of conquering other states and getting money from them.

From what has been said above, it becomes clear that globalization is a fairly complex, multifaceted, dynamically developing phenomenon. Globalistics as a scientific direction, studying the processes of globalization in the world, is becoming increasingly important. Within the framework of globalistics as an interdisciplinary science, several areas of research of globalization processes are singled out. These include world-system analysis, a model of global society, a model of global capitalism, a model of global culture. “There many codes of globalizations and one of them is English, which usually characterized as global international Lingua Franca” (13, 9).

Today, the majority of ELF users are non-native speakers inside and outside English-speaking countries, so that as the term lingua franca implies, ELF is “an additionally acquired language system that serves as a means of communication between speakers of different first languages” (55, 146). As a consequence, in a sense, there are no native speakers of ELF. This does not mean that ELF would be a restricted pidgin language: ELF is used in countless, often influential domains, which leads to a great deal of linguistic variation and presumes elaboration. Diversity, in turn, does not mean that ELF would be incomprehensible: diversity of linguistic backgrounds, uncertainty of shared knowledge, and potential misunderstandings can be tackled by special kinds of communication skills, such as various clarification and repair strategies, which often promote intelligibility among ELF speakers (44, 147).

There are different dimensions of globalizations including politic, military, economic, technical and cultural.

Globalization is a process of communication of various people, nations, companies and so on. This process has effects on the environment, on culture, on

political systems, on economic development and prosperity, and on human physical well-being in societies around the world.

The global distribution and the importance of the English language can be considered since the fact that this language is referred as the most powerful, affordable, “easy to handle” and an effective means of communication all around the world, which for the first time was called “a global language” in the book “English as a global language” of D. Crystal. As it is often noted, not only flexibility, clarity or the ease of learning, but also the importance and value makes English so popular. Due to its communicative potential English becomes a flexible instrument of international integration and cross-cultural interaction. According to the statistics, showing the frequency of use of the main languages in international communication, English retains the status of the most frequently used languages nowadays. English is spoken by more than 1.5 billion people in the world today. More than 1.4 billion people now live in the countries where English is the official language. According to forecasts, by 2010 the rate of the people for whom English language is the second language was higher than for whom English is the first native language. English is the most popular language among the studied in the world and the dominant language in the scientific field, where 70-80 % of all publications are published in English. This language is de facto official and working language of the most international organizations and has official status in 62 countries around the world. Despite the fact that there is an official policy to ensure an equal status for all official EU languages in the framework of this Union and that the ideal for European Union is “a multilingual informative society” no language has such a privileged status in the European Union as English. Only English language is de facto the language of contacts among people, who speak different languages.

With the support of the EU in the field of education and social development at the regional level, the spread of technology and business information there were established many monolingual projects or, at least, the projects which involve the use of English along with one regional language. The necessity of learning English is dictated by the

needs of higher education and of the market. People who speak English are characterized by high social mobility and are in high demand. "All acts of linguistic representation are scenes in a dream of social relations" (1, 11).

Currently in EU and all over the world English is used in popular magazines and newspapers, airports and flight control centers, international business and diplomacy at scientific conferences, in international exchanges, sports and international competitions, pop music and advertising. In general, now English has great prestige than it has ever been in history. It is believed that the knowing of this language is beneficial and people learn it in order to give themselves the opportunity for career development and keep pace with the international community.

English as a language of international communication, like many other languages, uses the phonetic alphabet and fairly simple syntax. The special linguistic characteristics of English facilitate rapid dissemination of information on the latest technological developments in the world and is associated with scientific progress. "Among six official languages of the United Nations' Organization English is the most relying one and one of the working ones." (62, 31).

Overcoming geographical barriers, a revolution in the field IT along with the development in economics, management and entertainment industry, is transforming not only the world, but the language itself, which is reflected in different manners of speaking and writing, the changes of lexical and grammatical forms, as well as simplification of forms and abundance of conversational structures. As a result, English becomes available to everyone, which makes people tolerant towards different territorial, stylistic and individual peculiarities of speech, language, democratize the character and makes its "global English", "English for everyone."

The surest factor in accelerating of the development of globalization - is the spread of the English language. The urgent need to improve the teaching and development of objective criteria to learn this language much more efficiently became very obvious. This need became the main cause of research that intensively continues

now. The consequences of becoming English the leading international language of communication are obvious: the English-speaking countries and cultures are and will be dominant in the world. English really moved far forward on the way to earning the status of international language, and thus actively contribute to the process of globalization.

The future of English as globalization is not so clear. It is obvious that there are not only advantages but also disadvantages of the fact that English takes part in the globalization process. However, the prospects of this process are controversial. Some people believe that there are no external constraints for the dominance of the English language, therefore, it means that English will eventually become a "second mother tongue" throughout the world, and then even the first, if not for all mankind then for its most culturally and socially active part. Others put the reality of such perspectives under the question, justifying it by the fact that while the nations and nationalities have such concepts as "own mentality", "ethnic culture", "own history", then this will never happen. The worldwide spread of the English language cannot but have relevant consequences, especially for the development of the world's languages and the world of society and the processes taking place in the English language. The consequences of globalization are the following: the changes in the structure of the global English language compared to the standard. Becoming widespread in various fields of communication and using in different cultures, the English language is the subject to change in the direction of simplification and it varies accordingly to the conditions and realities of the culture of the country in which it is used. Unlike many of its variants, global English language will tend to standardize, to use of a single system and simplify. According to D. Crystal the functions of the global language includes a clear and convenient expression of the speaker's own thoughts, as a rule, to the detriment of their form. This suggests that simplification will take place at the following levels (13, 148):

1. Lexical. Despite the richness of daily English idioms and clichés, their consumption will also be reduced. As a proof for it the inconsistency of idioms with

cultural, historical and social realities which are operating in the moment in British and American English with user countries languages.

2. Grammar. The process of simplification affect also this level of language, since some aspects, such as double negation, or various shades of modality can cause difficulties in use and, therefore, will gradually be avoided, and subsequently expelled from the language.

3. Syntax. The dominance of short form of sentences will be motivated by the desire to avoid misunderstandings in the process of intercultural communication and a clear expression and communication to the interlocutor's own thoughts.

The impact of the Internet will affect the English language at all its levels, because the Internet today occupies an important place in the life of society, and there is more and more new terminology, concepts and phenomena.

The second consequence of the globalization of the English language is a strong influence on the development of world culture provided by this language. By culture in this case it is meant the uniqueness of the various forms of human life, history, culture and everyday life at this stage of social development.

Currently, the issue "Language and Culture" takes on a new reading. For example, analyzing the semantic structure of culturally-specific concepts in different languages, it can be argued that by analyzing the language, in every sense you can understand the specifics of a particular culture. "One of the accepted definitions of culture is that "culture is socially acquired knowledge."

English Globalization promotes moral values of those countries in which it is an official language, for the reason that the language - this is a direct mirror of the country where it was originated. As an important role in the acquisition of the language of the global status plays a social factor, i.e. the military, economic and political power of the state, redistribute it, and in most of these characteristics at the present stage are expressed in US development, we can rightly talk about the influence of this country on

the processes of cultural globalization. Therefore most countries of the world takes as an ideal the culture and life of this country.

Most researchers even not denying US privileges, consider the influence exerted by this state more negative than positive. It can also be associated with the political views of this or that country. In light of the problems of language and cultural ties should be noted the processes accompanying linguistic and cultural globalization. At the moment, there are four actual directions (57).

1. First, in the process of economic globalization of the global culture, global language and the values which were introduced by them accompany the internationalization of the business sectors of society.

2. Secondly, along with the cultural values there are also dissemination, implementation and internationalization values of mentality, thinking and ideology of the Western intelligentsia. The active mediators in this process are the foundations, scientific and cultural communities, some private organizations, non-governmental organizations and transnational institutions that perform social or cultural mission.

3. By the processes of the third group concerns the so-called spread of mass culture. This process refers to the Westernization category because mass culture is western, but in a more specific sense, American roots.

4. The fourth process is typical for the development of society at the present stage and is associated with the spread of the Protestant religion, especially evident against the background of strengthening anti-Islamic movement.

The English language has become a means of international economic, technological, cultural and scientific communication. Therefore, learning English is now a greater extent due to the pragmatic, practical goals than the interest in the language itself, and the attractiveness of life and everything connected with its homeland and carrier states of that language. In this case, this language is the subject of specific practical aim of studying.

Globalization, involves not only the unification and simplification, but also the absorption and disappearance. It is supposed disappearance of minor languages because of the popularity of English language. Possible disadvantages of globalization can also be classified as: education of the elite monolingual language class in society, representatives of which will ease on all other languages due to the dominant position of their own language; the allocation of a special, more privileged class of carriers of the language, with advantage to the learners of this language; decreased interest in the study of other languages, stressing the practical use of English.

Although the process of language extinction occurs at the time of their appearance, and always has been driven by social, military or economic, as well as the historical dominance of certain communities, the question of extinction danger of unique languages and the need for national identity arose particularly in recent years, due to globalization and the spread of languages, with more wide use in society. Impact of the global English language for the development of local languages produces the opposite effect, problems associated with the development of local languages become more obvious. It also contributes to confusion not fully mastered English and fix on a particular area, with the local language. “English is established from the other languages by having very significant numbers of non-native speakers, it is the one most affected by globalization” (62, 154).

But it should be noted that the global spread of the English language does not cause weakening of interest for other languages. Thus, according to research conducted in different countries, such as Australia schools, the Japanese language is taught as the main foreign language, where they pay much attention on it, whereas in the United States they pay more attention on the study of Spanish, which can be explained by extralinguistic reasons. Among them it can be specified, for example, the closeness of geographic location of Spanish-speaking countries to the United States, and that a huge number of Spanish speaking countries live in the United States.

With regard to "international English", it remains only to be surprised and wonder why, in spite of the modern historical, political and economic context in Europe, it has become a universal language. Its dominance nowadays is so strong that even eternally resisting France was forced to admit that English is no longer regarded as a foreign language. Following the global markets and a global network of entertainment and travel comes a global communication in an international language.

E-mail and the Internet is widely used around the world, and it is certainly a very convenient, fast and effective means of communication which is fully established in all fields of our life. People in different countries have to adapt to the language and features of electronic means of communication, which were created naturally by the English language. To communicate in another language, they have to resort to various technical tricks.

For example, adopted in different European languages superscript characters cannot be used in most e-mail programs, at the same time they apply to the non-Latin alphabets (Russian, Greek, Chinese, Japanese, and others.). These innovations divide people, who do not understand English.

There is also another point of view, according to which the global spread of the English language may adversely affect its own carriers. The spread of the English language as an instrument of globalization of English-speaking countries makes their inhabitants vulnerable as a nation, and in some measure deprive the national identity and creates the conditions for the transition, mixing, exposure to changes in the object of people's ethnicity - the language of other ethnic and folk masses.

1.2. World Englishes

A language is considered as a global when it plays a special role in most of the countries. Such a role will be obvious in the countries where a large number of people speak this particular language as a native one. In case if this particular language is

English it would be such countries as the USA, Canada, Great Britain, Ireland, New Zealand, South Africa and so on.

Many English-speaking countries accepted English language status in their constitution (e.g. India). “In certain countries, the question of whether the special status should be legally recognized is a source of considerable controversy – notably, in the USA” (13, 124).

The study of “The World Englishes” is very popular now. The features of different Englishes are not considered as errors but may instead represent components of a New English. For the time being the variations in Linguistic is nothing new, and there are variations of English language not only in pronunciation and vocabulary, but also in grammar. For instance, in English languages there were lots of present tense inflections, while nowadays most of inflections are substantially reduced in the dialects of England. In standard English there is an “s: ending for the third person singular, while in East Anglia dialect there is no any ending for the third person singular. For example: he make them; farmers make them. And such a fact may move towards the standard language. In contrast, Yorkshire English has an additional present tense inflection, with “thou hast” for second person singular. Moreover, the Northern subject rule, originating from Scotland, but attested over several countries in many vernaculars of the North and North Midlands, requires the use of –s on verbs with plural subjects unless the verb is adjacent to a pronoun. Following this rule, “Birds flies”, “They fly” and “They fly and swoops” are all grammatical. Such variations are also seen in American dialects. “Folks Signs” is grammatically right in the English of the American South.

Thus, today we have witnessed an unprecedented proliferation of English in the world that received the status of a global language and is widely used in various fields of activity and deeply penetrated into the various sections of society. This phenomenon is estimated in two ways: some believe that it is evil, a manifestation of linguistic imperialism and linguistic eradication; others see this as a positive development of mutual enrichment of languages and cultures caused by the natural need to communicate

- this approach is implemented in the writings of sociolinguistic research varieties of English and intercultural communication. Let's consider the essence of these approaches.

It is believed that the use of English in the areas of humanitarian work, particularly in the culture, especially popular culture (movies, pop music, journalism), leads to the equalization of cultural needs oriented to American values. One of the first who said about this, was Robert Phillipson, whose book "Linguistic Imperialism" (Phillipson, 1992) literally shook the linguistic community. In this book, as well as in his subsequent articles Phillipson argues that the global spread of the English language is not a politically neutral phenomenon. It leads to the destruction of the cultural specificity of non-English speaking nations, affected by significant American or British culture, because non-English speaking nations have to fit exactly the standards which are against their own. According to Japanese linguist Yukio Tsuda in "The Hegemony of English and Strategies for Linguistic Pluralism", the hegemony of the English language in the world causes three very undesired consequences (60):

- communicative inequality of peoples in international relations;
- cultural domination of Americans;
- «colonizing of mentality."

Communicative inequality reflected in the fact that the interlocutors who do not speak a common language, English, are, simply put, "deaf", that is excluded from communion if their level of language proficiency is insufficient, or they do not have interpreters.

Americanization (namely: "Coca-colonization» (coca-colonization, McDonaldization), «McDonaldization", etc.) pervades the culture around the globe, "reshaping and changing under its cultural space" of the society. Colonization of mentality, in terms of Yu Tsudy, manifested in the "split personality" that occurs when a person speaks in his native and second language, so that it corresponds with the mentality of the two paintings in the world. Adopting the American model of language

and the American culture and way of life, a person begins to think already in other categories, far different from his "native categories", and as a result he loses his ethnic identity. Perhaps this view is not psycholinguistically entirely justified; if this were so, all bilingual was destined to live in a mental hospital.

However, there is another approach to this issue. Anna Pakir successfully launched the hybrid linguistic turn, the term "glocalization" (global + local), which is used in field of business and showing a wide spread of English in the world and has a dialectical-positive result. Glocalization suggests that we live in a small world, and what happens in one region affect other regions as well. In linguistics, a tendency to "glocality" reflects the significant increase in the vocabulary of the English language extended by words from the local flavor and, on the contrary, borrowing local languages of new words, not only English, but also the words of other origin through English language. For example, such words of Japanese origin as "geisha", "rickshaw", "sushi" came in the Russian language through English.

Regional differences in the language versions arise primarily because of the cultural differences. Every nation seeks to express the characteristics of their culture in English and tell the world about them. The use of English as the global language of communication contributes to a better understanding among peoples, seeking to convey to the other features of their culture. Just thanks to the English language, many people had the opportunity to familiarize, for example, with the features of martial arts and health systems (Japanese karate, judo, sumo and Korean taekwondo etc.), with recipes of Chinese, Japanese and other Asian cuisines and so on. Once available only to a small number of "insiders" in the mystery of hieroglyphics Orientalists, Chinese, Korean and Japanese culture became closer, for example, to Russian-speaking readers with knowledge of English.

An important step in the development of a successful cross-cultural communication in our time is to study English as the intermediary language other cultures, in particular the border of neighboring nations. When translating from English

into Russian there is often a strong influence of the English language, that translation equivalents displace direct borrowing from oriental languages, leaving in Russian everyday life not quite correct anglicised form, such as “sushi” and so on. That is why, taking into consideration the role of the English language in intercultural communication at the moment, it is believed that the interpreter training program today must include indirect translation rate, i.e. transfer to an intermediary language in a trilingual situation, as opposed to direct transfers, the situation in which there are only two languages. Mediated translation is the translation from language lingua franca, serving two foreign-language culture to him.

In 2002, the Japanese government adopted a special program "Japanese with English Abilities", aimed at fundamental changes in the education system. One of the prerequisites of such changes is the following postulate: Currently, English is not owned only by its carriers (British, Americans, Australians and others.); it belongs to the whole world and should be used by all the nations striving for mutual understanding. This postulate implies two very important consequences.

First, each nation may have their own characteristics, expressed in the regional (local) English. The perfectionism should not be supported which creates a psychological barrier caused by the realization that to develop the absolute British or American accent in the speech is impossible; in schools teachers do not try to make pupils speak as native speaker. In case if people pay more attention on the pronunciation there become a reassessment of the relationship to the local variants - the perception of them as defective forms, with significant deviations from the British or the American standard, with a corresponding dismissive attitude towards them, replaced by a sense of pride in native speakers' own version. Newspapers of many countries at that time quoted the saying Member of the Singapore Parliament Tommy Koh, "I'd like to see, when I speak in English, my countrymen can easily found out that I am a Singaporean». A similar idea was expressed by a professor of the National University of Singapore Van

Gunvu: "The English language has become a part of the identity of the new middle class in Asia."

Such statements are typical not only for the countries of the so-called outer circle, in the terminology of B. Kachru, where English functions as a second official language of the state, but also to expand the circle of countries with fairly limited operation of the English language used primarily for cross-cultural communication and study as a foreign language at school. For example, linguists of the Republic of China claim that the Chinese English, which is spoken by educated Chinese, harmoniously integrates the features of an international standard and local features, reflecting the peculiarities of mentality of its users and "Chinese" of their culture, which is a matter of pride. This brings us to a second conclusion: with the help of the English language it is easy to spread information about different peoples, their cultures, including the cultures of native communicants.

In many countries, including Asian ones, books are published in English, especially dedicated to the cultural heritage of these countries (for example "Guide to Korean Cultural Heritage"; dictionaries "English Dictionary of Japanese Ways of Thinking", "An English Dictionary of Japanese Culture"), magazines (Koreana, Nipponia et al.), newspapers. Some local newspapers have English-language inserts in order to help the readers to master the English language and read the texts. In English run radio and television channels, including those prepared by national staff (e.g., Korean TV channel - "Arirang," the Chinese - CCTV channel in Russia - Russia Today).

With the collapse of the Soviet Union the Russian language has lost the breadth of its usage. The study of the Russian language is very difficult for the foreigners because of the Cyrillic writing system. The use of the English language, which easily absorbs the word-realities of other countries the spread of Russian culture has become an urgent task.

Modern international community is becoming increasingly diverse and committed to the unity that was once defined as "the tendency of the world to network and to the

ego." In the opinion of Phillipson, "combined to complement each other, the global lifestyle and cultural nationalism" in the world. People find themselves at the same time independent of each other individuals and members of certain groups. Both of them are the components of their identity. It should be noted that the trends in the use of language as at the national as at the global levels, the relationship between the linguistic unity and diversity reflects the close relationship between the conflicting notions of unity and diversity in social relations.

1.3. Teaching Global English

For the time being, it is known that English has gained the status of a common language (*lingua franca*) of the era of global networks, a new economy and the Internet. In the 90s of the XX century and today it dominates in the field of politics, economics, the press, advertising, radio, cinema and entertainment music, travel, security, communication, science and education. About 80% of commercial negotiations around the world are conducted in English. Ten to fifteen years ago the knowledge of English was necessary on the average and the highest level of the corporate hierarchy, today it is also required for development at the grass-roots level. And for the appropriate language training, certain conditions and factors contributing to these conditions are required. Let us consider them below.

The scientific world is discussing the question today: what are the results of the contact English – language X. Sometimes, according to the work of D. Cristal “English as a Global Language”, the answer lies in the very formulation of the question: "Will English destroy other languages?" (13, 20). A significant number of scientists describe the situation using pessimistic metaphors: English is killer language, tyrannosaurus; a cuckoo language in the nest of languages and even linguistic genocide, linguistic imperialism, crimes against humanity in the field of education and so on. So the term "non-English languages" appeared.

There is also a hidden effect of English. Researcher Deborah Cameron notes: everywhere there is a planting of unified norms of communication, genres and styles of speech under the pretext that they give the maximum "effect" in communication. In fact, it is not someone else's language that is being planted, but someone else's view. It's not a matter of the variety of languages, but of the diversity and even the incommensurability of the pictures of the world embodied in them. This is what needs to be eliminated for the "effectiveness of global communication". As a result, Japanese students are recommended to learn how to write in Japanese according to Western "logical norms", and Japanese businessmen are advised to take a more direct and informal style of communication with each other. This is how the transformation of any language into a means of rooted in similar values and unanimity, into a means of forming a model social identity, modeled on the middle class of white Americans. Language becomes "the product of globalization with local color."

People actively learn the world around them, gaining new knowledge and skills every day. This applies to communication: a person from childhood aspires to learn to talk, to understand what is going on around, and to be understood yourself. That is why children's age, according to many Western experts, is the most productive for teaching the basics of the English language or even raising a child-bilingual in conditions of global English and multilingualism. Of course, the process of mastering knowledge is rarely unproblematic. But if you find an opportunity to bypass obstacles, then the knowledge gained at an early stage of development will remain with the person for life, moreover it will become the key to better learning multilingual perception and development in conditions that are gaining wider scope and active globalization.

Some of the key features of a person that are relevant to the organization of the learning process are fatigue and, in some cases, unstable concentration of attention. For example, unlike an adult, it is useless to explain a child of preschool age the principles of constructing sentences and the features of the application of different times: this information will be difficult to comprehend, because the child has not mastered even his

native language. Moreover, it can be harmful, because difficult concepts cause a sensation of an impossible task, reducing the motivation for learning. Therefore, at a certain age a child must actively accumulate vocabulary and learn how to build sentences in a "natural" environment: listening to English speech, "absorbing" its rules in an intuitive way. And all this causes the correct language education in conditions of multilingual perception. At the age of 6-10 years the child is ready to understand the structure of the language more deeply, acquiring an idea of its principles, comparing it with his own (49, 63). It turns out that the training system should depend on the child's age: the younger the child, the more activities should resemble the game and natural communication, which in the future will guarantee a correctly constructed multilingual perception in the conditions of the current globalization. "It is not enough merely to know the meanings of words, their typical collocations, or even the context in which they are most frequently used. The primary use of language is for communication, and so a speaker must also know what people do with words, and what they use them for" (41, 55).

By teaching a foreign language, from the point of view of multilingualism, the following principles should be adhered to.

- One of the most important principles is the principle of communication - since the mastery of a foreign language begins with communication, at each stage of learning a person needs to be provided with the opportunity to talk, express his thoughts, and comment on actions in English.

- The principle of differentiation is also very important, when in the process of learning a person learns the difference between oral and written speech, reproduction and perception, the construction of dialogue and monologue.

- Next one is the principle of integration, which consists in combining the components of the language (phonetics, vocabulary, grammar) into one. These components are transformed into a person's perception of a complete and complete picture of the means of communication.

- Particularly the multi-lingual principle should be mentioned. It is based on stable and long live communication with a person in a foreign language. In this case, it becomes as familiar to a person as his mother tongue.

One of the global challenges for the English school system will always find a delicate balance between the established theory and the contemporary realities of the surrounding reality. It is obvious that specialists entering into practical activity and having just received diplomas on higher education should have relevant knowledge about significant world trends, in particular about language processes in the context of globalization, from the point of view of multi and plurilingualism, especially in areas directly related to their profession. Language, as a multifaceted phenomenon and constantly evolving, represents a special complexity in this regard. The linguistic reality of the last decades has undergone significant changes, thanks to globalization and changes in society, and inattention to them can significantly reduce the practical applicability and, accordingly, the usefulness of teaching foreign languages in schools, thereby impeding development to prepare a person for a multilingual environment and life that, in turn, will result in another problem, now more complicated from the point of view of life in the current globalization.

Arguments for the global language, and especially for his education from an early age can be summarized as follows:

1. The wide scale of communication between different people and peoples is increasingly demanding the development of common forms and means of international communication, which is laid in people with proper training from an early age. For example, if we take into account that earlier in Azerbaijan English language was taught since the 5th grade, then considering the requirements of the present time, it was taught from the very beginning of schooling, and sometimes it affects preschool education. In addition, it should be noted that ethnic and cultural conflicts have grown into a global problem, testifying to the need for a "common language" for humanity in modern conditions.

2. Globalization of the economy, as a result of which the number of international companies engaged in production is growing rapidly, and especially, trade. The development of these companies and their prosperity, including financial prosperity, largely depends on the ability to communicate easily and effectively on one - the "global" language.

3. Establishment and functioning of international political and public organizations.

In 2004, 26 million web sites were surveyed by a special United Nations (UN) commission that tried to find out the linguistic characteristics of the modern Internet. The results announced in 2004 by UN Secretary-General Kofi Annan proved quite predictable - 21.2 million pages are English-language resources. At the same time, attention is drawn to the fact that 56 percent of traffic to American sites is made up of visitors from other countries. This allows us to assert that Internet users around the world have adopted English as the main means of intercultural communication. With the advent of the Internet, the role of English has become even stronger. The wide and rapid spread of the Internet has a huge impact on the development of international communication.

Nowadays scientists, studying the functioning of the world language, primarily phonologists and phonetists, are faced with the task of identifying the most significant aspects of the language that play a key role in ensuring successful intercultural communication and, accordingly, developing requirements for the process of teaching English as international language. Such information is especially important in the training of specialists, who require the highest level of language competence: translators, teachers, international lawyers and so on. Unfortunately, certain problems associated with higher education often do not allow individual universities and departments to pay sufficient attention to modernizing the requirements for knowledge and skills of schoolchildren and students in the field of phonetics and vocabulary of the English language. As a result, two different and equally incorrect points of view are formed:

schools and universities either prefer to adhere to the pronunciation and lexicogrammatical standard fixed in classical works of half a century ago and do not reflect modern language trends, or completely cease to pay attention to these concepts. This problem is particularly acute in non-specialized general education schools and faculties of higher education, where the lack of academic hours allocated to the language really does not allow to engage in language in the proper amount. But sometimes in the faculties of foreign languages, when studying a second language, there are similar problems.

Thus, it is obvious that the problem of determining the significant multilingual aspects of intercultural communication, as well as the gradation of these aspects depending on their role in ensuring the effectiveness of speech impact, is of great interest both for modern linguistic science and for the practice of teaching English in particular. The definition of these aspects will make the learning process more effective, and also, will allow to concentrate it on the most significant points.

A new paradigm of teaching English as an international language, faces two fundamental difficulties.

The first is the need to harmonize, in the first place, the pronunciation aspects of the language in its use by non-carriers so as to ensure understanding of speech in situations of cross-cultural communication. The second is the need to respect the norms of the largest group of users of English, that is, non-carriers.

In the practice of studying and teaching English there were two ways of solving the described problem. The first is to try to work out a simplistic, neutral, universal pronunciation that is understandable and acceptable for both speakers and non-English speakers - a sort of phonological equivalent of "nuclear English" developed by R. Cuerr for syntax and morphology International English. One of the attempts to create such a pronunciation version was "rudimentary international pronunciation", developed by Alfred Gimson. Gimson reduced the set of English phonemes - 24 consonants and 20 vowel sounds - to 14 and 15 respectively (Gimson, 1978).

This approach contains a rational grain, but it is obvious that few of the users of the English language, carriers or non-carriers, will accept such a pronounced transformation as understandable or acceptable. Another difficulty for the introduction of such schemes for teaching in schools and universities is the incredible complexity of controlling the proper implementation of phonological and lexical-grammatical correspondences. Without constant monitoring, some international educational police, nothing can force people, firstly, to adopt such norms, and secondly, they invariably follow them in the process of education, and more importantly, in the process of communication. Global English users, regardless of whether they are native speakers of this language or not, are constantly exposed to the British and American media, on the one hand, and local pronunciation speech standards, on the other. These factors limit the ability to successfully establish a universal learning standard. Any neutral, universal forms of teaching English, simplified or not, will most likely be unplanned, naturally developing "from below," and not being installed and imposed from above.

The second, perhaps more promising approach to solving the problem of determining the norms for teaching international English is offered by variation scientists, in particular, by Marta Pennington in her book "Teaching English. International approach "(1996). The author advocates the development of a variety of teaching models, both for carriers and non-English speakers.

The focus in the process of teaching English as an international language, according to the author, should be learning the generalized norms in accordance with the needs and individual choice of the student. Such an approach should also be accompanied by a rejection of a narrow focus on British or American standards of teaching and perception.

According to another prominent modern researcher, James Jenkins, at present, none of the described approaches can resolve the contradiction between the need for a global understanding of the English language and the influence of local norms of language perception, especially when it comes to global English. The situation is further

complicated by the fact that the understanding of English by non-carriers representing different countries and cultures was not the object of serious scientific study in terms of teaching. Because of this, most of the literature devoted to teaching English, both scientific and methodical, is devoted mainly to the achievement of an understanding of English-speaking speech by the speakers of this language, and not to English students of the "expanding circle". Such studies provide important information about how English speakers structure and decode oral messages using a system of super-segment units (stress, rhythm and intonation).

In order to develop means of ensuring the understanding of speech in English in a situation of intercultural communication that would not limit the ability of speakers to use their own norms of instruction, Jenkins suggests a third approach, which is a kind of compromise between the two positions, described above. The proposal is that special attention in the process of multilingual communication in English should be given to its three phonetic aspects: segment units, primarily consonants, nuclear stress and the most correct use of articulation for the implementation of the first two factors (35, 120).

One of the most notable differences between the non-English speaker and its carrier in terms of implementing segmented units of language and general perception is that the non-carrier can deviate from the models adopted in the language precisely when implementing sounds that are considered "basic" sounds of the English language and that need to be realized with the maximum approximation. This "basic" or "nuclear" property belongs to most of the consonant sounds, to the distinction between historically long and historically short vowels, as well as forms of cluster simplification, especially to the loss of consonants in certain combinations, for example, the fallout of (t) at the center of a sequence of three consonants, which is observed, for example, in the word *postman*, which is pronounced as / pəʊsmən / (35, 122). Non-carriers in the implementation of such models not only deviate from the forms typical for native speakers, but also differ significantly among themselves due to the different nature of the interference affecting them. Correct implementation of "basic" sounds does not in

itself guarantee an understanding of the message in the process of intercultural communication.

But it should be noted that its absence not only makes perception difficult, but it can also distort the meaning of the message. This is explained by the fact that participants in intercultural multilingual communication, which are mostly non-carriers, have less lexical reserve, as well as less tolerance in the perception of a foreign language. An error in the realization of the "basic" perception can, paradoxically, be further emphasized by the correct placement of the basic stress on the syllable, which contains incorrect sounds or elision. "For the student of child speech there is fascination on the fact that certain of the morpheme omissions characteristics of the child learning standard American English are characteristic also of adult speech in various non-standard or non-American dialects of English."

Proper use of the basic stress is equally important in the process of teaching intercultural communication in English. A correct statement of the stress acquires special significance when using contrast stress, by means of which in the English language additional values can be transferred by shifting the kernel from the last word in a syntagma or a sentence to some other word. According to the book "The Phonology of English as an International Language" J. Jenkins in 2000, systematic training in the use of the basic stress can be an important factor in overcoming the receptive-productive imbalance, when the non-carriers quickly acquire English for perception, but experience significant problems with using the language to generate their own utterances (35, 98). Mastering the articulatory setting of the English language will make it possible to implement basic sounds of the language more easily and correctly, and also to use these sounds for setting the nuclear stress, i.e., to lengthen sounds, to pronounce them with greater loudness and excellent frequency characteristics.

Thus, J. Jenkins in his book "The Phonology of English as an International Language" (2000) offers the following set of factors that are most significant for

achieving mutual intelligibility in cross-cultural communication and the effectiveness of teaching English (35, 132):

1. Proper implementation of consonant sounds.
2. Adequate simplification of combinations of consonants (clusters).
3. Distinguishing vowels in longitude.
4. Nuclear stress.

These aspects are called the "phonological core of lingua Franca". J. Jenkins notes that the advantage of the highlighted phonological aspects is not only that they can be taught, but also that they are relatively easy to learn - they are systematized, and not overburdened with complex exceptions and subtle differences. Jenkins also emphasizes that other aspects of phonology are not necessary for intercultural communication in English. International, global English should be ready both for the adoption of certain non-state norms for both learning and perception, and for rejecting those norms whose loss does not pose a threat to mutual understanding in the process of intercultural multilingual communication.

Of course, all of the above is in no way to be taken as an appeal to abandon the traditions of the national school and the standards of teaching in favor of some "simplistic" version. High level of language training, including phonetics, has always been a distinctive feature of graduates of Azerbaijani schools and universities. At the same time, attention to the methods of effective teaching of the international English language will be able, as already noted earlier, to make the learning process more fruitful and more adequately reflecting the linguistic reality with which graduates of schools and universities will have to face in their professional activities.

In conclusion, it should be nevertheless said about the importance of having a certain core, the basis on which should be based when teaching English at schools and universities. As mentioned earlier, the media plays an important role in the spread of global English throughout the world, which also has an indirect effect on British English. At the same time, it can be assumed that British English will survive despite the

new form of globalization that it is currently undergoing. At the same time, obviously, it should be recognized that orienting in teaching English to the British version hardly reflects the real picture of linguistic processes, because despite everything, one should remain focused on modern changes taking place in society and in the world. An indisputable fact can be considered the disengagement of the two variants of the British and American and the spread of the latter through the mechanism of globalization in all geographic regions, including those that previously belonged to the British area. Teaching English in schools and universities, including teaching the translation into English in the senior classes of some specialized schools and universities, has long been taking place in a globalized world, which has not bypassed our country. Now in the educational methods and systems of our country there is a parallel use of the British and American versions of the English language, in some cases, with a preponderance in favor of the American version.

In other words, it should be noted that the spread of the American variant destroyed a single standard, and the British version gradually ceased to be the standard for teaching English. The last two decades have seen the coexistence of two norms of the English language. And since the beginning of the XXI century more and more often it's not about the British and American versions of English, but about global English. Therefore, it is legitimate to raise the question of what should be the benchmarks when choosing the language material for education in educational institutions. Even if we continue to adhere to the British standard, it is necessary to clarify its typological characteristics and explain the main differences from the variant of English, which is becoming more widespread in the world in connection with globalization. We cannot exclude the possibility that, as a result of the spread of global English in the world, it can supplant other variants of the English language, including the British version.

II PLURILINGUALISM AND MULTILINGUALISM IN THE DISCOURSE OF GLOBAL ENGLISH

2.1. Promoting Plurilingualism through Global English

Plurilingualism and multilingualism are clearly separated in Sociolinguistic researches. Under Plurilingualism we understand the ability of a person to use two or more languages. The term “bilingualism” is a more specific one in order to explain more particular situation, when an individual speaks only two languages. Plurilingualism can be developed as a result of historical, political and cultural developments in society.

The concept of Plurilingualism can be defined simply as the potential and actual ability to use several languages to verifying levels of proficiency for different purposes. Being plurilingual means having a certain degree of competence (oral, written etc.) in several linguistic varieties, with varying functions (41, 65).

An individual’s prelingual competences, what mean capacities before the development of language or speech) depend on different ethnic groups, which build up a certain society. “Plurilingual and intercultural competences are considered to use language for the purpose of communication and to take part in intercultural action.”

The context of geographical position also plays a great role in construction of plurilingualism. For instance there were many societies which have always been under the influences of the imperial languages as Russian, English, French etc. This is an interesting fact that even after a collapse of such Empires those societies did not stop the usage of their languages. For example, Russian has still certain influence in Post-Soviet Societies or English still dominates in the territory of former British Empire.

As we have mentioned on previous chapter, in addition to the linguistic influence after a collapse of an Empire, the current trends of the globalization produces global

languages i.e. English. It means that the construction of plurilingual person is a result of the global expansion of the English language.

There are several ways of promotion of plurilingual person by a language. For instance one method is to teach children English language from the first year of the of school at the age of 6-7 at schools with Russian as a language of instruction.

The first thing in the thinking of the societal multilingualism and individual plurilingualism is a demystifying of these two concepts. We have to eliminate the aura of perfectionism, rarity and preciousness in the concept of multilingualism and plurilingualism. It can be tempting, but do not have to believe that the bilingualism or multilingualism may be applied only in some specific situations, that it is the ability of a small number of people who have special talent to the languages. The conception of multilingualism and plurilingualism as a commonplace has to be drastically changed. In order to reach the character of the daily use of multilingualism the phenomena of multilingualism should be accepted. As a result linguistic plurality and diversity together have to be a part of everyday reality and of everybody's daily experience and that, quite simply, they have to be found on every street corner. Therefore the right conception of multilingualism and plurilingualism means that all arguments mentioned below must be accepted and be a part of the social awareness. Another example comes from the precolonial times of South Asia where there was a plurilingual tradition of communication. Some linguists suggest that the phenomena as a plurilingualism is a characteristic of the ecology of a particular region. In multilingualism the conception proficiency in languages is not accepted individually. Different languages make up an integrated system to constitute a repertoire. It is a known fact that English language has been placed in this tradition. In order to understand it we have to be able to distinguish plurilingualism from other forms of multilingual communication. As it was mentioned Plurilingual English is not a variety of English but it is a highly variable and fluid form of language practice. People use different “Englishes” in order to understand each other better and to make their communication more effective.

All methods of regulations of languages accepted as "unified" and "homogeneous", are actually the space of plurality made up by multiple intersecting variations: variations, in its order, are a result of diverse factors such as socio-economic changes, the relationship between languages and so on. A variety of languages guarantees pluralism and richness of ideas. Language is the main source of knowledge about the other thing and cannot be reduced to impersonal code. Language may refer to objective reality, but it also serves as a guide by interpersonal communication memory, values, feelings, behavior, all of these is the specificity of the relations, its richness and fullness in terms of culture. Furthermore, languages express concepts that are not always equivalent to each other and sometimes untranslatable without restoring the intellectual and cultural links. Language is not only a means of communication, it is also the creator and producer of sense perceptions. On the other hand, the only language of international communication does not guarantee the understanding and knowledge of the other language. C Brumfit claims that "the major advances in sociolinguistic research over the past half century indicate clearly the extent to which languages are shaped by their use" (7, 116). So by studying various languages and discourses scholars should not ignore various world views.

Plurilingualism is a freedom. It is the same freedom as a fundamental freedom - the possession of the mother tongue. The understanding of the world does not take place without the mediation of language. Knowledge of one or several foreign languages is a significant expansion of the person's range of vision and the way to a better understanding of contemporary societies and their problems. Both for a child and an adult, the speech is inseparably linked to the thought and communication. It is a power and an access to freedom. The necessary action in this field is to change the place of the language in the system of values and in the understanding of education act. For example, the ownership of the mother tongue and, on occasion, two native languages is a fundamental freedom. Knowledge of multiple languages on what whatever level of competence is an additional freedom in the open world, which is necessary in the current

international context. This message must be recognized and accepted by the teaching community, and special effort should be made in the direction of the media that must be convinced in the fundamental role of language for creation of a healthy society.

Plurilingualism is a means of affirmation of the world to approve the consistency of national units, the privileged place of the citizenship. If the trade area can adapt, not without a risk to the intermediary language, the political and civil sphere cannot exist without mutual knowledge and understanding of the European peoples. This knowledge and this understanding can take root only in the languages of different cultures. On the other hand, today, in an international context may not be a single language. Language multiplicity should find its fullness by refusing to think and work using the language of the present and future superpowers, especially when these languages belong to the world's minorities.

Plurilingualism is a fundamental source of feelings of nationality. Language is a source of knowledge about the other things as well as a recognition of himself like a citizen. Citizenship implies readiness to share common values and a joint destiny. Active global citizenship, as a complement to the national one, cannot be without an increase, and deepen exchanges at the level of individuals and peoples, whose main vector is the language. For instance, the participation of citizens in the development of European policy depends on their ability to participate in public and political debates in Europe. In this case, this multilingual capability assumes the competence, i.e. the ability to interact effectively and to adapt to other citizens of Europe. The desire to know the language, the native language and the other one or other ones, when they become common languages can be a powerful lever for the development of international relations and the desire for development these relations. "A person can speak a foreign language or even two foreign languages without belonging to those distinct communities. Although there are communities identified by different linguistic varieties and different cultures, one may be plurilingual without necessarily being pluricultural" (41, 68). Therefore it is necessary to distinguish the terms plurilingual and pluricultural.

Plurilingualism is one of the possible answers to the "clash of cultures" and the various forms of political, cultural and economic hegemony. Plurilingualism changes principles of international relations. Since it carries the value of the opening of another language, tradition or nation, it replaces the spirit of dialogue and builds a common future of the psychology of finding compromises and conflicts of interest. It is possible to observe the spread of a single language policy from another point of view. The unique language as a language of international communication is not a guarantee of dialogue and peace. On the contrary, it is, in some extent, an expression of power. The use of several languages in all international bodies, at all events, meetings and international, political, economic, cultural and scientific meetings should be encouraged. The conditions of the usage of several languages should be identified and adapted depending on the context.

The deceptive ease of using a single language of international communication in international organizations should be considered in detail. So, the multilingual alternative is more promising, when you reach a sufficient level of foreign languages and plurilingualism development. The terms of the selection between the official and working languages should be based on objective and reasonable criteria. In everyday practice, should develop the practice of active understanding i.e. each one expresses his opinion in a language of choice, which is understood by other members.

Plurilingualism is a key element of scientific innovation. The ability to create new ideas in the field of thoughts associated with the native language and culture. Science related to culture, even in the structure of inter-cultural ones: as in the critical disciplines, they have everything in order to learn the differences in languages and cultural traditions. A variety of other scientific approaches is a source of richness that cannot be achieved by using only one language.

“Plurilingual and pluricultural competence is the ability to use languages for the purpose of communication and to take part in intercultural action, where a person

Viewed as a social agent, has proficiency, to varying degrees, in several languages, and experience of several culture” (41, 67).

In the scientific field of the use of Lingua franca or official language should remain in the practice of international exchange. It should be based on the active understanding each time when it enables the expression of language skills of the participants. At the same time the various national languages must be supported and encouraged as languages of science and should be applied without restrictions in the scientific activities of the state. In particular, at least science education should be in the in schools and universities in the official languages. Scientific texts should also be written in the national language. It is necessary to promote the practice of multilingual scientific publications, and to foster the translation of scientific texts.

The right to language and linguistic diversity cannot be separated. Regarding the present stage of human development we can say that all languages must be reserved as the evidence of human experience. Of course all languages cannot have the same purpose in science, commerce and international relations, but they still deserve to be studied, used and taught as an intellectual and cultural system. The right to language, cultural and linguistic diversity are inextricably linked. The value of interculturalism and plurilingualism is approved, but the protection and promotion of regional languages and languages of national minorities may not be at the expense of official languages, as well as the need to learn them. All languages may not have equal status in regulations and in the functioning of international institutions. In practice it is necessary to find a balance, to allow languages with a weak national and international spread to use full recognition.

Plurilingualism is the key to economic progress in the world. Plurilingualism is favorable for the development of trade in the world, if it is aimed not only at obtaining financial advantages. The pledge of Economic Development - plurilinguism – is also gained by the individual advantage which provides the cultural and intellectual openness. Plurilinguism gives to a person a sense of personal growth and the ability to

exchange that favor social and economic success of every individual. Economic results of the linguistic behavior of enterprises should be studied in a special way.

Companies that successfully apply plurilinguism should serve as an example. The implementation of the development plans of language education in enterprises should be encouraged. It is important to explain to families that teaching their children English in particular, as well as other languages, gives them an opportunity for professional success in the future, and that learning living languages, including their cultural dimension, not only luxury, but also expediency.

Every worker should have the right to work using the language of the country in which he lives. It is a question of respect for the people, who cannot be imposed to the use a foreign language at all levels of the enterprise. It is also an issue of safety, because a correct understanding of the decrees and guidelines is an important conditions of the basic safety instructions. This condition involves the use of language, which the person owns the best and thus has a great influence on an economic efficiency.

Also when the knowledge of foreign language is not necessary in order to solve the problem or the task, the imposition of this language as a working language at the workplace leads to discrimination against workers on their language competence. The professional and trade union organizations and companies should treat it very carefully. The decision obliging all employees to learn the same foreign language must be considered in great detail. People must be attentive to the issue of migrant workers, as a matter of language and languages in the workplace takes on the value of social dialogue.

Educational systems must provide a multilingual education. The main task of schools is teaching the official language or languages, which is the foundation of all learning and social cohesion base. Because only language helps to achieve the understanding of the world. The attention to the language and, in particular, to the mother tongue should be a priority of the education. The education system should offer a choice of a multilingual education from an early age and develop the competence of autonomous learning, what is necessary for the learning of new languages throughout

the life. Such a formulation of the task cannot lead to the use of a single foreign language as a language of communication only for commercial purposes. Families should be fully informed about such kind of a choice and need to understand the importance of learning languages.

If we look at the media in terms of plurilingualism, the media should allow the expression of different cultures, the richness of the world more than the mass distribution at low prices cultural patterns of one direction. The media should take into account the essential role of language in the structuring of the individual and in the formation of public relations. In this context, it is necessary to develop early learning at least one foreign language in addition to the state language. It is also necessary to develop a multilingual and multicultural approach to education, basing on the foreign teachers and even the use of foreign training programs. It is important to develop the learning of several languages in parallel or sequentially, thanks to a flexible, rule-based, individualized route, in which a student is a worker of his own education and trained to evaluate himself.

The main vector of a democratic society, plurilinguism, which, for example, in Europe, is the most desirable and effective form of communication during a public debate, contains the values of tolerance and acceptance of differences and minorities. Being inseparable from any existing European citizenship, cultural and linguistic differences constitute the foundation of the European identity.

Language gives constant priority access to any culture. Translation is never perfect and comprehensive, and it is no substitute for the direct use of forms of expression in the original language. Being a carrier of culture, language gives you access to different visions of the world. Thus, plurilinguistic competence is the basis for mutual understanding. Instead of using a third language, a mediator between the two speakers of different languages, the understanding will always be better when each one knows the other speakers' language, both informative and emotionally. A true understanding can only be based on the socialization of cultural languages.

Utilitarian objectives cannot determine the fate of languages. While the dominant view of globalization tends to monopoly of a single language as a tool of communication, it is necessary to assert the advantage of plurilingualism based on languages of the cultures. In the era of the ambiguous globalization, particularly the globalization of the English language, where biological diversity has become a major concern, linguistic and cultural diversity should be recognized as a priority. Both questions are related to the same issue.

Plurilingualism is inseparable from the approval of a political Europe. Europe is rich in its cultural, linguistic and geographical diversity. But this diversity does not exclude intensity of exchanges and the emergence of a European consciousness, rooted in the ancient, common and shared with other stories, which was often conflictual in the past. Languages are inseparable from culture, and European identity consists of these cultures and languages, both ancient and modern. Thus, Europe cannot exist without respect for the languages, which illustrate and make Europe live. But, at the same time, with all this, the English language does not cease to be a major international language.

Few Western scientists, at least, among the English-speaking countries can critically assess the linguistic situation in the world and consider the worldwide spread of English as a problem. Although it is obvious that nowadays English is the de facto language of international communication, so it should not be forgotten that the language is something more than just a means of exchange of information. Critical analysis of the English language dominance in the world allows us to understand what kind of the negative consequences for other languages it entails. It should be noted that there is a structural inequality of language and communication that exists today in those areas, where English language is mainly used on the national and international level. The people whose native language is not English lose in this case. Native speakers of English language, in fact, "push" others from the discussions at international conferences, often applying a special "communication tactics" and the special facilities available in English. Some linguists argue that the global spread of the English language carries following

properties. For example, Robert Phillipson in his book "The linguistic imperialism," says that often the English language, thanks to its prestigious status, causes of discrimination, rationalizing the linguistic prejudices and stereotypes against those who do not speak English or cannot express his opinion in English, and, therefore, they automatically transfer into a lower stage of development. The devaluation of language and culture of the people become a cause of anti-British sentiment. Since the awareness of the indigenous population about the region of danger which is posed by the dominance of English language, there is a protest, envy and anger as a reaction to the violation of the linguistic and cultural rights of the people.

The global dominance of English and its negative consequences in terms plurilingualism are not carefully planned processes, it is rather the reflection of the unequal international relations structure. Popular Western modernization and globalization force to accept the concept of globalization as it is, and do not always allow to see its various effects as the "Anglo-Americanization", "transnationalization" and "commercialization" of our modern life.

Capitalist countries of the West completely dominate in the field of modern transnational communication system. This reflects and reinforces inequalities in relations between the countries as well as between the English and other languages. One of the biggest problems today in this regard is the Anglo-American monopoly in the global market of information, entertainment and media. Globalization creates all conditions for the dominance of "Western civilization" in the world in terms of values, opinions and beliefs. The invasion of foreign images and values in the lives of non-English speaking countries creates not always a favorable environment for their cultural and political self-determination.

Currently, these and many other cases and phenomenon more and more contribute to the development of human beings in plurilinguism in terms of English. All this contributes to the perception of English as an international dominant language, consequently it is a direct path to the study of the English by the representatives of

different countries, and in turn, it means the learning of additional language along with the main language a person possesses. It means, that all events mentioned above create a so-called plank, thereby introducing and distributing English, and this, in turn, positively contributes to the development of such concept as "plurilinguism".

Also, it should be mentioned that globalization and attractiveness of the cultural and informative products of the United States contribute to the dominance of transnational corporations in the field of culture and so-called "commercialization" of all spheres of our lives. For English-speaking countries, English is the "hot commodity" that is exported and is constantly in demand in any country of the world. With all advantages of the development of English and its promotion of the development of plurilingualism it should not be forgotten that the danger of "linguistic homogenization of nations" as a result of the spread of the English language explains the desire of many countries to resist this process. Ardent opponents of the spread of English in Europe are, in particular, France and Germany. However, it is believed that the rejection of the English language is a nation's socioeconomic suicide on the background of the ongoing competition in the international market, which is still dominated by Anglophones. The degree of popularity of English among population of the nation is still an indicator of its integration into the global economy, as well as readiness for further integration of ethnic, what automatically contribute to the creation of the ground for Plurilingualism.

Now, when a huge communicative potential, the global significance and prestige of English is an obvious fact, people need to understand that a purely economic approach to the problem of its distribution without considering the value of the language from a cultural and humanistic perspective is not enough. Actually the true essence and purpose of plurilingualism lie in these qualities. Instead of being a political tool or a means of ethno-cultural and political self-assertion language has to be an important source of human knowledge and experience, the ultimate goal, the use of which is an achievement of peace and harmony in human relations.

If English will long remain the main means of international communication, it should not displace other languages of the major spheres of social life, but should complete them, allowing people to overcome language barriers, thus creating more space for plurilingualism. It can open to people a world of new ideas and opportunities. The processes of migration and urbanization can lead to the creation of communities in which English will be used as a tool for inter-ethnic communication, i.e. as "neutral" language.

The most important thing is that language can help to create a basis for the integration of communities of different ethnic, cultural and linguistic points of view, within the framework of a democratic unit, global civil society, the main benefactor of which will be plurilinguism.

"Information Era" puts new demands on education. For the time being this knowledge is necessary for everyone. The usage of the huge potential of language in education is important in order to ensure information relating to human problems can contribute to a building of a global civil society. And a solution of all this is a plurilinguism.

The same purpose is followed by teaching the theory and practice of conflict resolution and critical thinking. All these help students to acquire critical skills which are necessary for active participation in the life of the modern nation and the world, which is characterized by a complex relationship between the various nations, languages and cultures. In regard with such priorities another importance is given to the teaching and the study of the English language. Instead of memorization of the certain number of grammatical and lexical rules, teaching English in an interdependent and logical world must be an effective way of cross-cultural communication and the development of productive cooperation.

Language as a means of relaying ethno-cultural values is important in order to identify new ideas, perspectives and paradigms which are necessary for the understanding of complex phenomena and resolutions of the problems in the world

today. Establishing educational priorities, the experts in this field are developing the ways of ensuring the broad access to information about other languages, accumulate the cultural heritage of peoples, and the only way to its attainment is plurilinguism.

Impressions, associations and reactions to the same events along with the emotions and beliefs are determined by human cultural attribute. Many teachers of comparative politics argue that reading the literature and watching films in a foreign language not only provide a huge amount of information to better understand of the other socio-cultural structures and institutions. They force us to reconsider our own views of the world and allow you to see the events and phenomena through the eyes of another person. This is especially important for those who work in a variety of political and economic organizations.

The same view is held, for example, by the US State Department of Education. His position is reflected in the concept, according to which it is planned to teach foreign languages as part of the US education system "achievements" of language readiness "for the purposes of national security": "Preparation of citizens not only in the area of specialization, but also in the field of culture and a foreign language, familiarizing people to plurilingualism, will have great strategic importance and help to prevent foreign-policy blunders."

Knowing the language helps to analyze events and predict the behavior of the major subjects in the international politics, that today possesses even more strategic importance in view of the huge rates for "transparency" in international relations and the need to improve the functioning of international organizations. In addition, according to FBI testimony, the US State Department and the US Department of Defense, the success of negotiations with a strategic economic partner and a political adversary (especially if he is not a native speaker of English) in situations discussing issues of great importance depends on the understanding of so-called "cultural background" of a foreigner, of plurilingualism and of the specifics of his cultural values and beliefs. Although sometimes in order to make a dialogue it is enough to know English language, the

understanding of the psychology and values reflected in the foreign language is a strategically important.

In this regard, it should be again recalled about some educational projects developed in Europe with the support of UNESCO and aimed at providing knowledge of each student at least three languages. Thus, there is a strengthening of the position of plurilingualism. This linguistic training makes a person not only fully developed, but also allows him to avoid disagreements and conflicts in international contacts and strengthen ties between the people in the world community.

The era of globalization requires a search for a common background of diversity. The diversity of cultures makes it possible to approach differently the solution of global problems in the course of the exchange of experience between representatives of different cultures at the national and international level, and it is possible to come to all this only through plurilingualism. In this respect, the media and education play a key role in informing people about the different systems of norms and values, motives, other mentalities, lifestyles and the contribution of other nations to the development of world science and culture. The activities of the media and educational institutions should help to avoid the emergence of distrust and misunderstanding in the relations between different groups of people. Thus, conditions can be created for the development of mutual respect between representatives of different ethnic, religious, linguistic groups, as well as mutual understanding, tolerance towards other cultures and civilizations, peaceful dialogue between them on the basis of a single, and even global plurilingualism.

The development of cross-cultural communication within the framework of the concept of "intercivilizational dialogue" makes it possible to provide plurilingualism with value in each society. "Multiculturalism" in education, schemes and methods of cross-cultural training developed in many Western universities, signifying a turning point in the development of modern learning strategies, as well as the humanization of

inter-human relations at the turn of the century. This will finally consolidate the positions of plurilingualism which lasted a long time in all countries.

Students are enrolled in such universal values as, for example, justice, freedom and equality, peace, compassion and mercy, as well as protection from transnational relations. Similarities which were found in the course of intercultural interaction, for example, in terms of outlook, traditions and customs existing outside the Cultures of Borders, can create a common humanistic core, common orientations, unlike universal values for representatives of different civilizations, and to ensure their accessibility.

There is no doubt that English retains its monopoly in the development of computer technology, holds the position of the main and irreplaceable language and now is the generally accepted Lingua Franca in the global virtual community largely due to the fact that the Internet is an American invention. 70-90% of all Internet users are representatives of English-speaking countries, and most of the web pages are created in the English language.

It is calculated that three quarters of the world's mail and over 80% of electronic messages are created in English, and 90% of all information is stored on the Internet in English. According to foreign linguists, this is an additional proof that the Internet is another path by which English goes to conquer the world in order to become, the native language for the majority of the world's inhabitants in the future, thanks to these new media. But in any case, the place of plurilingualism will always be, since for all its prevalence, it will never eradicate the native language of the countries, and this will itself contribute to the natural appearance and development of plurilingualism.

On the other hand, there are also such views as the fact that all this aggravates the anxiety of the carriers of other cultures who anxiously look at the spread of English in the Internet and make apocalyptic predictions, describing "the last manifestation of intellectual colonialism, a threat to All mankind, associated with the creation of a linguistic and cultural "uniform" for the peoples of the world." The prevailing language in the field of Internet communications should not become an obstacle to the full

realization of the enormous potential of computer technologies. Instead of being an instrument of "Anglo-Saxon cultural imperialism," the Internet can be adapted to the development of plurilingualism, as already mentioned, as well as, linguistic and cultural pluralism. The use of more languages at the content level of a virtual information fund and translation, along with the development of teaching foreign languages, will help overcome barriers to a successful dialogue of civilizations through the achievement of a successful policy of introducing plurilingualism into society.

Thanks to the active work of numerous public organizations advocating the use of regional languages on the Internet, some commercial and government sites in Europe and the US have become available in two or more languages. For example, "Netscape Navigator" and "Microsoft's Internet Explorer" began to appear in several languages, in addition, there is a development tool for translating the content of electronic pages into 80 languages of the world. If other nations of the world can be "connected" to the worldwide Internet and if people can participate in the life of their people, regardless where they are, the Internet will in fact become a means of preserving and ensuring the prosperity of a democratic culture fueled by plurilingualism.

There is no doubt that English will still retain its dominant position in the world for some time. However, there are no guarantees that this language monopoly will exist until the very end of the 21st century. The development of intercultural ties will certainly help to strengthen the position of some languages in the world, but the situation may change under the influence of certain factors. Over the past 50 years, as the economy of many countries developed, there have been changes in the popularity of their languages. English, German and French are popular and have status as "international" languages due to the political power of their states. The situation can dramatically change at the end of the 21st century, when demography becomes the most important factor determining the status of languages. Despite the wide spread of English after the Second World War and the growth of its popularity in primary and secondary education, the percentage of the English-speaking population in the world may soon decline and

languages such as Chinese and Spanish can take the first place among the rest. The bet on the balance of power and equality in the world makes it quite likely that artificially created languages that do not belong to any particular group will be widely used. The development of new information technologies can change all linguistic proportions.

The problem of the role of languages in the world should be considered as a problem of choosing new options for combining different linguo-cultural communities - constituent elements of the global community - and ensuring their harmonious coexistence. Here we must note the following. On the one hand, the creation and dissemination of a single standard supranational version of English, which might have been approved a few years ago as a means of international integration, could lead to the disappearance of geolinguistic diversity. The need to ensure interethnic linguistic unity, language changes and the disappearance of previous standards require the creation of effective measures to protect plurilingualism, the linguistic set, and various national cultures.

On the other hand, when the implementation of the policy of introducing plurilingualism becomes an extreme and is carried out to the detriment of intelligence, it is possible to wait for the emergence of "linguistic and cultural isolationism". This means that carriers of minority languages are locked within their culture and become incapable of interacting with the world beyond these boundaries. To prevent this phenomenon, we must pay close attention to the paradigms associated with the "ecology of the language", to multiculturalism, and most importantly, to plurilingualism and the linguistic set and to make them a part of the theory and practice of intercultural interaction. The materialization of the alternative project of using languages has recently become a new project for teaching schoolchildren three languages: native, the language of a neighboring state and the language of the international communication – currently English. This is the initially correct foundation of the development of plurilingualism from an early age.

Proper implementation of such policy can produce good results, since this will help to include individual groups in one wider international community and promote mutual understanding and cooperation between countries based on plurilingualism.

In conclusion, the ways of distribution, the possibilities of solving all kinds of problems of plurilingualism, linguistic diversity and unity should be again summed up. If the future of the English language is predetermined and it will remain international for a long time, humanity should make the best use of the integrative potential of English-speaking communications as an indispensable condition for the existence of a new world information order and a means of uniting people in front of the face of new challenges of the 21st century. The resulting linguistic unity should not become a threat to the diversity inherent in the world. Plurilingualism, the pluralism of cultures and languages need to be preserved, as well as to ensure the equality and security of the various linguistic and cultural communities of the world, which will help to maintain harmony in relations between peoples - citizens of the world democratic community.

2.2. Promoting multilingualism through Global English

“To have another language is to possess a second soul.”

— *Charlemagne (742/7 – 814), King of the Franks*

Generally multilingual society is a product of multiculturalism. Multiculturalism gives equal value to many various histories in a particular sphere. As an example of multiculturalism can serve a classroom with students from various countries of the world, who were more successful than the students from the other classrooms. Multiculturalism is also a characteristics of the city or a particular society the political social policies support and encourage the free coexistence of many various ethnic, religious, linguistic and national communities on the same territory. So, multiculturalism is an integral part of multilingual society.

There are 2 approaches to multiculturalism. The 1st is based on the plurality of the historical cultures and languages. The 2nd is the situation arising from the collective cultural recognition of groups of immigrations from different countries.

The fact that there are several ethnic groups creates conditions for a multicultural society. As another reason of multilingual societies can be represented the imperial ambitions of one or another country. For instance the injection of a particular language into schools. Universities, media such as theatres, cinemas and so on creates conditions for the imperialism of this language. A global expansion of English promotes not only plurilingual person but also a multilingual society.

According to the latest data, Multilingualism is a sociocultural phenomenon, because about 75% of the world's population own, on various levels, two or more languages (multilingualism, plurilingualism). About one quarter of countries on the Earth officially recognize two languages on their territory, and only a few countries have three or more languages as official ones, although the actual number of coexisting languages in many countries is much larger.

The relevance of multilingualism as a socio-cultural phenomenon is that the possessing of several languages is a necessary condition for the successful life of people and communities in the era of globalization, since globalization assumes as its element the interpenetration of the material and spiritual components of various social cultures.

Multilinguism is the use of several (more than two) languages within a certain social community (primarily the state); the use of an individual of several languages, which is used according to a specific communicative situation. But in this case an individual not only speak several languages but also think, elaborate in several languages and feel the cultural values of the communities of those languages. By the method of assimilation there are distinguished spontaneous (natural) and pedagogical (cultural) ways of acquiring a language.

A special case of manifestation of multilingualism is bilingualism, i.e. (From Latin “bis” - twice and “lingua” - language), bilingualism; American sociology claims

that bilingualism the use of two languages at the same level with equal proportions of legitimacy at the workplace or in educational institutions.

Bilingualism, as the process of mastering the second language and the second culture, is a kind of dominant of the process of gradual adaptation (accommodation) to the leading culture, and without necessarily abandoning its own linguistic identity, thus offering the most acceptable social model for individuals entering a new culture. People who speak two languages are called bilinguals.

For the time being, the phenomenon of multilingualism is a phenomenon of the century. Mastering languages, which allow you to communicate with people from other countries became extremely important. The languages of international communication fulfill the international mission, bringing together people of different nationalities spiritually and morally. At the moment, in the framework of multilingualism, English with great success fulfills this role for almost all countries of the world.

Multilinguism has always been and remains to this day a phenomenon necessary for the coexistence of various ethnic groups and cultures, however, bearing a multitude of contradictions and sometimes provoking conflicting opinions: from alarmist greetings to furious resistance and prejudice. It seems to undermine the possibility of a monolingual culture, and in this sense raises fear for its preservation, but at the same time expands the cultural range by familiarizing with the experience of foreign-speaking communities, "accumulates" the potential for mastering universal human values. Investigating the phenomenon of multilinguism, the system of modern education cannot be ignored, because foreign languages are included in many countries in the school program as minimum. Without knowledge of another language or languages, nowadays it is quite difficult to be successful to some extent.

Multilinguism as a sociocultural phenomenon puts before the formation the complex tasks of the training of people for communication in the environment with various nationalities and cultures, races and religions. Integration of the world community, development of the planetary worldview presupposes the incorporation of

national traditions in the education of students. Thus, the social essence of modern multilingual education consists in the formation not just of linguistic, but of a broad socio-cultural competence and effectiveness of contextual interpretation of the meanings of inter-subject communication of representatives of different cultures. It solves the tasks of de-archaization (i.e., destruction of hierarchies) of ethnic status, critical awareness of the world with the development of communicative opportunities and a deeply reflective attitude to one's own culture and language - which makes the process of socio-cultural transmission of ethnic values more stable.

Person know two languages usually not at the same level, because there are no two completely identical social spheres of action of languages and the cultures represented by them. Therefore, when we say “bilingual” we do not mean absolutely free command of both languages. If one language does not interfere with the second, and the second is developed to a high degree, close to the language of the native speaker, then they speak of balanced bilingualism. The language that a person speaks better is called dominant language; it is not necessarily to be the first in terms of the age in the assimilation language. The ratio of languages may change in favor of a particular language if appropriate conditions are created: one of the languages may partially degrade, negatively affect the other (interference), stop developing, be dislodged (change of language), forget, get out of use (language death); or, on the contrary, language can be revived, introduce a positive, maintain (preserve), be brought to the level of official recognition and usage. These provisions concern not only individual speakers, but also language communities in general.

Until now, it has not been established exactly how many languages a person can speak. It is only known that in the history of mankind there have always been people who could express their opinion not only in their native language, but also in many foreign languages. According to legend, Buddha spoke in one hundred fifty languages, and Prophet Muhammad generally mastered all languages of the world. There are polyglots in our time as well. For example, 40 years old engineer-architect from

Belgium Johan Vandevallé knows 31 languages. A professor of linguistics from Italy Alberto Talnavi is quite fluent in all languages of European countries. At the same time, the future polyglot owned seven languages by the age of 12, and at the age of 22 - by the time the Bologna University graduated - its "language baggage" consisted of 15 languages. Every year the Roman professor learned two or three languages!

Thus, Multilingualism as a sociocultural phenomenon becomes the everyday reality in the whole world. In particular, it was revealed that:

- Multilingualism is a fact of real linguistic existence for the overwhelming majority of the population of the whole world, due to the growing interaction of economic, scientific, cultural and political interests;

- Multilingualism is a means of socializing the individual, it forms the attitudes of empathy and tolerance as a result of the sociocommunication process, organized and developed in a special way, within the framework of the bilingual approach to education;

- The phenomenon of multilingualism in its social essence is not a loss, but an expansion of cultural identity, an increase in the reflective and value attitude to the achievements of one's own culture, an increase in cultural wealth and the ability of the individual to enter into intercultural dialogue;

- The social multilingualism of a person in a multicultural context is a prerequisite for having a high level of socio-cultural competence that allows preserving cultural identity and increasing the potential of social mobility within the existing cultural environment. Polylingual adaptation to a new socio-cultural environment allows one to overcome the cultural shock and marginal (i.e. at the border of different social groups) socio-cultural states.

Proceeding from this, careful attitude to one's own cultural heritage and the perception of valuable elements of others through the dialogue of cultures is the main way of development of human civilization in the era of globalization.

Multilingualism - knowledge of several languages - this concept is the most relevant in the modern era. The device of the world, the era of globalization, involving the erasure of National boundaries and unification.

With regard to the objectivity of this process may arise different views. For example, there is a view that implies the inevitability of globalization as an essential feature of civilization - the ossification of culture. Each culture sooner or later comes to its end, and the features of the cultures of the period of civilization are strikingly similar.

For example, the German philosopher Oswald Spengler points to the irreligiousness characteristic of this period, to the materialism of the consciousness of the inhabitants of the world cities, to the biologization of the instinct and, finally, to the similarity of the features ("dry", "intellectual") of the politicians of Ancient Egypt, the Roman Empire and America in XX century.

There is also another view of globalization, according to which this is not an inevitable, but a cultivated phenomenon, behind which geopolitical ideas, introduced into the consciousness of peoples leading industrial powers of the present, in particular, the United States with their theory of "Globalism" and "Global Government." In both cases, the dominance of one main language – English is evident, which is still the main language of business negotiations, the language of "political, economic and cultural imperialism", conducted by the United States.

For example, Language Link, advertising its services, cites some statistics about the dominance of the English language: around the world, English is used by at least 750 million people, for half of this number this language is a native one; English has the largest vocabulary of all modern languages - 500,000 standard words collected in the Oxford Dictionary plus another half a million words formed by technical and other terms that are not settled yet; 75% of the world postal items (letters, telegrams and faxes) are written in English. In addition, more than half of scientific and technical journals around the world are printed in English, more than half of European transactions are in English.

Finally, the five largest broadcasters: CBS, NBS, ABC, BBC and CBC broadcast just in this language for the audience of more than 100 million people.

There is no doubt that globalization with its uniformity in everything (in the dissemination of the media, education, planning of cities, design and construction of high-rise buildings, clothing, food etc.) gives the society some model of behavior in which several national features and uniqueness of each people.

In this context, the Anglo-Saxon model of capitalism can be considered on a planetary scale, speaking of its effect on the economic structure of other countries. For example, Anatoly Kuznetsov, Ph.D. in geography, in his article "Globalization in Anglo-Saxon" notes that by placing the values of globalization in the values of "material civilization", the Anglo-Saxons unequivocally challenged all humanity.

There is also the notion of the "Anglo-sphere", introduced relatively recently (2000s), and denoting either a group of English-speaking countries where the common law operates or it is "a community based on a common understanding based on respect to a market economy and the principles of civil society ". One of the supporters of the idea of the Anglo-sphere, historian Andrew Roberts, bluntly stated that it was the Anglo-sphere that played a positive role in the First and Second World Wars; At the present time, the Anglo-sphere is necessary for a successful fight against, for example, threats such as extremist Islamism.

The "Esquire" magazine (2015) provides a list of those not yet described, but already existing in phenomena borrowed by countries from American reality:

- Mac-nazi - a man who is obsessed with Apple products.
- Gynecobibliophobia - hatred of women writers.
- Christmas creep - a phenomenon in which the celebration of Christmas every year begins all earlier.
- Brandalism - hanging urban facades with ugly advertising posters.
- Stage-phoning - an attempt to impress on the people standing by a conversation on the mobile.

- Bioaccessory - a person who is taken into society as a profitable background.
- Refrigerator rights - a synonym for very close relations: literally, the right to use the refrigerator without demand.
- Catch and release - buying things for the sole purpose: to hand them over and get cash compensation, as well as satisfaction from shopping.
- Closet music - music that is heard without witnesses because of fear of being ridiculed.
- Conversational puma - a person who jumps up and down with the words "Yes, I know!", "I always said that!" Which makes the conversation extremely difficult.
- Cinematherapy is the same as shopping therapy, but in this case it is suggested to get rid of stress not in shops but in cinemas.
- Shoclog - a blog that is conducted with the expectation of shocking readers.
- Password fatigue - mental fatigue caused by the need to remember too many passwords.
- Girlfriend button - the "pause" button on the game consoles that young people press when their girlfriends want to talk.
- Frankenfood - food made from genetically modified foods.

All these examples are a vivid example of the Anglo-American culture and way of life that affect a person in the traditional sense and change the general picture of the world that helps people incorporate these realities of American life into their mental space.

If students have an interest in an in-depth analysis of English concepts, this will affect both the attitude to the native language, and the second foreign language.

On the example of a small paragraph from the novel by William Somerset Maugham ("Moon and Farthing") there is illustrated the work with complex English vocabulary using other non-English dictionaries:

«I glanced at him with surprise. His cordial agreement with all I had said cut the ground from under my feet. It made my position complicated, not to say ludicrous. I was prepared to be

persuasive, touching, and hortatory, admonitory and expostulating, if need be vituperative even, indignant and sarcastic; but what the devil does a mentor do when the sinner makes no bones about confessing his sin? I had no experience, since my own practice has always been to deny everything» (43, 81).

At the first stage, students look at the basic concepts in the English-English dictionary (for example, Oxford Advanced), explain how they make up the situation. At the second stage they are asked to find all these words in the Latin dictionary to trace their etymology.

We find:

Ludicrous - (lat.) Ludicrum: game, prank, fun, theatrical performance; Ludicer: for the game, for fun; Ludiarius: theatrical, circus, spectacular.

Persuasive - (lat.) Persuasibilis: persuasive, persuasio: persuasion; Persuasibiliter: convincing; (French) persuasive.

Hortatory - (lat.) Hortatorius: impelling, declining; Hortatio: Encouragement, suggestion, persuasion; Hortator: the motivator, Warner.

Expostulating - (lat.) Expostulatio: an urgent requirement, a complaint; Expostulo: strongly request, claim.

Vituperative - (lat.) Vituperatio: insult, misbehavior, reproach; Vitupero: blame, blaspheme, spoil, harm; (French) vituperation.

Indignant - (lat.) Indignabundus: full of indignation, indignant; Indignant: indignantly, indignantly; Indignation: indignation, indignation; (French) indignation.

So, students trace the etymology of words belonging to the literary layer of English vocabulary and are compared with identical concepts in other languages.

Thus, we can assume that such an analysis will allow us somehow to remember complex words from fiction (in this case, from the work of Maugham) and to trace the connection between Latin and English. This approach will help to teach students to see the connection between things, consequently, enrich their picture of the world, broaden

their horizons, distract from the materialistic values of "material civilization", will acquaint them with the possibility of thinking in the context of multilingualism.

If we consider Europe, which is actually the cradle of the English language and the foundations of the policy of multilingualism, modern united Europe strives not only for effective interstate cooperation in the field of politics and economy. The European Union also implies cultural integration aimed at intensifying the dialogue of cultures, preserving cultural heritage, and disseminating pan-European cultural values. National cultures of the EU member states have equal status, as well as all world countries seeking to enrich their cultural and linguistic experience.

The cultural diversity of Europe implies the largest availability of linguistic diversity. The observance of linguistic diversity is one of the democratic foundations of the EU recognized by the European Charter of Fundamental Rights.

The importance of languages for a united Europe and the world as a whole is expressed in that they are one of the elements of political, economic and cultural integration. Various world institutions also function based on the principle of multilingualism.

It is important that, to date, the principle of equality of languages in a united Europe is not violated with the expansion of the EU. When new members are admitted, their languages are given the status of the official languages of the European Union, used in the work of its institutions. For example, with the enlargement of the EU on May 1, 2004, nine more languages were added to the official list.

The work of world institutions depends on the effective resolution of language problems related to the spread of multilingualism. It is very difficult to preserve the equality of languages, while the growth in the number of working languages can actually stop the work of various institutions. Many languages require effective technical support for the functioning of global organizations. For example, in 2001, there was a situation in which there was not a single candidate for the position of a translator from Finnish to Greek, as a result of which a two-step translation was required. This example is not an

indicator of inefficient provision of public administration in state organizations, however, it illustrates one aspect of the language problem and testifies to the need to search for its solution on the basis of multilingualism.

Variants of such decisions were presented repeatedly, but they did not find universal support. For example, in 1994, the French Minister for European Affairs, Alain Lamassoure, put forward the idea of reducing the number of working languages of the EU to five: English, German, French, Spanish and Italian - that is, the languages most used in Europe. Immediately France was accused of trying to establish the primacy of the five languages and destroy the languages of ethnic minorities. In 2001, the proposal of the Roman Prodius team, addressed to the European Commission, to switch from the three working languages (English, German, French) to one language was perceived as a direct blow to the state having its own language. It is also unclear, by what criteria this single language should be chosen.

Thus, if we consider in particular the European institutions, then they develop a situation where each member-state is ready to defend its language's place in the system of functioning of the European Union to the end. Also, members of the EU cannot accept and acknowledge the fact of the monopoly of the English language in Europe and the world (France takes an uncompromising stance towards English as a pan-European and world language). Such intransigence of states in linguistic issues hinders the resolution of the problem, while the EU is again preparing for expansion. The way out of this situation should be acceptable for everyone, and every state should be pretty.

An important characteristic of the language situation in the modern world is the implementation of the policy of language distribution among all the peoples of the world. It is believed that each person should study and strive to understand the languages of neighboring countries and through the language acquire knowledge and understanding of other cultures. In this regard, the European Year of Languages was organized and successfully held in the European Council in 2001, designed to consolidate linguistic diversity in Europe and throughout the world. Also, every year on

September 26, the European Day of Languages is held, which symbolizes that the EU institutions are constantly paying attention to the language policy and problems associated with it.

The effectiveness of the world policy on the dissemination of languages within different countries as a guarantee of cultural integration can be assessed through an analysis of the figures obtained in a survey conducted in 2000 in 15 European countries. According to the survey data, 53% of respondents speak one foreign language in addition to their native language, 26% know two foreign languages. 41% of respondents want to learn and use English, 19% - French, 10% - German. The most widely used as a foreign language in Europe is English (32.6% of respondents), followed by French (9.5%). In the UK and Ireland, the most common foreign language is French, in France, Germany and Spain - English. 71% of respondents say that each person should know at least one foreign language in addition to their native language, approximately the same number of respondents believe that the foreign language should be English. The majority (63%) also consider that the national languages of the member countries of the European Union should be protected in connection with the enlargement of the EU.

The presented figures reflect the public's attitude to foreign languages, as well as to their native language. Most Europeans express concern that the influence of foreign languages on their relatives can be dangerous, and speak about the need to protect the language. This shows that, on the one hand, language represents cultural value for people, but, on the other hand, they are not ready to tolerate foreign language influence from new countries cooperating with their countries. It is also likely that the emergence of such a viewpoint is influenced by immigrants. Thus, most people consider the preservation of national cultures and languages a priority.

According to the survey, only half of the population of Europe can use foreign languages. This figure is very small and shows that the policy on the dissemination of foreign languages is not effective enough. There is also the rule of English in Europe. Despite the legally fixed equality of languages on the territory of the EU, English is in

fact the leading position. The role of French and German is quite large, but not comparable with the percentage of the English.

Characteristic for the language situation in the world is also the fact that many regional languages and languages of ethnic minorities are spread on its territory and a certain policy is also carried out at the international level. The problem of the languages of ethnic minorities appeared in world politics only two decades ago. Before that time, they talked and thought not about the problem of languages, but exclusively about the problems of national minorities, that is, groups of people.

It is estimated that 140 million citizens around the world use the regional language or the language of ethnic minorities, passed down from generation to generation, in their daily lives along with the state language. Language is one of the unifying factors for ethnic groups, even for those who are settled outside one state. Language is a pledge of a deeper cooperation with the aim of developing regional cultures and preserving the language heritage.

As it has been said before, globalization is a phenomenon that has manifested itself at all levels of human life. Since the beginning of the 20th century, and up to the present day, language problems have become the focus of linguists and philologists. Thus, there is a need to study the behavior of language in the era of globalization processes. Globalization along with multilingualism is the most important phenomenon of the modern world, today it is not a mere continuation of the previously existing global integration trends.

English is popular all over the world, as the global language of the world community. Today, English occupies a very special place and turns into lingua franca - the language of interethnic communication of all mankind. And yet half a century ago English was just one of the international languages, along with others. But is it really that English is the best language for interethnic communication? The following question arises: what unique properties does English have over other languages and how does it gain its prestige among other languages and influence the spread of multilingualism?

This question was answered also by the great classic Nikolai Mikhailovich Karamzin, who, having visited England and communicated with local residents, said that the English language "is easier and simpler among other languages, it has almost no grammar, and who knows the particles "of" and "to", knows the Declension; who knows "will/shall", conjugations; all irregular verbs can be hardened on the same day "... English is sometimes hard for hearing but rich and processed in all sorts for writing - rich in stolen or (not to offend British pride) borrowings. All scientists and, for the most part, moral words are taken from French or from Latin, and native verbs from German ... But all this does not prevent the English language from being strong and expressive". "Already N.M. Karamzin thus argued that borrowing is not evil, but a boon for the language and this is one of the main bases for the development of multilingualism. After all, English itself, thanks to borrowed vocabulary, became, according to the writer, the language in which exemplary literature was created.

The opinion of the modern writer and journalist Andrei Ostalsky, who spent many years in England, coincides with the position of N.M. Karamzin: "Difficult phonetics, but what an incredibly simple and super-rational grammar the English language has! It does not have any conjugations-declensions, there are only two cases, even divisions into the masculine and feminine gender are not present in nouns, and consequently in gender endings of verbs. Some people find the English system of verb tense complicated, but, this is nonsense in comparison with Arabic or even French or Portuguese not to mention Chinese, Japanese and Hungarian. The Russian language seems easy only to us, because we absorbed it in childhood with the milk of the mother. The rest of the world just groans from it.

An example of the special flexibility of the English language can be the fact that the same word can act both as a noun and as a verb. In English, words do not change by case, person or gender. The rules in it are quite simple, in addition, this language has a high capacity. In this regard, English can learn every person without special difficulties. With the help of historical evidence, it is possible to trace the spread of English

throughout the world since the first expeditions of English explorers to America, Asia, Australia, New Zealand and the colonization of Africa and many islands of the South part of the Pacific Ocean.

Before the Second World War, the French language was considered to be the international language and only few knew English outside the English-speaking countries and their colonies. After the Second World War, the authority of the United States grew strongly, German discredited itself and the English language won its right to be considered an international one. It became the most popular and dominant language in the world. Nowadays practically people in all countries of the world speak English.

Today, in the basis of globalization lies primarily Anglo-American model of society, its economy, politics and culture. Such a model of society and culture is closely related to the English language, which claims to be the world's first language in the history of mankind.

English, like any other language, reflects the culture and thinking of people for whom it is native. English, Americans, Canadians, Australians, etc. - they all speak their dialects of English. English, on the one hand, unites them, and the local dialect, on the other hand, differs from each other. Thus, English, like French, Portuguese and Spanish, is not homogeneous. These four languages were exported from Europe to other parts of the world during the colonial conquest and were doomed to change in a different geographical, historical and cultural environment.

Every year more and more people study English, not for the simple expansion of their horizons: English becomes a universal language for people of different nationalities and cultures. Of course, there are economic and political reasons for this, related to the role played in the past by the British Empire, and now the United States is the most economically developed country in the world. But all these factors directly play a huge role for the natural development of multilingualism.

It should be noted that the Internet was born in the United States and all Internet technologies, as well as most of the software platforms are created by English-speaking experts. Users who need to use these technologies are forced to adapt.

Finally, according to D. Kristal, not the fact that how many people speak the language makes it global, but who are people that speak this language. It is not a coincidence that Latin language remained as the main language on which Europeans communicated, many years after the collapse of the Roman Empire. "One of the main reasons why a language acquires an international status is the political might of those who speak it" (13, 128). The flow of borrowing specifically from English is explained precisely by the modern position of this language. It is spoken by many people all over the world, and they are influential, respected people, politicians, representatives of international organizations, businessmen who dictate rules of the game to others. The scientist traces the history of the English language, which gained more and more influence and spread more and more throughout the XIX and XX centuries - a period when the United Kingdom and the United States gradually became powerful industrial powers.

Currently, 1.2 billion people speak English. In nineties countries English is either a second language or is widely studied. Thus, such an important role of the English language, namely, the English language itself - is a kind of bridge between all peoples and languages on the path of the permanent consolidation and development of multilingualism. For example, in France in public secondary schools for students, it is mandatory to study English or German for four years, most - at least eighty five percent of students - choose English. In Japan, students must learn English for six years before graduating from high school. In Russia, where learning foreign languages for children is compulsory, most of them learn English. In Norway, Sweden and Denmark it is necessary to learn English. All of European countries, apart from Great Britain, Holland is in first place in terms of the number of those who know English. Since Portugal joined

the European Community, the demand for English lessons has replaced the demand for French classes.

All these factors are natural prerequisites for recognizing English as an international language and are the absolute use of multilingualism in its pure form. That is, having received English as its language arsenal along with their native languages, this already creates excellent conditions for multilingualism, and the practical application of multilingualism. There is a natural transition from theoretical multilingualism to its application in practice.

Strong historical roots, unlike some artificially created languages that do not have such roots, make the fact of recognition of English indisputable. English is the main language in many areas, such as business, tourism, science, education, medicine, aviation. Millions of students around the world attend language schools to learn English, although the best way to learn a foreign language is to join the atmosphere of carriers. Therefore, many students prefer to study in English-speaking countries to improve their language skills. This is another way to merge into an environment of absolute multilingualism by learning English in some other country, by learning English.

English dominates in the media space. There is a huge number of popular films, serials, songs in English. It's amazing how many borrowed English words and expressions we use in everyday life. Of course, researchers are increasingly asking themselves whether it's good that English has become so influential and widespread. As A. Ostalsky says, the English language, and with it the Anglo-Saxon development model, and the Anglo-Saxon worldview (language after all the most important part of culture!) Became a "cement, on which all the building materials of the new era are mixed, just as the era was built on the Roman foundation Previous. And everyone will now develop this model further, each in its own way, in its own interpretation ..." Together with the global language, a "global culture" is formed. Through language, including through units borrowed from it, "Anglo-American traditions, systems of values, way of life, mentality, worldviews are imposed on the whole world - that is,

everything that makes up the moral basis of the nation. Often this cultural-ideological charge, borrowed from the language, contradicts the local national culture. "But all this happens exclusively in conditions of multilingualism. That is, no matter how influenced the English language is, one of its presence ensures the presence of multilingualism in this or that environment.

The influence of the global language on other languages is also an evident in the abundance of borrowings-Anglicisms, actively penetrating nowadays in most of languages of the world, including Russian. In the current situation, there is clearly a rapprochement between the Russian and English variants of perception of reality, as evidenced by the appearance in Russia of borrowings duplicating the words already existing in this language («винтажный» instead of «старинный», «тинейджер» instead of «подросток», etc.).

The process of borrowing from the English language is very active until today and, undoubtedly, can be considered one of the most important factors in the development of conditions for multilingualism. However, according to the researchers, "borrowing words, including from the English language, is quite a natural process, contributing to the further development, for example, of the same Russian language."

Time will show how the further relations of other languages and English will develop, but we note that the same process is observed in other European languages, for example, in German. The activity of the borrowing process from English is explained by the role that it plays in the life of any modern person, be it Russian, German or Italian.

It should not be forgotten that the displacement and oblivion of national cultures and literatures is fraught with an intellectual catastrophe. Perceiving the units of a non-native language, a person simultaneously assimilates another's new world. There is an overlay of a secondary picture of the world of non-native, perceived language on the primary picture of the world of the native language and culture. Each people adapts a complex phonetic system of English to their language, so that in the world there are not only British and American English, but dozens, and maybe hundreds, of different

variants: Chinglish (Chinese-English), Runglish (Russian-English), Singlish (Singaporean-English), Spanglish (Spanish-English), Denglich (German-English), Franglais (French-English), etc.

It is also important to note that the protests against such "hybrids" have already started for quite some time. Back in 1964, France published a book under the catchy title 'Parlez-vous franglais?' In Iceland, names are created for new objects and phenomena, using only the means of the native language. According to the testimony of the Philologist-Germanist Natalia Budur, "Modern Icelanders take pride in their language no less than Iceland's own history, and in every possible way oppose the artificial influence of other language on Icelandic. There is even a special language commission whose main purpose is to protect the Icelandic language from foreign words. When a foreign concept or definition comes into use in the country, the commission deliberately creates or finds an Icelandic equivalent for it. Concepts and terms are dealt with literally by word - to find a suitable substitute for a foreign alien. Instead of the word "phone" it was suggested to use the Old Icelandic word "simi" - 'thread', an analog of the modern "wire". It was more difficult with the "satellite". But even here from the Icelandic words "artificial" and "moon" were constructed "gervitungl". Despite the artificial nature of such tumors, these words came into use and now they are used by every inhabitant of Iceland. A stalemate situation arises when the commission encounters expressions such as an "intercontinental ballistic missile" invented a "long-distance fireball". But most Icelanders use the English abbreviation ICBM (Intercontinental ballistic missile).

However, in a situation of globalization under the conditions of multilingualism, it is hardly appropriate to isolate language from such influence. On the claim of the proponents of purity of language from borrowing, one can answer one thing: if this or that thing was invented not in America but in Iceland or in Russia, it would most likely receive a local name that could enter into other languages. For example, it happened with a lexeme "спутник"- "satellite", which entered into English from Russian. However, this word was quickly replaced by the English term 'satellite'.

CONCLUSION

So I would like to conclude my thoughts and ideas after a thorough study of the role of English in the modern world in the context of globalization. Is there a unifying idea that will help us understand the reasons for the astonishing growth of its influence? This was the reason that the English language was repeatedly placed in the right place at the right time in the historical, geographical, and socio-political sense.

There are two main ways of gaining official status of the language. Firstly, it can be recognized as the official language of any country for use as a means of communication in such areas as administration, legal proceedings, the media and the education system. Secondly, a certain language, even if it does not have an official status, can be given preference in the study of foreign languages. In this case, the country creates conditions for its priority development by both children and adults, who for various reasons did not have the opportunity to engage in it or have not mastered it in the past. Thus, the Russian language, for many years occupied a privileged position in the countries of the former Soviet Union, Chinese continues to play an important role in Southeast Asia, and English is taught as a foreign language much more than other languages in more than 100 countries, including Spain, Brazil, Germany, China, and Russia. In most of them, it is studied in schools as the main foreign language, often replacing other languages from the curricula.

This work is primarily an attempt to explain the situation that has developed in the last decades of the XX century and the beginning of the XXI century in terms of linguistic diversity in societies and the globalization of English. Considering the presence of numerous influential factors in the manifestation of plurilingualism and multilingualism in the context of globalization, we examined the influence of technology, politics, education and culture on the process of globalization. Investigating the processes of globalization, first of all, from a linguistic point of view, one can see

that in the first phase, technologies are an accelerating factor in the globalization process; nevertheless, this factor cannot be considered accelerating the creation of a certain world culture, a culture that has not yet manifested itself today. On the contrary, this value, together with the significance of globalization under the conditions mentioned above, has become a reinforcing factor in multiculturalism. This manifestation of the soft form of multiculturalism ends with a reaction to the globalization of culture, which is a cultural metamorphosis and is characterized by excessive resistance in it. In addition, during the economic and political crises in the world, all minorities are under pressure, and this causes their respective reaction. Thus, there was formed a certain desire for cultural distinction based on racial, religious and national characteristics, the amplitude of which varied from positive to negative values, which influenced the process of globalization, and in particular, the spread of the English language in the context of globalization. At the very least, the impact of all these phenomena is at a level where it is impossible to say with certainty that globalization is a factor in the formation of a single world culture, and English will uniquely become the single dominant language and this manifests itself even within a fully developed society. Therefore, after the passage of time and with the loss of past optimistic ideas, today, sometimes, among societies, there is another notable consideration of plurilingualism, multiculturalism, and also English in the conditions of globalization, which is also not something very surprising.

Thus, from the very beginning of the development of globalization in the basic theories that determine this value, as well as those accompanying it, fundamental changes have taken place. The metamorphoses and resistance that once formed two widespread reactions to globalization and were reflected in the relevant literature of this phenomenon, faced multiculturalism, later with multilingualism, which is also directly related to globalization. Thus, it is indisputable that the process of globalization is conditioned by the way in which people create cultures, traditions and their local identity as examples of comprehensive globalization. The process of globalization, undermining

the roots and origins of traditions and national cultures, stimulates the revival of traditional identity, and creates new sources and opportunities for everyone to use to reconstruct their national identity. Such identity, contrary to that created in traditional society, is very mobile, changeable, and closes the way to fundamentalism.

According to British researchers as D. Crystal, R. Phillipson, D. Graddol etc. by 2018, the overwhelming majority of the world's population will speak English or study it. As expected, over the next decade, two billion people will begin to learn English, and three billion will speak it. Such data are contained in the assessment of the British Council. Other languages, such as French, risk becoming victims of this "linguistic globalization." However, by 2050, this boom will end, and the English language training industry will be a victim of its own success, says David Graddol, author of the "Future of the English Language" (2000) report.

Over the past 40 years, teaching English has become a rapidly growing "industry" of global significance. Evidence of the magnitude of this phenomenon can serve as the activities of the British Council, which in 1998 had a network of its offices in 109 countries around the world. Currently, the prevailing view is that only by studying English can you access the latest information about humanitarian and scientific achievements in any field of human activity. Thus, on the basis of all the above, the English language, both in itself and in the context of globalization, opens access to the treasury of world knowledge, and this is the basis of education, on the same level, English opens everything, wider horizons of intercultural multilingual communication between peoples and countries. When we think about why in recent years so many countries have given the official language the English language or have chosen it as the main foreign language in their schools, one of the main reasons is precisely the possibility of obtaining education and universal development in the broadest sense of these words.

From this perspective the role of Global English is also very important in the society. In a plurilingual and multicultural society, all citizens of the country have equal

rights in the development of their culture, language, traditions, ethnic and religious values. This is also related to respect for the rights of the entire population of any country, regardless of ethnic, racial and religious differences of people. In such a society, national schools are opened, newspapers and magazines are produced in the national language. In addition, the principles of multiculturalism against the background of plurilingualism, in the context of globalization and the spread of the English language, are widely supported not only by the political elite, but also by other representatives of the nation that do not occupy high posts, since this is primarily the opportunity to expand the opportunities for communication, culture, education and business ties for people.

It is also important to note that the spread of English and other international languages in our time, as well as the increase in intercultural and interlingual contacts, causes an increasing need for specialists who are competent to solve communicative problems. Moreover, speech in this case is not so much about professional linguists as about representatives of various international professions who use English in the context of globalization, who have a high level of foreign-language preparation for participation in intercultural communication without the help of an interpreter, that is, without the intervention of a third party. In this sense, our country is no exception. In the period of globalization, we, as well as all over the world, are rethinking and modernizing the teaching of a foreign language. And it happens at all levels of the education system. The increase in international contacts of Azerbaijan causes the need for specialists in various fields who are fluent in foreign languages.

I consider English in the context of globalization, because I believe that this language, besides being one of the key fundamental parts of globalization, at the same time, it is, in its turn, a cultural code of globalization.

It is due to the fact that English has a key meaning and is a kind of engine for the development of the globalization process around the world, its training is so important and relevant both at the local and international levels.

Ultimately, we can conclude that the main purpose of this study, carried out in this paper, is to identify the unique characteristics of the above-mentioned sociolinguistic phenomena, as well as a detailed analysis of the linguistic situation from the point of view of the English language in the modern world.

REFERENCES

1. Agha A., Irvine J. T., Schieffelin B. (Eds.). *Language and Social Relation*. UK, Cambridge University Press, 2007.
2. Aronin L., Singleton D. *Contrastive study of language features Monolingual and bilingual communication*. Russia, 2012.
3. Bamgbose A. (1998). *Torn between the norms: Innovations in world Englishes*. UK, Blackwell Publisher Ltd, 1998.
4. Block D., Cameron D. (Eds.). *Globalization and Language Teaching*. London and New-York, Routledge, 2002.
5. Bloor Th., Bloor M. *The functional analysis of English*. London, Hodder Arnold, 2004.
6. Brow R. *A First Language. The Early Stages*. England, Harward University Press, 1975.
7. Brumfit C. J. *Individual freedom in language teaching: Helping learners to develop a dialect of their own*. Oxford, Oxford University Press, 2001.
8. Brutt-Griffler J. *World English*. Cleveland, Multilingual Matters, 2002.
9. Canagarajah S. *Resisting linguistic imperialism in English teaching*. Oxford, Oxford University Press, 1999.
10. Coulmas, F. *A festschrift for native speaker*. The Hague, Mouton, 1981.
11. Council of Europe. *Common European framework of reference for languages: Learning, teaching, assessment*. Cambridge, Cambridge University Press, 2001.
12. Coupland N. *The Handbook of Language and Globalization*. London, Wiley-Blackwell, 2012.
13. Crystal D. *English as a Global Language*. USA, Cambridge University Press, 1987.

14. De Beugrande R. *Text. Discourse and Process toward a multidisciplinary Science of text*. London, Longman, 1980.
15. Díez M. P. & Place R. Fernández O. (Eds.). *Plurilingualism. Promoting co-operation between communities, people and nations*. Spain, University of Deusto, 2012.
16. Dijk Teun van A. & Brulin K. J. (Ed.). *Discourse analyses of news / A Handbook of qualitative methodologies for Mass Media Research*. London, Longman, 1999.
17. Dijk Teun van A. *Critical Discourse Analysis*. In a *Handbook of Discourse Analysis*. Oxford, Blackwell, 2001.
18. Dijk Teun van A. *Ideology. A Multidisciplinary approach*. London, Stage Publications, 1998.
19. Dijk Teun van A. *Ideology. An Interdisciplinary approach*. London, Sage Publications, 1998.
20. Dijk Teun van A. *Semantic Discourse Analysis // Handbook of Discourse Analysis*. London, Academic Press, 1985.
21. Dijk Teun van A. *Society and Discourse. How social contexts influence text and talk*. Cambridge, Cambridge University Press, 2009.
22. Dressler W. V. & De Beugrande R. *Introduction to the text linguistics*. 1981.
23. Edwards V. *Multilingualism in the English-speaking world*. UK, Blackwell Publishing, 2002.
24. Enkvist N. E. *From text to interpretability. A contribution to the discussion of basic terms in text linguistics*. Berlin and New-York, Walter de Gruyter, 1989.
25. Enkvist N. E. *Linguistic stylistics*. Hague, Mouton, 1973.
26. Erling E. J. & Seargeant P. (Eds.). *English and Development: Policy, Pedagogy and Globalization*. Great Britain, MPG Print Group, 2013.
27. Fairclough N. *Critical discourse analysis: the Critical Study of Languages*. London, Longman, 1995.

28. Foley W. A. Information structure. //The encyclopedia of language and linguistics. Oxford, Oxford University Press, 1994.
29. Genç B. & Bada E. English as a World Language in Academic Writing. Turkey, The Reading Matrix, 2010.
30. Georgieva M & James A. (Eds.). Globalization in English Studies. UK, Cambridge Scholars Publishing, 2010.
31. Halliday M. A. K., Hasan R. Cohesion in English. London, Longman, 1979.
32. Hatch E. Discourse and language education. Cambridge, Cambridge University Press, 1992.
33. James A. English as a European Lingua Franca. Current Realities and Existing Dichotomies. Clevedon, Multilingual Matters, 2000.
34. Jenkins H. The Children's Culture Reader. New York and London, New York University Press, 1998.
35. Jenkins H. The Phonology of English as an International Language. New York, Oxford University Press, 2000.
36. Kachru B. World Englishes in the Classroom. Japan, Chukyo University, 2003.
37. Kirkpatrick A. (2007). World Englishes. UK, Cambridge University Press, 2007.
38. Lyons J. Language, meaning and context. London, Fontana paperbacks, 1981.
39. Madsen L. M., Karrebek M. S., Maller J. S. (Eds.). Language teaching in a globalised world: harnessing linguistic super-diversity in the classroom. Germany, CPJ book GmbH, Leck, 2016.
40. Mammadov A. & Ziyadova L. Discourse and Translation: functional-cognitive approach. Baku, Letterpress, 2012.
41. Mammadov A., Garibova J., Zuercher K. (Eds.). The Issue of Plurilingualism and Language Policy in Azerbaijan. Berlin, New-York, Mouton de Gruyter, 2009.
42. Matthew Th., Nicolle S., Rontree C. Implicit aspects of culture in source and target language contexts. Journal of Translation, 2011.
43. Maugham W. S. The Moon and Sixpence. UK, Heinemann, 1919.

44. Mauranen A. & Cobrad S. (Ed.). *The Corpus of English as Lingua Franca in Academic Settings*. Finland, University of Trampere, 2003.
45. McCarthy M. *Discourse analysis for language teachers*. Cambridge, Cambridge University Press, 1991.
46. Meierkord C. *English als Medium der interkulturellen Kommunikation. Untersuchungenrum non-native- / non native speaker – Diskurs*. Frankfurt, Lang, 1996.
47. Nasper G. & Kellerman E. (Eds.). *Advances in communication strategy research*. London, Longman, 1996.
48. Phillipson R. *Linguistic Imperialism*. UK, Oxford University Press, 1992.
49. Pilar Garcia Mayo M. & Garcia Lecumberri M. *Age and the acquisition of English as a foreign language*. Australia, Footprint Books, 2003.
50. Ricento T. *An introduction to language policy. Theory and method*. London, Sage, 2006.
51. Ricento T. *Ideology, politics and language policies: Focus on English*. Amsterdam, John Benjamin's, 2000.
52. Robertson R. *Globalization: Social Theory and Global Culture*. London, Sage Publications, 1992.
53. Robins R.H. *General Linguistics. An Introductory Survey*. London, Logmans, Green and co Ltd, 1968.
54. Seidhofer B. *A concept of International English and related issues: from "Real English" to "Realistic English"*. Strasbourg, Council of Europe, 2003.
55. Seidlhofer B. *Closing a conceptual gaps: the case for a description of English as a Lingua Franca*. UK, Blackwell Publishers Ltd, 2001.
56. Skutnabb-Kangas T. *Bilingualism or Not. The Education of Minorities*. Great Britain, Robert Hartnoll Ltd, 1981.
57. Suny Levin Institute. *Culture and Globalization*. Retrived on May 20. 2017 from <http://www.globalization101.org/uploads/File/Culture/cultall.pdf>

58. Tam K. Weiss T. (Ed.). English and Globalization: Perspectives from Hong Kong and Mainland China. China, The Chinese University Press, 2004.
59. Timmer D. A. & Henning E. M. (Eds.). Plurilingualism and Multiliteracies. Germany, Peter Lang, 2014.
60. Tsuda Y. The Hegemony of English and Strategies for Linguistic Pluralism: Proposing the Ecology of Language Paradigm. Retrived on May 23. 2017 from http://miresperanto.com/en/english_as_intern/hegemony_of_english.htm
61. Urry J. Sociology beyond Societies. Mobilities for the twenty-first Century. London and New-York, Routledge Taylor and Francis Group, 2000.
62. Valiyeva N. Synergetics og the Language, National Conciousness and Culture by Globalization. Baku, Nurlar Publishing-Printing Center, 2016.
63. Yule, G. The Study of language. Third edition. Cambridge, Cambridge University Press, 2006.
64. Гальперин И. Р. Текст как объект лингвистического исследования. Москва, Наука, 1981.