Have a look at the example of cooking utensils. Students are considering the use of any item for cooking. As a result, students come to discuss the food product in the geography, target culture, growing season and so on. In this case they act as researchers who study and understand the target culture in relation to their own culture.

In a particular culture with any type of interaction there are various options for successful behavior.

Teachers should enable students to observe, explore and analyze the interaction of cultures from their own point of view, so that they can emphasize their own opinions in the society of the language being studied.

The teaching of culture is not just the transmission of information related to a particular people or country. It is absurd to say that culture is a repository of facts and experience that is resorted to when necessary. After all, learning a foreign language is not only a way of communication, but also a way of manipulating sounds, grammatical forms, as well as reflecting or violating socially accepted norms in our own culture and the culture of the language being studied.

Conclusion. To draw the conclusion, one can say that in the process of enculturation, a person develops a culture and learns to speak a certain language. The influence of language and socio-cultural factors during the study of a foreign language is a clash of cultures and society. Therefore, students must understand and study cultures.

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THE ROLE OF AUTHENTIC TEXTS IN FORMING STUDENTS' SOCIO-CULTURAL COMPETENCE

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Issues related to the formation of socio-cultural competence have always held a special place in the practice of teaching foreign languages at school. As one of the components of communicative competence, socio-cultural competence, along with language, speech, educational and cognitive, strategic, discursive and compensatory, is an important part of foreign language education.

In modern education, socio-cultural competence is considered as a tool for «educating an internationally oriented person who is aware of the

interdependence and integrity of the world, the need for intercultural cooperation in solving global problems of humanity» [1, p. 8]. It is in the socio-cultural component that the role of language as a means of interethnic communication is manifested. The learning process becomes focused on teaching language through culture and culture through language. For this purpose, materials containing information about the cultural features (traditions, national character traits, standards of behavior, etc.) of the countries of the target language are extensively used in the classroom. The main source of such information is authentic texts, which are one of the main means of forming students' socio-cultural competence.

The purpose of the paper is to identify the role of authentic texts for the formation of socio-cultural competence of students during English lessons.

Material and methods. The research was conducted on the basis of Vitebsk State Institute for Educational Development. To achieve the main goal of the survey, we used the questionnaire method among the English language teachers. The number of respondents was 12. Besides, conversation and theoretical analysis were also used as additional methods of conducting the survey.

Findings and discussion. A text that was not created specifically for educational purposes is considered to be authentic. An authentic text may include signs, newspaper articles, diagrams, diary entries, brochures, air and train tickets, letters, advertising brochures, radio and television news programs, ads, etc.

Authentic texts are characterized by the presence of various lexical and syntactic components: emotionally charged words, phraseological units, neologisms, dialectisms, polysemous words, incomplete syntactic structures, non-expanded sentences, etc. Also, such texts often contain non-equivalent vocabulary, the realities of everyday life, and colloquial cliches. All these tools allow students to immerse themselves in the process of reading in the real situation of English-language communication, to penetrate into a different national culture.

As part of the study, English teachers were offered a questionnaire containing questions about the role of authentic texts in the formation of students' socio-cultural competence and methods, as well as techniques for working with them.

To the first question, "is it important to form students' foreign-language socio-cultural competence?" 100% of the survey participants answered positively.

When asked what tools you use to develop socio-cultural competence in the classroom and outside of school hours, 75% of the respondents said that they use video materials, 67% use audio materials (songs, podcasts), 67% – newspaper articles, 42% – advertising brochures, 33% of the survey participants said that they use brochures, signs.

The study also showed that the absolute majority of respondents (83%) use authentic texts while working with students and consider it an important part of teaching a foreign language at school. The responses also show that 67% of teachers

have difficulty finding authentic materials when preparing for classes, which may be due to the insufficient number of available learning resources that correspond to the level of students and the topics studied in the secondary school course.

Analysis of the answers to the question about the methods used by teachers when working with authentic texts in the classroom showed that 83% of teachers prefer reading and translating the text, 75% offer tasks to choose the correct or incorrect statement in accordance with the text, 58% use retelling or reviewing the text read, 42% of teachers noted that they consider role-playing games based on authentic text to be the most effective.

When asked what modern technologies, methods, and techniques are used when working with authentic texts, 50% of respondents said that they use project technology, 33% use interactive teaching methods, and 25% use integrated lessons.

It should be noted that there is no mention of information and communication technologies (ICTs) in the responses of teachers, which mainly ensure the implementation of a modern approach to teaching English. By introducing ICT in the process of working with authentic materials (including texts), not only does learning approach the realities of modern communication, but also increases the interest and, consequently, motivation of students to learn a foreign language. There is an intensification of the process of mastering the English language, which contributes to a deeper understanding and solid assimilation of socio-cultural information contained in authentic texts.

Conclusion. The data obtained in the course of the study indicate that the formation of socio-cultural competence remains one of the most important tasks in teaching a foreign language in a modern school. The use of authentic texts helps, first of all, to bridge the gap between the language taught in school and the language in which people communicate in real life, as well as to increase the interest and motivation of students to the learning process in General. Video and audio materials, as well as newspaper articles, were the most popular means of forming socio - cultural competence among teachers. Despite the fact that the survey confirmed the need to use authentic texts when teaching English, not enough attention is paid to modern forms of working with them.

Thus, working with English authentic texts as a means of forming sociocultural competence of students, allows: to expand the understanding of culture of the target language; to improve proficiency of students language and verbal means of intercultural communication; to look at their culture through the prism of comparison with the culture of the target language; to foster tolerance to the effects of foreign cultures and the peculiarities of their representatives; to increase interest of pupils to study language and culture.

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