"TEACHING ENGLISH PRONUNCIATION: RECENT DEVELOPMENT IN FOREIGN STUDIES"

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Abstract: *Effective English communication depends on correct pronunciation. As a result, the shift to communicative language teaching during the past years has resulted in significant developments in the field of pronunciation instruction. The new developments in pronunciation instruction practice were sparked by findings in these disciplines. In light of this, the article's goal is to assess current developments in the development of English pronunciation abilities and to pinpoint their unique characteristics. The current state of international pronunciation teaching practice is characterized by the growing importance of technological advancements and using AI based applications, the perception of English as a lingua franca with the concept of intelligibility being connected to it. Conclusions are drawn regarding the potential for implementing cutting-edge concepts in the classroom to assist students in efficiently learning pronunciation skills.*

Keywords: *teaching pronunciation, technological advancements, digital technology, Artificial Intelligence, innovative approach, techniques, rhythm, emphasis, intonation.*

In the context of globalization, close contacts between representatives of different nationalities, communication in English requires developed pronunciation skills from speakers of it. Most experts in the field of applied phonetics of the English language, as well as methodologists dealing with pronunciation training, are unanimous in the opinion that pronunciation skills play an important role in the learning process. However, pronunciation as an essential part of learning has not always received close attention from teachers.

Both teachers and developers of educational materials dealing with pronunciation problems made joint efforts to conduct lessons taking into account emerging communicative techniques, which in turn led to significant changes in pronunciation teaching. Firstly, the concept of language interference of the native language in mastering a foreign language was revised, which was considered the primary source of errors. Instead, the concept of linguistic transfer of the features of the native language was introduced, which can be both positive (in cases when the language of the learner and a foreign language have similar phonological characteristics) and negative (in cases when the native language does not have similar features with the language being studied) (Odlin T.1989,p.224). Scientists have also recognized other factors that play an important role in mastering a foreign language, for example, overgeneralization — the extension of certain

rules to language phenomena in cases where they are not applicable or do not work. Thus, native speakers of Uzbek often make a mistake when pronouncing words such as architect, headache [ɑːkɪtekt], [ˈhedeɪk] by analogy with other words having the letter combination ch, which is pronounced as [tʃ], for example in the words church, child. These fundamental ideas marked the beginning of important changes in the way of thinking of specialists dealing with the problems of pronunciation training. Thus, exercises to distinguish the minimum pairs of words used in dialogues became of paramount importance, which corresponded to the principles of communicative-oriented tasks.

Secondly, the focus in learning was shifted from individual sounds to components such as stress, intonation, rhythm. Thus, the influence of the latter on the general meaning of communication was recognized (Gass S.,1994).

The following contemporary trends indicative of instructing English pronunciation can be seen through the analysis of specialized foreign literature: the use of different innovative approaches, justified by the fact that mastering the pronunciation side of speech affects various types of perception: auditory, visual and kinesthetic (Brinton D.,2014); the increasing role of technological innovations involving the use of digital technologies and Artificial Intelligence-Based Apps; focus on such features of English pronunciation, as stress, rhythm, division into semantic groups, the isolation of words (or syllables) in a semantic group, intonation.

The idea of an approach to learning pronunciation from the point of view of various modalities, that is, channels of perception — auditory, visual kinesthetic and tactile — is not new. However, we are interested in additions introduced taking into account the latest research and allowing us to optimize the process of mastering pronunciation skills. Thus, according to linguist V. Acton, the ability to introduce sound and practice its pronunciation in a versatile way is the key to effective learning. Each sound should be considered as a set of results of its impact on development personal channels of perception. For example, to explain the pronunciation features of the phonemes /r/ and /l/, you may need the entire set of representative systems, that is, modalities. Thus, the trainees should hear their difference, feel the difference in articulation, consciously concentrate on the movement of the lips and tongue and, possibly, focus on the place(s) where the language touches the other (Acton W., 1997) Those visual ways of representing sounds that are used in our time, for example, a table of the arrangement of vowel sounds depending on the horizontal position of the language and its vertical position, the table of consonant sounds, the scheme of the transverse section of the human speech organs go back to the influence of the direct method, in which pronunciation training was given an essential role.

The development of communicative methods of teaching English has given impetus to other forms of multimodal learning, such as the use of gestures and body movements. Thus, M. Chan, being one of the founders of this direction, suggests accompanying the explanation of various phonetic phenomena of the English language with kinesthetic techniques, such as the use of a sound to denote a verbal impact or a distinguished word-

meaning group (Chan M.,2018, p.56). She systematizes her experience in a video on the Pronunciation doctor YouTube channel, where she shares numerous exercises-warm-ups on pronunciation to increase the awareness of English language learners in the speech apparatus, increase the flexibility of their articulation muscles and improve the skills of speech production in the English language.

Numerous kinesthetic techniques are being developed in the tactile teaching method — a system based on the coordinated use of movement and touch (Burri M., Baker A., 2016, p. 73). As emphasized researchers V. Acton, A. Baker, M. Burry and B. Timen, such training is not just a technique for working out one phenomenon of the sound side of English speech, but, most likely, an integral system covering a combination of kinesthetic and tactile ways of presenting information for teaching most aspects of pronunciation (Acton W., 2012). A vivid illustration of this method can be the "butterfly" technique, created in order for students to feel the pronunciation features of strong and weak syllables during the study of rhythmic (semantic) groups. The technique boils down to the fact that the trainees put their left hand on their right shoulder and their right hand on their left forearm. The right shoulder designates stressed (strong) syllables, while the left forearm is responsible for all other unstressed (weak) sounds found in individual words and/or rhythmic groups. In other words, when a polysyllabic word or a rhythmic group is pronounced, the left hand hits the right shoulder hard on the stressed syllable, and the right hand lightly hits the left shoulder on each a separate unstressed syllable (Burri M., Baker A., 2016, p. 73). Such rhythmic tapping improves the process of understanding the English rhythm. The inclusion of body movements in the practice of teaching pronunciation allows you to significantly expand the repertoire of standard exercises for listening and repetition, creates positive emotions in students and ensures a smooth transition to effective English language proficiency.

The effect of technological progress on pronunciation teaching covers a whole range of digital technologies. It includes simple programs for recording and processing audio files, interactive communication platforms, such as Flipgrid, which allows students to conduct live discussions, upload video and audio files, which in turn contributes to the interaction of trainees and their involvement in the learning process. This diversity is not limited to more advanced technologies, such as web applications and programs. automatic speech recognition. Among the first are the most famous Elsa Speak, Youglish.com, Cake, Say it: English Pronunciation and others.

Thus, students have access to "video images" of authentic discourse of native English speakers, which allows them to experiment with the language independently. Automatic speech recognition is an independent, automated process of decoding and decoding spoken speech. Such a system receives the speech signal from the speaker through the microphone, analyzes it using a certain model or algorithm, and outputs the recognized message in the form of text.

ELSA, English Language Speech Assistant, is a fun and engaging app specially designed to help you improve your English pronunciation. ELSA's artificial intelligence technology was developed using voice data of people speaking English with various accents. This allows ELSA to recognize the speech patterns of non-native speakers, setting it apart from most other voice recognition technologies. With Elsa Speak app we can speak English in short, fun dialogues, get instant feedback from proprietary artificial intelligence technology and receive a detailed report of your strengths and weaknesses.

In the discussion of innovative technological methods of teaching pronunciation, it is worth mentioning the availability and use of mobile technologies. According to H. According to Jarvis, there are billions subscribers of mobile applications worldwide, which indicates that in the near future almost every person on Earth will own a mobile phone or smart phone (Jarvis H., 2015). In this regard, many more students have access to a smart phone than to a personal computer.

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