5) developmental: translation activity develops society, man and his logical thinking, memory, imagination, self-analysis skills and self-evaluation of his activity;

6) rhetorical: the translation process forms the skills of using literary language, teaches to monitor one's speech, avoid mistakes and imperfect vocabulary, choose the most apt words and phrases, artistic means (epithets, metaphors, similes, etc.);

7) language-creative: translators are creators of new words and phrases, as they borrow foreign language names or create words based on native language resources, i.e. enrich the lexical composition of a certain language, support the status of the language (more translations - higher status of the language). From the course on the history of translation, we learned that translators became creators of alphabets and writing in some languages (Wulfila, Cyril and Methodius, Mesrop Mashtots, etc.);

8) entertaining: translation brings joy, pleasure, a person gets pleasure from communication and reading or watching plays or films based on translated works;

9) aesthetic: translation forms aesthetic ideals and tastes in the individual and in society, teaches to perceive reality according to the laws of beauty, awakens the creative spirit of the individual, the desire to change the world according to the laws of beauty and harmony, the desire to speak the correct, aesthetically perfect language.

In our opinion, these are the main functions of translation. It should be noted that it is often impossible to draw a clear line between these functions of translation, as they are intertwined and complement each other.

Therefore, translations are valuable for the development of humanity, as they unite ethnic groups in the world community, help different countries exchange achievements in the economy, trade, science, technology, preserve national cultures, and contribute to the rise of the translator's status in our time.

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THE FORMATION OF SOCIO-CULTURAL COMPETENCE OF SECONDARY SCHOOL STUDENTS BY MEANS OF IDIOMS TO DENOTE HUMAN QUALITIES

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The modern realities of life in the 21st century outline new requirements for specialists in various fields. Students today want to receive a quality education,

thorough knowledge that includes knowledge of a foreign language, and also acquires the necessary competencies for fluency in a foreign language. One of the strategic tasks of school Ukrainian-language education is the acquisition of socio-cultural experience embodied in a linguistic form. The quality of the performance of this task largely depends on social factors, as well as the state of development of mechanisms for acquiring sociocultural experience at school.

Over time, changes in social views and orientations have been reflected in the vocabulary of the language, phraseology in particular. As evidenced by scientific studies, the phraseological system is inextricably linked with the linguistic and cultural component.

In this aspect, the formation of students' sociocultural competence deserves close attention. The use of phraseological units to indicate human qualities in order to form sociocultural competence is one of the optimal ways due to the presence of certain features, imagery and stylistic potential.

The study of idioms in general and idioms to denote human qualities is necessary for understanding the specifics of the language being studied, its cultural and social features. The ability to freely use idioms in speech and understand their meaning brings the communication process closer to a more natural one and contributes to increasing the level of formation of students' sociocultural competence, since the formation of social and sociocultural skills will improve the overall level of foreign language proficiency. The process of language acquisition is successful and effective only under the conditions of integration and combination of language and linguistic phenomena with aspects of country studies. All this confirms the relevance of our research [1, p. 49-51].

The urgency of the problem, the insufficient level of development of practical recommendations for the formation of sociocultural competence of students using idioms to denote human qualities led us to research how to form sociocultural competence of secondary school students by means of English idioms to denote human qualities.

The purpose of our research is to study what English phraseological units to denote human qualities we can use at the English lessons to broaden students' vocabulary and make them sound authentically.

Sociocultural competence is defined as the possession of information about the direct connection of language with society and culture, awareness of roles and place in society, one's involvement in the processes of language development, affirmation of its positions, demonstration of socially approved norms of behavior, attitudes through the prism of values and a certain sub-object experience, readiness to perform social roles and responsibilities. In the hierarchy of competences, it is justified that it belongs to branches. It was found that the components of socio-cultural competence are interconnected through the concept of cultural and social contexts. The cultural context involves knowledge of the realities common to the host nation, and the social context is determined by two components – social consensus and the value system [2, p. 224-225].

In the structure of sociocultural competence, the following key components are distinguished: cognitive (the system of knowledge about the society and culture of the people, in the process of assimilation of which sociocultural competence is formed), value-motivational (valuable perception, motivation of actions and deeds), emotional (expression of emotions, the ability to control them), behavioral (demonstration of behavioral norms adopted by society, humane attitude). For the acquisition of sociocultural experience, we attach great importance to social roles that combine a wide spectrum of human behavior: from situational to life roles that have become stable forms of social behavior and, in fact, a manifestation of personality, and the social "I" of an individual [4, p. 463 - 474].

An important and significant place in the educational process is played by the socio-cultural competence of students, which is completely connected with the sphere of cultural norms and values of society. Modern multicultural society requires the education system of Ukraine to train a creative personality - sociocultural competence. Providing students with not only linguistic and communicative training, but also the development of communicative skills in the use of language in life situations significantly increases the level of formation of their socio-cultural competence. Knowledge of such language elements as idioms adds naturalness to communication and enlivens speech, brings communication closer to the level of native speakers. In addition, using the example of studying English phraseological units, which are called idioms, students get to know and deepen their knowledge of the culture, peculiarities of the traditions of the peoples of Great Britain and the USA, and enrich their vocabulary and outlook [3, p. 29-32].

Learning a foreign language, namely the English language, is directly related to modern life, therefore the main task of foreign language teachers is the formation of socio-cultural competence, i.e. providing students with not only communicative training, but also orienting them to the practical use of the English language in life and future professional activities.

So researching the possibilities of using idioms to indicate human qualities in the process of forming the sociocultural competence of elementary school students we can state that idioms have a certain potential and occupy a clear place in the system of formation of sociocultural competence due to their imagery, expressiveness, emotional color, which brings communication closer to real sociocultural conditions of native speakers.

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EFFECTIVE METHODS FOR DEVELOPMENT OF COMMUNICATIVE COMPETENCE IN A FOREIGN LANGUAGE

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The European community has recognized the need for the formation of a multilingual personality, accordingly the formation of communicative competence acquires special importance and relevance in the educational space.

In the conditions of the transition to a competency-based approach in education, the teacher needs new methods and technologies that allow identifying the student's existing knowledge, updating it, structuring the educational material, teaching not just to memorize and reproduce the studied material, but also to apply knowledge in practice. The teacher must possess such methods and technologies of teaching foreign languages that will help to develop the student's critical and creative thinking abilities, form communicative competence, the ability to interact in a multicultural society.

In the process of learning foreign languages today, both traditional and innovative teaching methods are used. Among the modern methods of teaching foreign languages, we will consider the most effective, in our opinion, for the development of communicative competence: the project method and the method of mind maps.

The project method is able to develop not only communication skills, but also organizational and reflective skills, promotes the development of students' independence, and teaches them to evaluate their activities objectively. The project is a creative reproduction of the learned material by students; it is an opportunity to express their own ideas in a creative way. The project can be in the form of announcements, interviews, making collages, research work.

There is a certain algorithm for applying the project method to achieve the goal of the project and for the successful implementation of this method:

1. Determination of the topic and purpose of the project;
2. Selection and learning of necessary lexical and grammatical units;
3. Search for sources of information;
4. Selection of necessary information;
5. Design;
6. Presentation of results.