c) Time: *to have a rough time, a question of time.*
d) Weather: *in all weathers, to feel under the weather.*
e) Months, days of the week, periods of the day: *weeks running, black day.*
f) Life of trees, plants, animals: *to let the cat out of the bag, to know a tree by its fruit.*
g) Life and Death: *like an angel, to bite the dust.*
h) Birds and Insects: *like a bird in a cage, as busy as a bee.*
i) Body and Mind: *to bear in mind, to fight tooth and nail.*
j) Relations: *marriage lines, to leave someone at the altar.*
k) Town and House: *kitchen talk, to have a roof over one's head.*
l) Furniture and Clothes: *table talk, cut from the same cloth.*
m) Food: *a piece of cake, cream on the crop.*
n) War and Peace: *to win a battle, act of war.*
o) Weapon and Arms: to *bring a knife to a gunfight, to cross swods.*
p) Numbers: *in round numbers, to have one too many.*
q) School and Education: *a school of thought, a teacher's pet.*
r) Work and Occupations: *the oldest profession, a life's work.*
s) Money and Valuables: *to have money to burn, a money bag.*
t) Games and Sports: *ahead of the game, to drop the ball.*
u) Music and Theatre: *behind the scene, to blow one's own trumpet.*
Most of the examples determine the character of a person.

L. P. Smith also made a special study of idioms borrowed from other languages, but that is only a relatively small part of his classification system.

Conclusion. Two absolutely different approaches to classification of phraseological units give absolutely different information. Both classifications can be used in practice but Vinogradov's classification doesn't suit schoolchildren and those who begin to study English because of its complicity while Smith's classification is convenient for beginners and for those who make scientific studies in specific realms of phraseology.

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THE IMPORTANCE OF AUTHENTIC TEXTS IN DEVELOPING LINGUISTIC AND SOCIO-CULTURAL COMPETENCE IN LAW STUDENTS IN THE DISCIPLINE "FOREIGN LANGUAGE 1"

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Today, the need to equip students with new capabilities necessitates a rise in the quality of education provided to them. More innovative, varied, and successful teaching-learning tactics must be employed in and out of the classroom to address this requirement. Creating an authentic learning environment and using real materials in class is one strategy to improve knowledge. The more a lesson is linked to the real world in which students live the more authentic it becomes. As a result, it is critical that genuine learning settings be arranged in pre-service teacher training and that potential teachers be taught in authentic contexts that have a relationship to the real world and in which they have the opportunity to practice the use of authentic resources.

The aim of the research is to develop the pedagogical foundations of the formation of linguo-sociocultural competence of students of the specialty "International Law" on the basis of authentic texts in practical classes in the course "Foreign language 1".

In order to achieve this goal, the features of authentic learning environments are highlighted first, followed by a discussion of the applications of authentic resources in general and how these materials may be employed when teaching potential foreign language instructors in particular.

Material and methods. Materials: authentic texts of law. Methods of research: analytical, selective, comparative.

Results and theirdiscussion. By studying the diverse styles of expression, one may understand and learn a lot more about culture of the foreign language's country. This is possible with a high quality level of sociocultural competency development, i.e. the willingness and ability to participate in cross-cultural contact. Sociocultural competence is a strategy for developing knowledgeable individuals who recognizes the world's interconnectedness and integrity, as well as the need of effective cooperation in tackling mankind's global concerns. Sociocultural competence pervades the full procedure of teaching a foreign language. Knowledge base and non-equivalent lexicon are essential not just for interpreters, but for everyone aspiring to the level of autonomous or competent use of such a foreign language. It will help to avoid misunderstandings it the form of interpersonal interaction, that is typically the result of the absence of understanding of socio-cultural aspects and real texts play an outstanding role. The concept of "authenticity" joined the techniques of teaching foreign languages with the development of the direct method in hopes of bringing the process of learning as close to actual conversation as possible. "Authentic, authentic (gr. Authenticos) - genuine, from the original source, "Authentic" is commonly used interchangeably with "documentary," "genuine," and "real." Authentic texts are unique works made by a native speaker for native speakers who really are unaware of their value in the process of learning in the form of interpersonal interaction that is typically the result of the absence of understanding of socio-cultural aspects. This is the acknowledged category for "community," "cultural variety," "peace and culture of peace," "language and linguistic culture," and "language and linguistic culture."

For the value of our research, we regard the text as a communication model and an entire speech work which reflects precise details that really can represent the factual data and qualities of a distinctive cultural identity in the broad sense (heritage, sociopolitical system, materials handling, etc.) This section of the text, along with the associated linguistic methods, constitutes the work's national-cultural element. In this regard, global (universal), regional (restricted by a number of national cultures), and nationally specialized features may be differentiated, each of which plays a unique function in intercultural communication.

Employing texts in an active course is critical since communication is both a goal and a technique of teaching, and the text is a unit of communication. During rigorous instruction, each new section of the educational content is worked on beginning with the text and ending with the text. It is apparent that the major educational text should have a direct influence on the building of linguo-sociocultural competence even before fresh content is introduced. It must be packed with linguistic and sociocultural knowledge about the specified themes and circumstances to do this. In the beginning, the teacher's job is to comment on this material.

Texts for reading and listening play an important role in the following level of communication training. They serve as a source of regional information, with reading and listening serving as a means of mastering this knowledge, which forms the foundation of linguistic socio-cultural competency. Let us define the sorts of texts employed in the development of linguo-sociocultural competence. These sorts of texts, according to methodologists working on difficulties of teaching intercultural communication, should reflect all functional styles: scientific and technical, official and commercial, journalistic and publicistic, and colloquial every-

day life. Literary texts are the most useful in terms of developing linguo-socio-cultural competence. They are typically portrayed in instructional materials by tiny genres such as short tales, stories, sketches, tales, jokes, poetry, song lyrics, and so forth Sociocultural information is conveyed in them in a coded manner, but it is because of this that the fiction texts pique the readers' interest and want to comprehend the truth of a foreign society. They not only inform, but also promote the study of another person's world, beliefs, values, and customs, to confirm or refute preconceptions, and to compare with their own world and culture.

The second sort of text is journalistic text, which comes in a variety of formats that are ideal for the educational process: interviews, comments, reports, messages, reader letters, and so on. These texts offer advantages in that they are more accessible, current, and modern, as well as easier to evaluate and compare.

Reference and informative writings that partially represent the official corporate, journalistic, scientific, and technological domains of human activity form a distinct category. These books serve primarily as information sources, but they also have significant developmental potential. Instructions, announcements, announcements, plans, timetables, programs, menus, dictionary entries, procedures, weather forecasts, recipes, tables, signs, and so on are examples. These texts are typically used to organize dialogic and monologue speaking exercises.

In our research, we distinguish between the following sorts of texts:

1) The primary text, which is rich in linguo-sociocultural content;

2) Reading and listening texts; artistic, journalistic, reference, and informative materials.

Conclusion. When selecting an acceptable text, it is also vital to consider factors such as the book's volume and the depth of its linguistic-socio-cultural content. The amount of text relies on the type of reading and the location where this content will be used. As a result, for classroom work, you should choose tiny and medium-sized texts. These are mostly works for introductory and viewing reading, with a focus on linguo-sociocultural material and constructive debate. This application of the collective interaction principle in the context of a collective debate of linguistic-sociocultural information results in the reality that integration of knowledge prevail in terms of strength of impact and memory.

The saturation of texts with socio-cultural information varies according to the genre of material. Reference-informational and journalistic writings include far more of this information than creative and imaginative texts.

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СЛОВАРНЫЕ ПОМЕТЫ КАК КРИТЕРИЙ
ДЛЯ ОПРЕДЕЛЕНИЯ ЛЕКСИКИ, ВЫРАЖАЮЩЕЙ НЕОДОБРЕНИЕ

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В рамках лингвистической типологии все более актуальным становится исследование оценочной лексики, в частности, лексики, выражающей одобрение и неодобрение. Однако при проведении такого рода исследований лингвисты нередко сталкиваются с проблемой определения критериев для отбора лингвистического материала.