

6. *Гладченкова, Е. А.* Особенности значения прецедентных онимов в составе жаргонных фразеологизмов / Е. А. Гладченкова // Образовательный процесс: взгляд изнутри : материалы IV Междунар. науч.-практ. конф. : в 2 т. – Днепропетровск, 2010. – Т. 2. – С. 29–36.
7. *Никонов, В. А.* Имя и общество / В. А. Никонов. – М. : Наука, 1974. – 278 с.
8. Национальный корпус русского языка [Электронный ресурс]. – Режим доступа: <http://www.ruscorpora.ru>. – Дата доступа: 24.01.2020.
9. *Синявский, А. Д.* Иван-дурак : очерк русской народной веры / А. Д. Синявский. – М. : Аграф, 2001. – 464 с.
10. *Леонович, О. А.* В мире английских имен : учеб. пособие / О. А. Леонович. – 2-е изд., испр. и доп. – М. : АСТ : Астрель, 2002. – 160 с.

D. D. Kozikis
Minsk, Belarus

BREXIT AND THE FATE OF THE ENGLISH LANGUAGE IN EUROPE

With Brexit becoming a new realia after January 2020 new challenges emerge concerning the status of English both in post Brexit Europe and beyond. Among other things, the traditional conservative inability to learn foreign languages systematically also poses serious questions among school and university students.

English was one of the official languages of the European Union, along with 22 others. Together with German and French it was also one of the three working languages of the EU. Moreover, English is the most commonly used working language, though not everyone is happy about this situation, especially the French. However, due to the member status of Malta and Ireland English will likely remain the principal working language of the EU institutions.

We all know that English is often used internationally as a common language among speakers of different languages. The former status of the British Empire in the past enforced the English language to be widely used in the former British colonies. Moreover, the growing global power of the USA promoted the spread of English across the world especially after the Second World War. And this trend continues to do so. Brexit is no exclusion. Whether we like it or not, English will continue to be used, though it will definitely be influenced by changes within new settings, as it happened with English which developed in different parts of the world in the days of the Empire and after.

Marko Modiano the foremost researcher of the vicissitudes of the English language in Europe was correct to observe that UK membership in the European Union did not have any bearing on the decision among continental Europeans to use English. Instead, this alacrity to speak, read and write English is an integral component of globalization. People in Europe have found, through English, an opportunity to communicate with others from throughout the world, and it is

this sense of belonging to a global community which is the major reason why Europeans have, like the Chinese and others in Asia, chosen English as their preferred L2. Moreover, we are witnessing an increasing desire to acquire English among the youth of continental Europe, where participation in on-line activities, access to various forms of media, as well as the requirements of education, especially higher education, have made knowledge of English a must. Because young people seem, as they grow older, to be more and more keen to know English for a multitude of reasons, the youth of Europe are acquiring proficiency in English at an unprecedented rate, something which in itself indicates that, in the near future, the percentage of adults that are capable of communicating in English as an L2 will increase from the present 38 percent. Thus, there is no reason to assume that the growing popularity of English within the EU will decline in the post-Brexit era. It is possible, that Europeans, like the Americans in the 1800s, and later, the Australians in the 1980s and 1990s, will decide to make their own dictionary. Such notions would in all likelihood be inconceivable with British participation in European unification. When discussing the role which British English maintains as an educational standard in schools, here the withdrawal by the UK from the European Union is a less dramatic development. If we look at secondary education, it is apparent that schools across Europe will continue to conceptualize English in much the same manner as they do it at present, struggling as they are with the fact that nearly all the pupils are mixing elements of American and British English. We see clearly a decline in the use of the British standard, and an upswing in an acceptance of the use of features associated with American English. With Brexit there may be a movement of British subjects from continental Europe and back to the UK because of difficulties with visas and work/residence permits, which may be required of the British living and working in continental Europe. If such difficulties arise, the British will be less inclined to work in the EU, which would have an impact on the vitality of British English as an educational norm in language learning.

The growth in the status of the English language across continental Europe has been taking place despite the fact that there is no colonial history to explain this phenomenon, nor is there any history of large-scale immigration of Inner Circle speakers to account for its success.

Marko Modiano, the foremost researcher of European English argues that, with Brexit and the British absent, the requirements necessary for the emergence of a continental European L2 variety of English may be fulfilled. Under such new conditions the leaders of the EU should proclaim that because English has become established as Europe's premier universal language, the time has now come to define the language as a continental European variant with its own unique characteristics. This would offer Europeans greater freedom to use features which are characteristic of their own experience without having to defend their ingenuity of Euro-English against criticism from over-zealous language guardians or purist educators.