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## TECHNOLOGY OF THE IMPROVE CREATIVE PROJECT ACTIVITIES OF STUDENTS IN THE TEACHING FOREIGN LANGUAGE

**Abstract:** *The new strategic goals of modern education in Uzbekistan and the desire to comply with European standards have made practical approaches necessary for training new types of specialists in the future.*

*The article talks about the meaning and specific features of the application of creative project technologies as a way of increasing the effectiveness of teaching foreign language for students in higher education.*

**Key words:** *foreign language, creative project, innovative activity, pedagogical skill, quality of education, creative activity.*

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### Introduction

The state requires highly qualified personnel who know foreign languages, are able to consciously perceive new and advanced thoughts, are ready to create and implement specific ideas. Modern competently qualified specialists should not only apply a foreign language in everyday life, but also have a sufficient amount of knowledge and skills: understanding of materials at conferences, round tables and seminars; working on the internet; conducting conversations and discussions on professional and business topics; finding information on the Internet or other foreign sources; they must know how 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 for teaching a foreign language.

Teachers began to talk about the application of creative projects in teaching at the beginning of the last century. They try to find ways to develop active independent thinking of students, not only to memorize and repeat knowledge, but also to provide opportunities for the practical use of their knowledge. At the present stage of the methodology development, the researchers demonstrate the possibilities and possible advantages of the creative project method as

a useful method of teaching and learning. At the same time, despite the existence of a large number of publications, most researchers pay attention to the application of creative project technologies in the educational process of research in the field of Higher Education. This led us to the chosen topic.

The purpose of the article is to identify and analyze the advantages, content and peculiarities of the application of creative project technologies as a way of increasing the effectiveness of teaching a foreign language for university students. The share of work carried out in the group with the student is reduced, but under the guidance of the teacher, the use of interactive methods of teaching potential specialists is increasing, therefore, the contribution of self-employment, self-organization, self-management is increasing. The education of higher education institution students is gradually growing. In this regard, the importance of using Project technology for teaching foreign language is further emphasized because it will help to focus attention on the independent work, activity and creativity of the students and the teacher will serve as a consultant, assistant, observer and manager.

Creative project technology allows us to solve a didactic problem and make foreign language lessons a

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truly interesting, meaningful, and practical solution for students to become a place of discussion or research. In this case, the highest technological value of individualization of education is realized, relying on the subjective experience and educational interests of students.

It is very important that this teaching technology is not aimed at combining real knowledge. Instead, it is aimed at practical application and obtaining new information (often through self-education). The main task of the creative project: to teach students to think independently, to find out the relationship between the reasons for finding and solving problems by applying this knowledge in different areas, to predict the results and consequences of different solutions.

Active participation of students in the creation of professionally oriented creative projects on various topics gives them the opportunity to learn new things, develop their skills and test new methods of human activity in the socio-cultural environment. Constructive critical thinking, self-presentation and development of skills to work in a team (group or couple), improves the socialization of each student and encourages language learning.

In order to formulate the language knowledge of students who require programs and standards, it is necessary to provide active oral practice for each group of students. For this, the technology of the project will be very useful. Of course, the tasks of the project are outside the classroom and require additional independent work, but it is justified by the fact that it can provide the following:

- activity, even in students who want to keep silent;
- to reveal the skills that will ensure the confidence of the students in themselves;
- improving students' communication skills;
- development of important skills and skills of students (joint decision-making, professional creative thinking, activity in the process of reading and individual and collective responsibility for the work performed);
- development of research skills (future specialists should find and analyze the necessary theoretical sources, choose pictures, draw conclusions);
- to create conditions for a more thorough study and in-depth study not only of grammatic, but also other aspects of the language;
- develop critical thinking.

Despite all the advantages listed above, the project activity has a number of drawbacks, since it requires experience from the teacher, thorough planning and discussion with the students. The teacher plays the most important role in the preparatory stage. It should create a wide range of topics that will allow students to carry out their knowledge and use personal experience in the work. This approach increases the effectiveness of learning and motivation and allows

students to speak skillfully and consciously in the process of protecting their creative projects. The teacher initiates discussions to ask questions and comment from time to time, but almost all discussions in this group are conducted by the readers themselves. The teacher is also responsible for the type of project (research, creative, play, information, telecommunications, multimedia), the methods and approaches of teaching, the organization of groups, the exchange of roles, the individual relations in groups, the choice of the language basis of the project (lexical and grammatical), the materials that carry out the final assessment with the discussion of behavioral and language errors. On the other hand, before participating in the project activities, students must "possess creative and communication skills, knowledge in finding and analyzing the information necessary for them to use scientific resources, express their opinions, participate in conversations, etc."

Thus, the technology of design is considered as an integrated education system, students acquire knowledge, perform practical tasks (projects) that are gradually becoming more complex and are engaged in the study of a foreign language for students, organized, long and meaningful. This work can be done both in the group and outside of the class time. The project is always a creative activity. It is based on the idea that reflects the meaning of the concept of "project" and its pragmatic orientation to the result obtained as a result of solving an important practical or theoretical problem. It is very important to see, think and apply this result in practice. Projects encourage students to take initiative. If they sit back and wait for communication with others, they will miss the opportunity to develop a foreign language. But with some encouragement, practice and good modeling, they develop skills and courage to start making noise in meaningful language.

The analysis of scientific literature has shown that although the project Technology fans are increasingly, there is a gap and even a replacement of concepts. In recent years, the project has a tendency to be called almost any event, and the lack of coherence in the development of the theory and practice of the project decreases the effectiveness of foreign language and practical activities.

After studying the classification of creative projects proposed by him., we have identified the types of projects that can be used in teaching a professionally oriented foreign language:

- according to the characteristics of the dominant project activity: search, search, information, creative, game, telecommunications, multimedia, construction, practice-oriented;
- implementation of scientific relations: monosubject, curriculum of science;
- depends on the project coordination feature: direct-solid or flexible, indirect, hidden - hidden;

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- depends on the characteristics of the relationship: Group, local, regional, national, international;

- depends on the number of participants: individual, collective, couple, Group, mass;

- on the duration of the project: continuous, continuous and short - from a week to a month.

Despite the fact that this creative project is widely covered, the project activities have a clear structure that teachers should follow in order to improve the effectiveness of teaching a foreign language. Scientific experts consider the following stages of the project work:

- first stage-preparation: selection of the project topic, discussion, problem formulation, study of new language material, development of the project structure, discussion of the results of the project activities and methods of its presentation;

- the second stage-work management: search for data (reading texts, literature, interview, questionnaire) discussion of data and preliminary results in groups;

- the third stage-intermediate control: discussion of the design of the project, documentation (at this stage, students are required to prepare posters, brochures, small texts according to the chosen topic, photos, a short video or album with photos);

- the fourth stage-presentation: discussion, design, presentation of the project methods of demonstration of projects in groups;

- the fifth stage-summarization: discussion of the project, final evaluation.

The precise planning and implementation of creative project activities in higher education allows teachers to turn it into a practical learning process for the improvement of language knowledge, and not an event of entertainment. It should be noted that in the process of project activities, teachers should take into account the professional qualification of the students, their language knowledge, the level of teaching and the complexity of the tasks. We cannot offer tasks that are impossible or very difficult for students. This violates the basic idea of the project activity - "transition from theory to practice, harmonization of academic knowledge with pragmatics and adherence to their balance at each stage of study".

Thus, the effectiveness of the use of creative project technology in teaching a foreign language is determined primarily as the development of students' cognitive skills, critical thinking and communication skills, the formation of self-teaching skills and the selection of information on a given topic.

Creative project technology is an effective approach to teaching a qualified individual because students participating in project activities improve their skills of working in collaboration, skills of working with information sources, develop and develop problem-solving methods. They get the experience of doing scientific-practical and practical work, working independently. Project work provides a step-by-step transition from theory to practice and harmonization of scientific knowledge and pragmatics at each stage of Education.

In conclusion, the advantages of using the technology of creative project activities oriented to the field in teaching a foreign language do not end. This gives us broad prospects for further research. The next study can determine the criteria for the effectiveness of the use of Project technology in teaching foreign language to non-linguistic students.

The purpose of using the technology of creative project activities to learn the languages that will be organized with the help of the project is to facilitate learning and self-learning. True, a creative project is one of the most important goals of teaching the language. The development of interest and interest in students, the creation of the lesson context should be based on the openness of instructional materials and information, which can be a practical way of engaging students in learning. In the process of optimizing the teaching of a foreign language in a creative project Technology, students are not so much dependent on their native language, but are active and guided in communicating with each other.

When we come to the development of technology, we believe that in the future the teaching of creative project technology in a foreign language will be further developed. The process of studying a foreign language is aimed at students. Therefore, the quality of teaching is improved and the scanning of students in practical foreign language is effectively developed, that is, the communicative competence of the students is formed.

We believe that this process will be able to fully improve students' ideas and practical language knowledge, which is useful for ensuring and implementing effective result of teaching and learning. Through the elimination of several problematic areas, creative project technologies can be effectively used in the study rooms, relevant knowledge by the teachers will enable them to overcome the problems and be creative to the teachers.

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