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## ENHANCING COMMUNICATIVE COMPETENCE IN ENGLISH THROUGH MODEL UNITED NATIONS FOR INTERNATIONAL RELATIONS STUDENTS

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**Abstract.** The article examines Model United Nations (MUN) as an effective tool for developing academic and professional English among students of International Relations and Political Science. It argues that MUN integrates language learning with diplomacy, international law and global governance, providing learners with an authentic communicative environment. The theoretical framework of the study draws on project-based, communicative, task-based, and experiential learning approaches. Using the experience of the University of World Economy and Diplomacy (UWED) as a case study, the article demonstrates that participation in MUN significantly enhances students' public speaking, argumentation, academic writing, critical thinking, and professional self-confidence, all of which are essential for future careers in international and diplomatic fields.

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**Key words:** Model United Nations, mock conference, task-based learning, experiential learning, public speaking, cross-disciplinary project

In the global landscape, mastering English for effective communication has turned into a crucial skill for those who study International Relations and Political Science. Diplomatic tasks, multilateral talks and involvement in bodies demand not just precise language skills, but also the ability to convey intricate concepts clearly courteously and convincingly. Yet conventional language classes often fail to give learners chances to engage in this kind of communication within authentic active settings. Model United Nations (MUN) serves as a solution, to this issue. As a practical exercise the United Nations MUN mock conference allows students to assume the roles of country delegates, prepare speeches, negotiate within teams and draft together on official papers. These tasks motivate learners to apply English intentionally and tactically while dealing with global concerns. They further develop reasoning, teamwork and the capacity to respond swiftly to unforeseen circumstances—abilities that closely mirror those needed in diplomatic settings. As MUN effortlessly integrates language learning with aspects of politics, diplomacy and international law it functions not as a language resource but also as a means, for fostering leadership self-assurance and worldwide understanding.

The conceptual basis of MUN as a technique for learning languages is strongly linked to significant educational theories. As emphasized by Kilpatrick, project-based learning plays a crucial role in education by centering learning around purposeful acts that are meaningful to learners, allowing them to actively construct knowledge through experience rather than passive reception (Kilpatrick, 1929).

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Communicative language teaching focuses on dialogue instead of memorization and MUN reflects this concept by involving learners in genuine exchanges with explicit communication objectives. Task-based learning also reinforces MUNs application since every part of the simulation, from preparing an opening address to discussing amendments—is a task requiring organization, collaboration and usage of suitable language. Experiential learning theory (Kolb, 2015) offers a basis for the approach suggesting that individuals grasp knowledge better by engaging in activities and expecting their experiences. In MUN participants need to respond to arguments modify their tactics and assess their performance following every session. Jointly these theoretical viewpoints emphasize why MUN is especially effective, for fostering skills in IR students.

Engagement in MUN cultivates a spectrum of language and diplomatic abilities crucial, for future experts. Among the important is the skill of persuasion. Diplomatic dialogue requires not clear articulation but also nuance, discretion and tactical reasoning. In debates participants develop skills to arrange their arguments opposing views and reply aptly with suitable diplomatic language. Oratory is also a component of the exercise. Simulation-based and project-oriented learning environments foster higher-order thinking, persuasive communication and strategic reasoning through experiential engagement in complex tasks (Bell, 2010) Crafting and presenting opening remarks assists students in structuring their ideas emphasizing main points and upholding a formal diplomatic style. They gain assurance when sharing ideas publicly and their verbal communication becomes more organized, accurate and persuasive. Students' writing abilities also improve

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significantly as well. Through making position papers working documents and drafting resolutions students acquire the skill to articulate thoughts concisely, utilize professional terminology and adhere to the formal standards of UN paperwork. Composing resolutions instructs them in using operative clauses incorporating official phrases like "calls upon" or "encourages," and conveying political objectives clearly and professionally. By engaging in these linked tasks MUN enhances students' language abilities while developing the competencies vital, for global interaction.

Incorporating MUN at the UWED into English language instruction demands planning and an organized method. Prior, to starting simulations students must learn vocabulary get acquainted with UN-specific terms and examine the political context of their designated subjects. Preparation before simulations might involve examining UN speeches reviewing actual resolution samples and rehearsing formal phrases typical of diplomatic language. The way it is applied in the classroom can vary in form. Mini-simulations assist learners in concentrating on abilities—like public speaking or casual negotiation—whereas full simulations replicate the complete process of a UN committee covering agenda formulation, alliance formation, drafting and voting. Throughout these sessions the teacher functions less like an instructor and more, as a facilitator, steering communication providing specific feedback and maintaining a constructive and respectful diplomatic atmosphere. Overall, project-based learning, especially when connected to the UN Sustainable Development Goals, offers a structured setting in which students

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develop higher-order thinking, problem-solving, and argumentation skills through purposeful, evidence-based tasks (Borisova, 2024).

In lessons special focus is given to acquiring the standard formulaic phrases utilized during international organization meetings. Learners study language for introductions and conclusions terms for showing agreement and disagreement approaches to reaching consensus and formal shifts commonly found in multilateral discussions. They additionally examine formats of UN resolutions gaining an understanding of the structure of preambulatory and operative clauses along with the specialized vocabulary specific, to global governance. This focused training improves all communication abilities—speaking, listening, reading and writing—while intentionally stressing the formal language required in global conferences and organizations. As crucial is the learning environment established by the instructor. By simulating the interactions of diplomatic scenarios the educator assists students in fully engaging with the context of international gatherings and discussions. This nurturing intellectually challenging environment motivates learners to move beyond their comfort zones progressively conquering inherent shyness and hesitation, during public speaking. Consequently individuals who start off feeling uncertain eventually build self-assurance. Enhance their public speaking abilities. By engaging in organized debates, formal discussions and teamwork-based problem-solving learners acquire the ability to articulate their points effectively address counterarguments with composure and convey themselves with the confidence anticipated of upcoming experts, in international affairs.

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The hands-on experience at the University of World Economy and Diplomacy further highlights the success and adaptability of this method. The official Model United Nations exercise at UWED took place in 2005 representing a significant achievement in advancing diplomatic communication education at the university. From that point MUN has established itself as a consistent academic practice, at UWED featuring regular conferences that provide successive groups of students with practical diplomatic experience annually. Students from faculties are welcome to join MUN allowing each academic discipline to concentrate on committees relevant to their fields of expertise. Those studying International Relations and Political Science frequently participate in committees like the General Assembly discussing matters related to security, political collaboration and global governance. Meanwhile International Law students usually engage in committees such as the International Court of Justice or the Human Rights Council, where they review case documents, formulate legal reasoning and improve skills, in preparing resolutions. The students majoring in the economics often take part in ECOSOC simulations focusing on development, trade and international economic policy. This enables students to utilize their knowledge while also enhancing diplomatic communication abilities in English.

Alongside their involvement on campus UWED students frequently engage in global Model United Nations events, where they have shown skill and earned awards for their compelling speeches, negotiation skills and well-crafted diplomatic documents. These successes highlight the students' commitment well as the university's



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successful communicative and cross-disciplinary method, for MUN preparation. Second-year IR and Political Science students who possess advanced English skills take part in mini-simulations entire conferences, negotiation drills and resolution-writing sessions. By practicing these exercises students demonstrate progress in verbal fluency, convincing debate skills and self-assurance in intricate diplomatic discussions. Composing resolutions bolsters their mastery of diplomatic English and expands their grasp of UN protocols and global vocabulary. The ongoing achievements of participants in national and global MUN events confirm that MUN, at the UWED has become a valuable educational resource that significantly improves language abilities, critical thinking and career skills.

The wider analysis of MUN as an educational approach uncovers advantages, such as boosted student engagement, improved interpersonal skills, richer cultural understanding and a more vibrant classroom atmosphere. Although MUN may present difficulties such as proper preparation or students can get nervous, about speaking in public—these issues can be addressed with thoughtful guidance and ongoing teaching assistance. In the end the benefits of MUN significantly surpass its challenges (Muldoon, 1995). When executed with care MUN turns the language learning environment into engaging setting where students engage as active contributors, in intricate communicative activities instead of simply absorbing information passively.

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To sum up, Model United Nations serves as an effective approach to enhancing English communication skills among students of International Relations. It combines language development with critical thinking, negotiation skills, and international awareness, thereby equipping learners to meet the communication challenges of real diplomatic settings. The case of UWED demonstrates that MUN can significantly improve students' confidence in public speaking, argumentation skills, writing proficiency, and overall self-assurance. As such, MUN should be regarded as a valuable and forward-looking component of English language education in programmes such as International Relations and Political Science, contributing to the preparation of competent, adaptable, and internationally minded professionals.

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