

**INCREASING TECHNOLOGY OF CREATIVE PROJECT ACTIVITIES
FOR TEACHING A FOREIGN LANGUAGE TO UNIVERSITY
STUDENTS**

Annotation: The article discusses the meaning and specifics of the use of creative project technologies as a way to increase the effectiveness of foreign language teaching for higher education students.

Keywords: foreign language, creative, student, teaching.

It is known that the President has put forward 5 important initiatives to launch a new system in the social, spiritual and educational spheres. The first initiative is aimed at increasing the interest of young people in music, painting, literature, theater and other arts, as well as revealing their talents. Therefore, in order to increase creative activity in foreign language classes, the author argues that its implementation is an effective tool to encourage students to learn a foreign language, to reveal their intellectual and creative potential, to develop language skills. He pays great attention to the formation of students' independent creative thinking. This will help to put the knowledge gained into practice.

The new strategic goals of modern education in Uzbekistan and the desire to meet European standards have led to the need to find practical approaches to the training of future new types of specialists. The state requires highly qualified personnel who know foreign languages, can consciously perceive new and advanced ideas, and are ready to create and implement unique ideas. Modern competitively qualified professionals should not only use a foreign language in everyday life, but also have a sufficient amount of knowledge, and skills: to understand the materials in conferences, roundtables and seminars; work on the Internet; conducting conversations and discussions on professional and business topics; Finding information on the Internet or other foreign sources; be able to prepare and conduct presentations on specific topics. One of the components of the effective implementation of these tasks is the use of creative project technology to teach this foreign language. Teachers began talking about the use of creative projects in teaching at the beginning of the last century. At the current stage of methodology development, researchers demonstrate the possibilities and potential advantages of the creative project method as a useful method of teaching and learning.

The purpose of the article is to identify and analyze the advantages, content and specific features of the use of creative project technologies as a way to

increase the effectiveness of foreign language teaching for university students. The share of group work with the student decreases, but the use of interactive methods of teaching future professionals under the guidance of the teacher is expanding, so self-employment, self-organization, self-management contributions are increasing. The education of higher education students is gradually increasing. In this context, the use of project technologies for foreign language teaching is even more important as it helps to focus on students' independent work, activism and creativity, and the teacher serves as a mentor, facilitator, observer and manager.

The teacher should define the creative project as "organized, long-term research activities for students using a foreign language in the classroom and outside the classroom." Its purpose is to create a specific product derived from real life or to self-organize in the process of solving a particular problem and to eliminate the student's dependence on the teacher through self-study.

In our view, teachers' project activism, sometimes poor methodological preparation, didactic and teaching materials and tools for professionally oriented projects, responsibility for teachers' reluctance, fear or post-teacher difficulties, leads to cases where teachers avoid projects despite their apparent effectiveness. Precise planning and implementation of creative project activities in higher education allows teachers to turn it into a practical learning process to improve language skills, rather than an entertainment event. It should be noted that in the process of project activities, teachers should take into account the professional specialization of students, their language skills, and the level of teaching and the complexity of the tasks. We cannot offer tasks that are impossible or too difficult for students. This violates the basic idea of the project activity - "the transition from theory to practice, the harmonization of academic knowledge with pragmatism and the observance of their balance at each stage of learning".

Thus, the effectiveness of the use of creative project technology in foreign language teaching depends primarily on the development of students' cognitive skills, critical thinking and communication skills, the formation of self-learning skills and the ability to focus on a given topic. 'is selected when selecting the data.

Creative project technology is an effective approach to teaching a qualified individual as students involved in project activities improve their collaboration skills, information resource management skills, and problem-solving techniques. Perform scientific and practical work, gain experience of independent work. Project activity provides a gradual transition from theory to practice and a combination of scientific knowledge and pragmatics at each stage of education.

In short, the advantages of using industry-oriented creative project activity technology in foreign language teaching are endless. This gives us broad prospects for further research. Subsequent work may identify criteria for the effectiveness of the use of project technologies in teaching a foreign language to non-linguistic students. Project-based language learning the purpose of using creative project activity technology is to facilitate learning and self-learning. True, creative project is one of the most important goals of language teaching. The development of interest and curiosity in students, which can be a practical way of involving

students in language learning, should be based on the openness of teaching materials and information to create a lesson context. Creative project technology in the process of optimizing foreign language teaching makes students less dependent on their mother tongue, but more active and guided to communicate with each other.

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