

**DIFFICULTIES IN DEVELOPING ACADEMIC
COMPETENCES BASED ON ENGLISH WITHIN
INTERDISCIPLINARY GROUPS****Khalimov Salokhiddin Samiyevich**

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Annotation: As a result of the process of globalization and the development of the international education system, English is widely used as the main means of communication in the scientific community. In this process, several difficulties arise in the use of the English language. This article aims to identify the main problems encountered in the use of English in interdisciplinary groups and analyze their consequences.

Keywords: interdisciplinary teams, academic skills, integrated approach, discourse, language barriers, cultural differences.

Annotatsiya: Globallashuv jarayoni va xalqaro ta'lim tizimining rivojlanishi natijasida, ingliz tili ilmiy hamjamiyatda asosiy aloqa vositasi sifatida keng qo'llanilmoqda. Bu jarayonda ingliz tilidan foydalanishda bir qancha qiyinchiliklar yuzaga keladi. Ushbu maqola fanlararo guruhlarda ingliz tilidan foydalanishda duch kelinadigan asosiy muammolarni aniqlash va ularning oqibatlarini tahlil qilishni maqsad qiladi.

Kalit so'zlar: fanlararo guruhlar, akademik ko'nikma, integratsiyalashgan yondashuv, diskurs, til to'siqlari, madaniy farqlar.

Аннотация: В результате процесса глобализации и развития международной системы образования английский язык широко используется как основное средство общения в научном сообществе. В этом процессе возникает ряд трудностей в использовании английского

языка. Целью данной статьи является выявить основные проблемы, возникающие при использовании английского языка в междисциплинарных группах, и проанализировать их последствия.

Ключевые слова: междисциплинарные команды, академические навыки, комплексный подход, дискурс, языковые барьеры, культурные различия.

As a result of globalization and the development of international education, English is accepted as the main means of communication in the international scientific community. The use of English is of great importance in the process of conducting scientific activities in interdisciplinary groups and developing academic skills. Representatives and students of different fields can create new knowledge and enhance mutual exchange by working together in English. However, difficulties may arise in this process, such as various language barriers, cultural and academic differences.

Developing academic skills in interdisciplinary groups in English is a complex process that involves many difficulties. Students and teachers may encounter communication and language barriers due to their different scientific fields and cultural backgrounds. Technical, methodological and cultural differences also play an important role in this process. Another problem is the differences in the level of language skills of students and the lack of teaching strategies adapted to them. There is also a need for qualified teachers and modern pedagogical tools to manage an integrated approach and the educational process. Therefore, effective language strategies, professional training of teachers, and the use of advanced technologies are essential for organizing a successful teaching and learning process.

Scholars have expressed different opinions on the issue of developing academic skills in interdisciplinary groups using English. Some researchers, for example, Swales and Feak (2004) emphasize the existence of language and

cultural barriers in the development of academic language skills in interdisciplinary groups. According to them, since students come from different scientific fields, differences in terminology and scientific discourses make the learning process difficult.

In addition, Hyland (2006) also notes the complexity of interdisciplinary approaches to teaching academic writing skills. According to him, students face problems in adapting the target language and mastering new styles when working with materials from different disciplines.

Dudley-Evans and St John (1998) consider the role of English teachers to be important. They emphasize the need to use modern teaching methods and technologies to overcome differences between language and culture. Therefore, the relevance of pedagogical approaches and language teaching strategies in organizing a successful educational process is highlighted.

The language skills of group members are essential for effective academic communication in interdisciplinary groups. Students and professionals who have learned English as a second language may find it difficult to express and understand complex scientific concepts. This can limit their ability to express their ideas clearly and can lead to misunderstandings that can lead to poor performance. For example, it is often difficult to understand scientific terminology and explain it to others. This is especially true when preparing scientific discussions and reports. Members with low language skills are less likely to contribute fully and their knowledge is limited.

To overcome language barriers, it is important to provide interdisciplinary group members with specialized English language courses and training in scientific writing. This not only helps to improve language skills, but also contributes to the development of mutual communication.

Interdisciplinary groups, students will inevitably have different cultural and educational backgrounds. These differences are reflected in their communication and teaching methods. For example, in some countries,

students are actively involved in communication and are used to expressing their opinions freely, while in other countries, there are education systems that differ from this style.

Cultural differences can lead to misunderstandings. For example, some students' behavior, such as maintaining personal boundaries or avoiding discussions, can reduce their participation and learning effectiveness. Therefore, special training and programs are needed to overcome intercultural differences.

Through such cultural integration programs, students can better understand each other and learn to work effectively. In this process, it is effective to enhance intercultural exchange through interdisciplinary projects and discussions.

Since members from different disciplines work together in interdisciplinary teams, each discipline has its own terminology and scientific approaches. Explaining these terms in English and communicating them to representatives of other disciplines is often difficult. These difficulties can be noticeable during scientific projects and in the analysis of research results. For example, there may be different approaches to the same concepts between representatives of technical and humanities disciplines. To overcome such differences, it can be effective to use clear and simple expressions and visualization techniques when explaining language and terminology.

Poor English language skills can lead to low self-confidence and motivation among students. Some students may be afraid to actively participate in group activities due to their low language proficiency. This limits their chances of achieving academic success. Therefore, it is necessary to organize psychological support and self-confidence programs to increase motivation and support students in interdisciplinary groups. Through these programs, students are encouraged to express themselves freely and actively participate in group activities.

Access to scientific literature and resources can also be a challenge in interdisciplinary groups. Understanding resources and scientific literature in English can be difficult for many students. In some countries, access to high-level literature in English is limited. This makes the process of scientific research difficult for students and increases the differences in their knowledge levels. To overcome such problems, universities and academic institutions should establish programs and libraries that facilitate students' access to scientific resources. It is also important to encourage students to study independently and conduct scientific research. In conclusion, the development of academic skills in interdisciplinary groups using English poses a number of challenges. Language barriers, cultural differences, lack of motivation, and limited access to scientific resources are the main problems in this process. However, through special training, cultural exchange programs, and expanding access to scientific resources, these problems can be overcome and students' academic skills can be developed. At the same time, the opportunity to integrate new knowledge and experiences through interdisciplinary groups remains an important factor for student development and academic success.

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