

**Applied Philology of Professional Activity of the Future Teacher****Mamatova Shakhnoza Nematjonovna**

Samarkand State University

Assistant of the department of Russian philology

**Khaydarova Gulbahor Yuldashevna**

Samarkand State University

Assistant of the department of Russian philology

**Received: Apr 06, 2023; Accepted: Apr 26, 2023; Published: May 02, 2023;**

**Abstract:** The article discusses the system of communicative-oriented courses that has developed in the practice of the author's work with students studying applied philology, providing competencies in the field of professional rhetoric, culture of speech and media literacy.

**Keywords:** Applied philology, communication-oriented courses, professional rhetoric, professional media literacy.

This is an open-access article under the [CC-BY 4.0](https://creativecommons.org/licenses/by/4.0/) license**Introduction**

In the training program for a professional in applied philology, a certain sequence of forms and types of work with different textual information has developed, which forms students' attentive and "respectful" attitude to the word in the text.

In the classroom for the course "Communicative and Speech Workshop", experiments with the word help to master the principles of competent and productive communication: when preparing a verbal initiative speech statement, where a bright and original word is in demand in a greeting; when choosing a word as a "dialog extension" in the active perception of information or with the support of a listener's remark; when selecting the right word in an evaluative micro-statement or a summarizing word in a reviewing or influencing monologue. All these applied experiments with the word are carried out on the basis of examples of texts of situations, reference or negative. When creating his own etiquette statement, the student must not only choose the right word, but also justify its stylistic form and "stimulus" function in solving a communicative task.

Particular attention is paid to the creation of a dictionary of etiquette

formulas, where the word acquires a multifunctional purpose: it supports phatic communication and accompanies the "appearance language".

In the practical classes of the "Fundamentals of the Theory of Communication" in working with texts of sociocultural topics, a conceptually significant word is improved ("worked out"): in the course of analyzing a large text segment of a certain functional orientation, key words are selected that provide an understanding of the author's intention, students are aware of the sociocultural "verbal load" contained in the author's word. The work with the word in the context of intercultural interaction deserves special attention: the selection of words - synonyms in the translation of the text, the selection and analysis of words - concepts that give an idea of the language picture of the world of a native speaker. Work in this direction cannot be carried out without the use of various dictionaries, where the word performs an instrumental function. To expand the vocabulary of a linguistic personality, tasks are devoted to "deciphering" catchwords or determining the meaning of well-known precedent statements. Students are interested in

experiments with professionally significant words (the history of origin, a change in the original meaning, the emergence of new meanings) and the compilation of a thematic glossary.

The course "Practical Rhetoric" offers the most interesting work experiences, where the "power of the verbal image" forms an idea of the tools of personal influence in a written or oral statement. By compiling a list of common rhetorical figures, we help the future professional learn the most important formulas for speech impact. In this course, the techniques of "verbal marking" are also carefully studied in organizing oral dialogue in the audience when transmitting information. Within the framework of this course, in the process of verbal communication, the future philologist learns not only to realize the "dominant communicative intention", but also to solve no less important communicative tasks as "associated goal setting": inform and comment, explain; influence and depict, compare; encourage and instruct, affirm. Special requirements are imposed on a rhetorical monologue: it is necessary not only to present a certain level of proficiency in the communicative skills of oral speech (correctly select the components for deploying the subject of speech; correctly and logically formulate your thoughts in oral and written form; it is appropriate to use the expressive capabilities of the Russian language; determine the strategy speech behavior in a public dialogue; to organize speech interaction in a public presentation), but, most importantly, to prove that the successful rhetorical practice of preparing a monologue statement is evidence of the professionally oriented communicative competence of a university graduate.

That is why we can say that the included practice of preparing and presenting a rhetorical monologue forms the meta-subject communicative and speech skills of a graduate, gives the right to check how much he owns the culture of thinking, whether he is ready for critical perception of information, which lies at the basis of his topic; and, finally, how capable he is of analyzing socially significant problems and processes, offering his "vision of the present".

The topics of the monologues

prepared by our students deserve special attention: we have repeatedly seen that the bright and problematic topics of the statements chosen by the students refute the traditional ideas about the "shallowness of being" of a modern young person.

If we consider such monologues in the tradition of the rhetorical ideal, then it is necessary to pay attention to such requirements as clarity, accuracy, emotionality and sincerity, which helps to avoid deliberateness and false pathos in the context of personal reasoning. We can also talk about the established "rules of oratory", which include the stages of preparing an oral statement: determining the purpose and nature of the speech; choice of form of speech; requirements for the speech design of an oral presentation and the "language of appearance". Particular attention in preparing for the action requires "speech accompaniment of presentation slides." Our experience shows that special recommendations should be developed for making a presentation as an active method of conveying basic information in a reasoning.

Experiences in working with a word in a media text are mastered in the course "Professional Media Culture". The word as a semiotic sign, which accompanies a visual sign - an image in a polycode media space, requires a special constructive selection. "Author's signs" and "navigation signs" in the media text are most often formed on a verbal (verbal) basis. It is necessary to teach the future philologist the use of verbal "supports" when making a hyperlink in the media text space or graphemics to highlight signal words that regulate the transition to an adjacent intercontext in the media space.

Practical work with textual information of media genres (blog, twitter, case story, backgrounder) requires a novice philologist to understand the verbal image in the practice of encoding information and creating their own media text. In working with media texts, we practice wordplay techniques to teach sloganism; we form practical skills for analyzing and designing advertising and PR texts, where the word is an "optimizing" sign when placing media

information. The word "persuasive" and the word "provocative" are considered in the practical experiments of philology students in creating competent media statements for public relations.

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