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FORMATION OF PROFESSIONAL COMMUNICATIVE SKILLS OF FUTURE DIPLOMATS THROUGH THE STUDY OF RUSSIAN VERBS

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Abstract: The thesis analyzes the process of forming professional communicative skills of future diplomats through the study of Russian verbs. The verb is viewed as a key element of professional speech that reflects action, intention, evaluation, and dynamics. Effective teaching methods aimed at developing communicative competence are proposed.

Keywords: professional communication, Russian verbs, diplomatic students, speech competence, language training

Introduction.

Professional communication in diplomacy requires clarity, precision, tact, and logical consistency. Every word used by a diplomat has weight and significance. Therefore, linguistic training of diplomatic profile students should be aimed at forming not only grammatical knowledge but also communicative competence.

The Russian verb plays a special role in diplomatic discourse. It expresses actions, intentions, obligations, agreements, and positions. Incorrect use of verb forms may lead to misunderstanding or distortion of meaning, which is unacceptable in professional diplomatic communication.

Methods.

The study involved students of the University of World Economy and Diplomacy. The following methods were applied:

- analysis of diplomatic documents and speeches;
- communicative exercises focused on verb usage;
- situational dialogues and role plays;
- creative tasks (preparing speeches, statements, reports);
- observation of students' oral and written speech.

Special attention was paid to the formation of skills in using verbs in official style.

Results.

The experimental work showed positive dynamics in the development of students' professional communicative skills. Students began to use verbs more accurately and appropriately in professional contexts. Their speech became more structured, expressive, and logically consistent.

The use of authentic materials and professional situations increased students' motivation and involvement in the learning process. The level of communicative confidence also increased.



Discussion.

Teaching Russian verbs within professional contexts allows students to see the practical value of grammatical forms. The communicative approach ensures that grammar is not an abstract system but a real tool of professional interaction. This is especially important for future diplomats who must operate in multilingual and multicultural environments.

Conclusion.

The study confirms that targeted and communicatively oriented teaching of Russian verbs is an effective means of forming professional communicative competence of diplomatic profile students. This approach contributes to their successful professional development and readiness for diplomatic service.

