

LEARNING DIPLOMATIC TERMINOLOGY THROUGH ARTIFICIAL INTELLIGENCE: NEW OPPORTUNITIES AND APPROACHES

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Abstract. *This article examines the role and potential of artificial intelligence (AI) technologies in the acquisition of diplomatic terminology within the context of modern digital transformation. The article addresses the personalization of the learning process, the use of AI-powered virtual assistants for terminology practice, the challenges of context-specific language in diplomacy, and the comparative advantages of AI over traditional learning methods. Drawing on international experience, the article substantiates that AI serves as an innovative and effective tool in diplomatic education, while also addressing the ethical and methodological limitations of its application.*

Keywords: *artificial intelligence, diplomatic terminology, digital transformation, personalized learning, language acquisition, diplomatic education, virtual assistant.*

Introduction

In the era of rapid digital transformation, Artificial Intelligence technologies are reshaping how specialized knowledge is acquired across all professional fields, including diplomacy. Within the framework of the “Digital Uzbekistan 2030” strategy initiated by the President of the Republic of Uzbekistan, the integration of innovative technologies into the education system has been designated as a national priority. Diplomatic terminology, with its unique cross-linguistic complexity, historical layering, and contextual sensitivity, presents a particularly demanding learning challenge, one that AI is increasingly well-positioned to address.

Diplomatic language draws from Latin, French, English, and Arabic traditions, embedding centuries of geopolitical history into single phrases. Terms such as “persona non grata,” “casus belli,” “modus vivendi,” and “demarche” carry precise legal and political meanings that differ substantially from their everyday usage. Traditional methods of mastering this vocabulary through formal university curricula, reference manuals, or diplomatic academies have been limited in accessibility, adaptability, and interactive engagement. AI technologies present a transformative alternative.

Although research on AI-assisted language learning in general education has expanded significantly, its application to specialized diplomatic terminology remains underexplored. The present article seeks to address this gap by analyzing how AI tools can support the acquisition of diplomatic vocabulary, what methodological frameworks yield the best results, and what limitations must be acknowledged in this process.

Research Results and Their Analysis

The Unique Complexity of Diplomatic Terminology

Diplomatic language is distinguished from general professional vocabulary by several characteristics that make AI-assisted learning particularly relevant. First, its cross-linguistic diversity requires learners to engage with terms preserved in their original languages. Second, its context-dependence means that a single word may carry entirely different weight in a formal communiqué versus an informal diplomatic exchange. Third, its historical layering connects contemporary usage to foundational documents such as the 1961 Vienna Convention on Diplomatic Relations, requiring historical as well as linguistic comprehension.

A survey conducted among students of international relations revealed that 78% of respondents found diplomatic terminology significantly more difficult to acquire than general academic vocabulary. Among the primary difficulties cited were: the absence of contextual examples in standard dictionaries (67%), the disconnect between written definitions and practical usage (61%), and limited opportunities for interactive practice (54%).

The Role of AI in Diplomatic Terminology Acquisition

Modern AI language models demonstrate several capabilities directly relevant to diplomatic vocabulary learning. First, they provide interactive, multi-layered explanations that combine definition, etymological origin, historical context, and usage examples in a single response. When asked to explain “*persona non grata*,” for instance, an AI model can simultaneously define the Latin phrase, cite Article 9 of the Vienna Convention, and illustrate its application in recent diplomatic incidents to a depth of contextualization unavailable in any single traditional reference.

Second, AI enables comparative terminological analysis. Learners frequently confuse related but legally distinct concepts such as “treaty,” “convention,” “protocol,” and “agreement.”

AI can clarify these distinctions through structured comparative explanations tailored to the learner’s existing level of understanding.

Third, AI supports active vocabulary acquisition through simulation. Role-play scenarios in which the learner assumes the position of a ministry spokesperson, ambassador, or negotiator require terms to be deployed in realistic communicative contexts rather than passively memorized.

Research confirms that systems capable of adapting to individual learning styles produce measurably stronger retention outcomes compared to fixed-format instruction (Zhang & Li, 2021).

Among respondents who had used AI tools for diplomatic vocabulary practice, 72% reported a higher level of confidence in recognizing and correctly using specialized terms, compared to 41% among those who relied exclusively on textbooks. Furthermore, 68% noted that AI’s capacity to provide immediate, personalized feedback was the feature they valued most.

A Proposed Methodology for AI-Assisted Diplomatic Terminology Learning

Based on the research findings, the following four-stage methodology is proposed. In the first stage, learners compile a foundational list of 50 to 100 high-frequency diplomatic terms and use AI to generate definitions, usage examples, synonyms, and contrasting concepts for each. In the second stage, learners engage with authentic diplomatic documents, UN Security Council resolutions, bilateral agreements, ministerial communiqués querying AI about unfamiliar terminology encountered in context.

In the third stage, learners conduct role-play simulations with AI, practicing the deployment of terms in realistic diplomatic scenarios. In the fourth and final stage, learners cross-verify AI-provided information against authoritative primary sources, including official UN documentation and the texts of international conventions.

Advantages and Limitations

The primary advantages of AI in this domain are availability, adaptability, and personalization. AI is accessible at any hour, responds in the learner's preferred language, and adjusts the complexity of its explanations to the learner's demonstrated level of knowledge.

These qualities make high-quality diplomatic terminology instruction accessible to students across Uzbekistan, not only those enrolled in specialized programs.

However, significant limitations must be acknowledged. AI models can produce inaccurate or outdated information, a risk of particular seriousness in a domain where terminological precision carries legal and political consequences. Additionally, AI cannot fully convey the pragmatic and cultural dimensions of diplomatic language: the unspoken norms, relational dynamics, and institutional traditions that experienced diplomats acquire through years of practice.

As survey respondents indicated, AI is best understood as an auxiliary tool that supplements, rather than replaces, the guidance of qualified instructors and the experience of authentic diplomatic engagement.

Conclusion

The integration of artificial intelligence into the learning of diplomatic terminology represents a meaningful advance in the democratization of specialized professional education. AI's capacity for interactive explanation, comparative analysis, simulation, and personalized feedback addresses the core difficulties that learners of diplomatic language consistently report. At the same time, its effective use requires methodological discipline: AI must be treated as a starting resource, systematically verified against authoritative primary sources, and embedded within a broader learning framework that includes authentic communicative practice.

Within the context of Uzbekistan's Digital 2030 strategy, and given the growing importance of diplomatic competence in an increasingly interconnected world, the rational and methodologically sound integration of AI tools into diplomatic education curricula deserves serious institutional attention. The future of diplomatic training lies not in choosing between human instruction and artificial intelligence, but in combining their respective strengths with intentionality and critical judgment.

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