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IMPROVEMENT OF COMMUNICATIVE COMPETENCE OF DIPLOMATIC PROFILE STUDENTS THROUGH THE STUDY OF RUSSIAN VERBS

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Abstract: The thesis is devoted to the problem of improving communicative competence of students of diplomatic profile through the targeted study of Russian verbs. The verb is considered as a central grammatical category that ensures accuracy, logic, and pragmatic orientation of professional speech. The author analyzes methodological approaches and proposes effective teaching techniques aimed at developing stable professional communication skills.

Keywords: communicative competence, Russian verbs, diplomatic profile, professional speech, language education

Introduction.

In modern conditions of international cooperation and globalization, the professional activity of diplomats requires a high level of communicative competence. A diplomat must be able not only to express thoughts correctly but also to formulate intentions, positions, agreements, and assessments accurately and convincingly. In this context, mastery of the Russian language, especially its verbal system, becomes particularly significant.

The verb occupies a central position in the structure of speech, as it conveys action, state, dynamics, intention, and evaluation. For diplomatic profile students, correct use of verbs is essential for conducting negotiations, drafting official documents, participating in discussions, and maintaining professional dialogue. However, in a bilingual environment such as Uzbekistan, students often face difficulties in mastering Russian verb forms due to interference, limited practice, and insufficient communicative orientation of grammar teaching.

Methods.

The research is based on a communicative-activity approach and includes analysis of educational programs, observation of the learning process, and experimental work with students of diplomatic profile. The following methods were applied:

- analysis of authentic diplomatic texts;
- situational-role plays and simulations;
- transformational and substitution exercises;
- project-based tasks focused on professional communication;
- observation and interpretation of students' speech activity.

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Special attention was paid to verb aspects, tenses, moods, and voice forms in professional contexts.

Results.

The results of the study showed that systematic and targeted work on Russian verbs significantly improves students' communicative competence. Students demonstrated increased accuracy in expressing actions and intentions, better logical organization of speech, and higher confidence in professional communication. The number of grammatical errors decreased, and the level of speech fluency increased.

Role-playing situations such as "official meeting", "press conference", "negotiations", and "diplomatic reception" proved especially effective, as they allowed students to apply verb forms in real communicative contexts.

Discussion.

The integration of grammatical and communicative approaches ensures the formation of stable speech skills. The verb, being the core of the sentence, serves as a powerful tool for developing professional speech. Teaching verbs in isolation is ineffective; they must be introduced in meaningful professional situations. This approach helps students not only to learn forms but also to understand their functional significance in diplomatic discourse.

Conclusion.

Thus, the study confirms that focused work on Russian verbs plays a key role in improving communicative competence of diplomatic profile students. The proposed methods contribute to the formation of professional speech culture and prepare students for real diplomatic interaction.