

The role of internet resources in learning foreign languages at the faculty of electrical engineering

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Abstract. Internet resources play an important role in modern education, including the study of foreign languages at the faculty of electrical engineering. Nowadays new information technologies are intensively introduced into all spheres of our life, including the educational process. In this regard we need to develop methods for using computer information technologies in foreign language learning. The use of Internet resources in foreign language lessons is a relevant direction in the methodology that requires new approaches and non-standard solutions. The aim of the study was to investigate the effectiveness of using internet resources in learning foreign languages at the university educational process. More and more language departments, institutes and schools are now using virtual environments to promote and support language learning. The use of a computer and Internet resources in English classes makes it possible to individualize learning as much as possible, make the learning process creative; increases motivation and interest in learning a foreign language and contributes to the effective formation of foreign language speech competence. The article also touches upon the theoretical substantiation of the application of internet resources in the educational context. Furthermore, the students' opinions are presented on how internet resources are convenient in learning foreign languages. The survey involved 147 students of Zhangir khan West Kazakhstan Agrarian and technical University. It was revealed that the integration of online communication tools has positive effects on the formation and development of speaking and writing skills in English.

1 Introduction

The relevance of this study is due to the need to use new information technologies and insufficient knowledge of the role of modern Internet resources in learning a foreign language at the technical university. In modern society we are increasingly convinced of the

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need to master a foreign language in order to obtain a promising profession, to travel or just to communicate.

The purpose of the research is to identify the most useful and convenient Internet resources that help in teaching English at the faculty of Electrical engineering.

Tasks of the research are:

- As a result of the survey, to reveal the opinion of students about the use of the Internet as a means of teaching English;
- to compile a list of educational English websites on the Internet.

One of the main advantages of the Internet is access to an unlimited amount of up-to-date information and a huge selection of authentic materials, for example, news events, interesting facts from the life of famous people, the words of modern songs, poems, letters, advertising, menus, transport timetables, instructional videos, etc.

There are a number of tasks you can perform using the Internet:

- using of network materials in the content of the lesson;
- independent search for information by students as part of the project work;
- studying of the first or second foreign language;
- preparation for passing the international IELTS, TOEFL exams etc.
- systematic study of a certain aspect of a foreign language remotely under the guidance of a teacher;

formation and development of reading skills, using the different materials of the network;

formation and development of listening skills based on authentic audio texts on the Internet;

improving the skills of monologue and dialogic speech on the basis of a problematic discussion of the network materials presented by the teacher or one of the students;

improvement of writing skills, compiling answers to correspondence partners;

replenishment of the vocabulary, both active and passive, with the lexicology of a modern foreign language, reflecting a certain stage in the development of the culture of the people, the social and political structure of society;

acquaintance with cultural knowledge, including speech etiquette, peculiarities of speech behavior of various peoples in terms of communication, traditions of the country of the language being studied.

Now everyone understands that the Internet has tremendous information capabilities and services. Undoubtedly it is necessary to use the modern possibilities of e-learning in teaching and improving the English language.

Today we can say that the Internet technologies are part of the general information culture of the teacher and students. Internet resources stimulate the desire to study, expand the area of individual activity of each student. The issue of integrating the Internet into education and, in particular, its application in training in foreign languages is currently quite relevant.

For example, audio recordings in foreign languages help students perceive the studied language by rumor. This makes it possible to understand the phonetic features of the language. Students start to express their thoughts in a foreign language more correctly and competently. They cease to be afraid to contact with foreign citizens because of their wrong pronunciation, and visit other countries with pleasure.

Internet sources can be used for various educational purposes. The global Internet network creates the conditions for any necessary information for students and teachers. In addition, students can take part in various linguistic competitions held on the Internet. It is important to note that now it has become possible to participate in these events at the international level. After all today a student who masters a foreign language and easily interacts with the search engine, can quietly register on any forum, site, etc.

Foreign language training is a multifaceted process due to its' main goal - the development of the personality capable and wishing to participate in intercultural communication in the language studied and independently improve in mastering foreign language speech activities. In modern society the role of foreign languages becomes truly indispensable. Knowledge of a foreign language makes it possible to join world culture, use the potential of the Internet resources.

The possibilities of applying Internet resources are unlimited. The universal Internet network creates conditions for obtaining any important information from anywhere in the globe: announcements from the life of youth, notes from print publications and magazines, etc. With the help of Internet you can solve the entire spectrum of didactic tasks: to develop reading skills, to improve the lexicographic vocabulary of students, to motivate students to study English to develop natural resources management.

In addition, the article is focused on the study of Internet technologies to expand the horizons of students to support business communications and to contact with their own peers from the English-speaking countries. Students get the opportunity to participate in conferences, Olympiads held on the Internet, take part in chat rooms and video conferences.

2 Materials and methods

We have used the following methods in the article:

- search for information, selection of websites to study English;
- to conduct a survey to clarify effective forms of work with the students using Internet resources.

In our study under multimedia technologies and Internet resources we understand a wide range of tools and resources containing information presented in various formats based on computer and mobile technologies.

Multimedia technologies are the combination of computer technologies, simultaneously using several information environments: graphics, text, video, animation, sound effects. In other words, multimedia involves the presentation of information in various forms at the same time (using sound, graphics, video, animation, etc.). It is worth noting that today the Internet acts as a qualitatively new media, combining video, text, audio, graphic etc. [1].

Today most researchers (West, K. C., Kajder, S., Bull, G.) recognize that multimedia and digital technologies have tremendous didactic and methodical potential. Within the framework of the competence approach to learning the main purpose of learning a foreign language is the development of communicative competence and its components (in particular, information and communicative / digital competence). The means of achieving this goal is the development of foreign language skills (grammatical, lexical, phonetic) and abilities (reading, listening, speaking) [2, 3].

Currently, there are many diverse means of new information technologies; and the computer takes a special place among those used in the educational process. Investigation of the problems of computer training in foreign languages occupies one of the main places in the works of scientists such as Blood, R., Thorne, S. L., Payne, J. S. The introduction of a computer to the educational process leads to the emergence of new organizational forms of training. At the stage of presenting a new educational material, students have the opportunity for direct contact with other trainees and with a new learning content submitted through Internet resources [4, 5].

In the sphere of application of information and communication technologies in learning foreign languages a great contribution was made by R. E. Ferdig. He notes that "currently the didactic properties and functions of new multimedia and hypermedia technologies in the field of learning foreign languages are actively investigated, various aspects of Internet use are being developed" [6].

Modern online resources used in linguistic didactics are:

- electronic dictionaries, including training (explanatory, translation, terminological, reference, illustrated, interactive);
- authentic materials in the foreign languages (in text, graphic, video, audio, game formats);
- special training resources for learning a foreign language (electronic textbooks and printed tasks created with the help of a computer);
- applied programs (MS Word, MS PowerPoint, Web Browsers);
- electronic synchronous (chat rooms, messengers, video conferencing) and asynchronous (e-mail, forums, training groups in social networks) communication means;
- teaching Internet resources (Hotlist, Multimedia Scrap-book, Subject-sampler, Web-quest).

These technologies are used in language learning under various forms of organization such as: classroom work; extracurricular work; distance learning and mixed or combined learning. Today it is worth noting that mixed learning (blended learning) is considered the most promising form of foreign language training. With a competent approach it allows you to combine direct communication with the teacher and the group and to organize independent work with the help of electronic communications [7].

When planning a lesson it is also extremely important to identify the initial level of students' personal computer skills, for example, with the help of entrance testing. Before using digital resources during a foreign language lesson, students must have general and educational computer skills at a certain level. Organizational forms of work in a foreign language class using Internet resources remain the same: individual, group and pair work.

The most easily accessible multimedia tool is the electronic textbook. Why multimedia (electronic) textbooks attract teachers and students? Electronic textbooks make it possible to increase the level of training.

Advantages of e-textbooks are:

- visual presentation of the material (use of color, pictures, sound, video, animation, etc.);
- built-in test systems provide instant control over the assimilation of the material;
- interactive mode allows students to control the speed of passing the educational material;
- the possibility of constantly updating the textbook as new data appears (the electronic textbook is located in one specific space of a virtual place, and millions of people have access to it, so that if you change something, just edit the file, and the next day millions of people will see the edited textbook version)
- ease of use.

Modern electronic textbooks have some disadvantages as well:

- insufficiently taken into account age characteristics of the declared students;
- limited opportunities for mass and team work;
- the inaccessibility of real communication, which cannot be programmed, including interactive mode. Due to the abovementioned disadvantages the electronic textbooks cannot be considered as the main way of learning English, especially at the university.

To achieve communicative success in teaching a foreign language in an innovative environment, it is possible to use the following types of educational technologies:

- Information technology is an electronic educational environment to expand access to educational resources (for example, educational platforms "Open Education" and "Coursera"). Information technologies create real conditions for the development of students' additional language skills and strategies.
- Teamwork is a joint group activity under the management of a leader, aimed at solving a common problem with a division of authority and responsibility.

- Case-study is an analysis of real problem situations that have taken place in the field of technological entrepreneurship and innovation, search for the best solutions.

- Game is a role-playing imitation of real activity with the performance of the functions of specialists in various places.

- Problem-based learning - stimulation to self-acquisition of knowledge necessary to solve a specific problem.

- Contextual learning is a motivation for the assimilation of knowledge by identifying links between specific knowledge and its application. At the same time, knowledge, skills and abilities are not considered as a subject for memorization, but as a means of solving professional problems.

- Experience-based learning is the activation of cognitive activity through the correlation of one's own experience with the subject of study.

If English language teachers have problems connected with Internet resources in the classroom, they may find more detailed lesson programs on the MediaAwarenessNetwork website with a step-by-step indication of all actions, as well as materials for self-education and qualification advanced training.

The website contains notes by foreign practitioners working with Internet technologies and developing their own personal courses. Apart from this, the creators of the website and consultants are ready to answer all kinds of questions. The website teaches us to choose and evaluate the information that we face with while working on the Internet. Access to the materials of the website is provided free of charge [8].

Interesting supporting information on various topics can be found on the BBC website. The materials are suitable for the development of elective English courses on the topics: "Problems of modern youth", "Ecological problems of the Earth", "Mass media and Me", "Fashion and Style". In addition, the students can be offered to make a research in English, which will undoubtedly help them to evaluate their personal lifestyle, their intellect, memory and attention [9].

The Free Printables for Teachers website has a large number of very beautiful illustrations on the topics: "Animals", "Vegetables, and Fruits", "City", "Weather", "Sports", "Hobbies", "Insects", "Health", "Nature", "Tools", as well as grammar cards: "Degrees of comparison of adjectives", "Modal verbs", "Prepositions" and others [10].

The "Sites for Teachers" offers 1140 links to Internet pages where it is possible to find materials for students with different levels of language proficiency [11].

Almost all domestic higher education institutions have linguistic offices equipped with PCs with Internet access. However, it should be taken into account, that the computer does not replace the textbook, but only supplements it, making the task more exciting, informative, motivating students to deepen into the learning process intensively. The introduction of Internet technologies increases the effectiveness of the lesson if the material is selected in accordance with the objectives of the lesson, the level of language proficiency of students, their age and interests. Students must have basic computer skills, and the teacher must be able to present tasks correctly.

Zhangir Khan West Kazakhstan agrarian and technical university has created all conditions for students to form skills and abilities of foreign language speech communication. The educational institution has foreign languages classrooms; technical teaching aids: tape recorders, audio recordings, educational and methodical literature in English. There are also computer classes, which are mainly intended for conducting classes in computer science; several laptops and projectors that can be used in the educational process in any classroom. It is assumed that there will be 10–15 computer workstations for students and one teacher's PC connected to the Internet.

We have conducted a survey among the first and second year students of Zhangir khan WKATU, and teachers tried to identify students' opinions about using the Internet resources as a means of teaching English. 147 students took part in the survey.

The questions and answers of the survey are presented in the following tables and diagrams:

Table 1. 1) Do you have access to the Internet?

№	Availability of Internet access	%	Number of students
1	Yes	89.1	131
2	Periodically	10.2	15
3	No	0.7	1

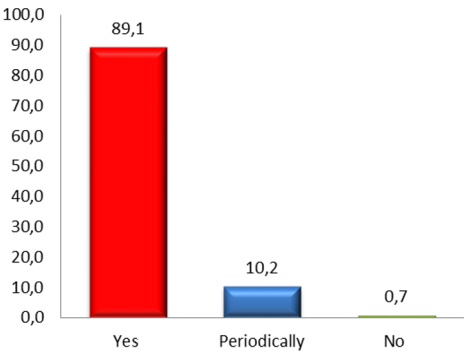


Fig. 1. Do you have access to the internet?

Table 2. 2) How often do you use the Internet to study English?

№	Internet usage frequency	%	Number of students
1	2-3 times a week, as needed	32.0	47
2	Once a week	29.3	43
3	I do not use the Internet when studying English	27.9	41
4	Every day	10.9	16

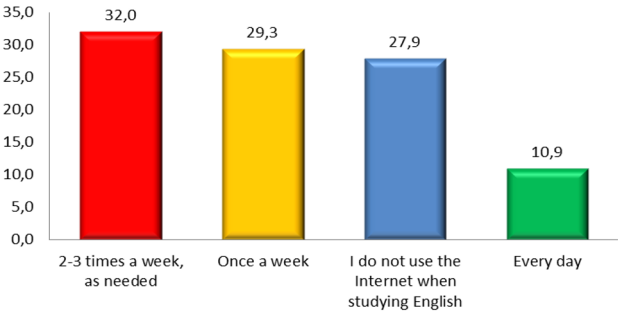


Fig. 2. How often do you use the Internet to study English?

Table 3. 3) What do you most often use to access the Internet when preparing for classes?

№	Internet access device	%	Number of students
1	Telephone	81.0	119

2	Laptop or computer	19,0	28
3	Tablet	0,0	0

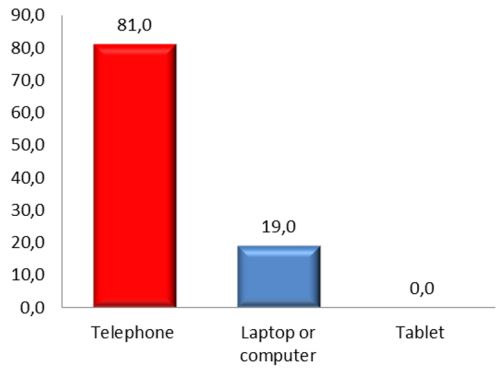


Fig. 3. What do you most often use to access the Internet when preparing for classes?

Table 4. 4) What foreign language learning websites do you use?

№	English Learning Websites	%	Number of students
1	LearnEnglish	18,7	36
2	English Learner: English Lessons and Tests	14,5	28
3	BBC Russian - LearningEnglish	8,3	16
4	Lingualéo.ru	6,7	13
5	SitesforTeachers	4,1	8
6	America'shomepage	3,1	6
7	FreePrintablesforTeachers	2,1	4
8	CityNet	2,1	4
9	Your own answer	1,6	3

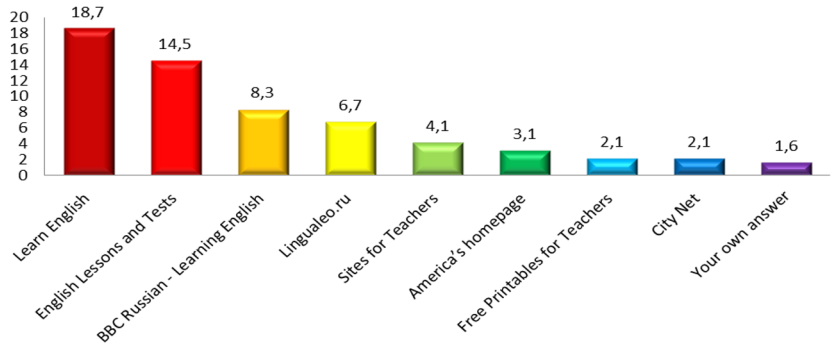


Fig. 4. What foreign language learning websites do you use?

Table 5. 5) What program do you use when making a presentation in English except PowerPoint?

№	Presentation software	%	Number of students	№	Presentation software	%	Number of students
1	GoogleSlides	12,9	26	9	ZohoShow	2,5	5
2	Prezi	8,5	17	10	Genially	2,5	5
3	Keynote	5,5	11	11	HaikuDeck	2	4
4	WPS Presentation	5,5	11	12	Emaze	2	4
5	SlideDog	4	8	13	Your own answer	2	4

6	PowToon	3	6	14	Visme	1,5	3
7	CustomShow	3	6	15	Slidebean	1	2
8	LibreOfficeImpress	3	6	16	FlowVella	1	2

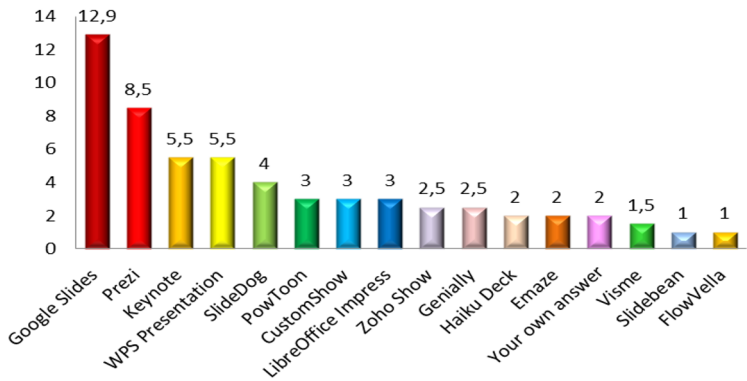


Fig. 5. What program do you use when making a presentation in English except PowerPoint?

Table 6. 6) What helps you in learning English?

№	Internet resources	%	Number of students
1	Audio and video recordings (audiobooks, music, films, clips, etc.)	56,5	83
2	Online games	15,6	23
3	Blogs	8,2	12
4	Communication via skype, social networks, e-mail	6,8	10
5	Your own answer	1,4	2

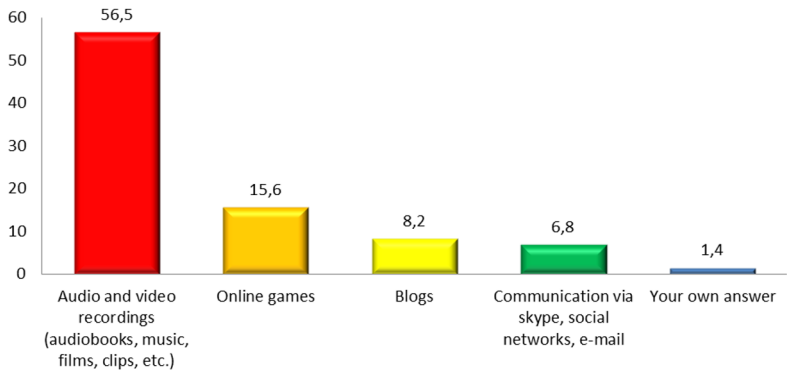


Fig. 6. What helps you in learning English?

Table 7. 7) What messengers and social networks do you use to learn a foreign language?

№	Messengers and social networks	%	Number of students
1	YouTube	27,5	86
2	Instagram	20,8	65
3	Telegram	17,6	55
4	TikTok	9,3	29
5	Vkontakte	8	25
6	WhatsApp	8	25
7	I do not use messengers and social networks for learning a foreign language	6,7	21
8	Facebook	1,9	6

9	Viber	0,3	1
10	Your own answer	0	0

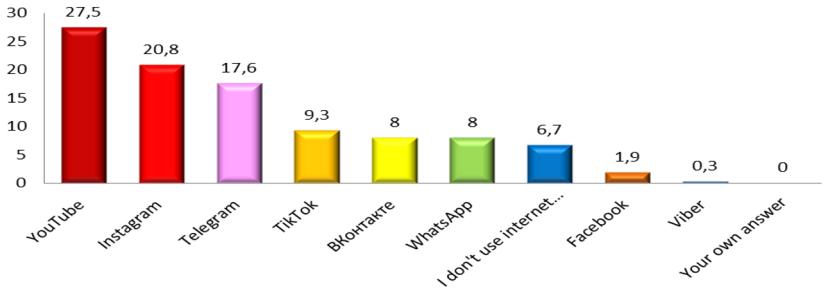


Fig. 7. What messengers and social networks do you use to learn a foreign language?

The first question "Do you have access to the Internet?" showed us that the vast majority of students use the Internet. Moreover, they have access both through a computer and phones.

To the question "How often do you use the Internet to learn English?" 16 people answered "every day"; 47 people answered "2-3 times a week, as needed." It was also found that 28% of the survey participants do not use the Internet to learn English.

To the question "What do you most often use to access the Internet when preparing for classes?" 81% of students answered "phone"; 19% of students answered "laptop or computer".

To the question "What learning websites do you use to learn a foreign language?" most of the students answered that they use the Learn English website. The respondents noted Lingust.ru, ESHKO, YouTube English lessons, SkyEng as their own answers.

As a result of the survey, it was revealed that 13% of respondents use GoogleSlides when making a presentation in English, while 8.5% of students use the Prezi program. Respondents also cited Canva as their own answers.

To the question "What helps you in learning English?" 57% of respondents answered "Audio and video recordings (audio books, music, films, clips, etc.)", while 6.8% of respondents consider Skype and social networking to be the best way to learn a foreign language.

It was revealed that 28% of respondents chose You Tube, 21% of students chose Instagram, answering the question "What messengers and social networks do you use to learn a foreign language?"

From all of the above, we can conclude that the Internet helps many students not only do their homework, but also improve their language proficiency. After analyzing the results of the survey, we came to the conclusion that in English classes along with traditional teaching technologies, it is necessary to use computer technology.

It was found that students can read and translate adapted texts, but at the same time they experience difficulties in expressing their thoughts in English, as they have a small vocabulary and poor knowledge of English grammar.

3 Results and discussion

Modern society makes great demands on higher linguistic education and the overall development of students, the effectiveness of mastering the program. A combination of classical learning methods and modern information technologies, including Internet resources, can help the teacher to solve this complex problem. The introduction of Internet

resources in the classroom makes the learning process mobile, strictly differentiated and interactive.

A modern computer includes the functions of a TV, a book, a calculator, a telephone and is considered a universal device capable to respond to student's requirements effectively and quickly. At the same time, a computer does not replace the teacher but only complements it, playing the role of a tool that, if used correctly, significantly increases the effectiveness of the pedagogical process [12].

The technical problems of introducing Internet resources into the process of teaching foreign languages are expressed, firstly, in possible failures in the use of programs, and secondly, in the insufficient technical equipment of the classrooms. Of course, the teacher cannot influence the degree of classroom equipment, but he can find other strategies for integrating multimedia and digital technologies into the learning process.

Also, the teacher should remember that when working with computer resources, there is always the possibility of various kinds of technical failures. This may be an unexpected failure of the computer system (due to a breakdown, the need to update the software, lack of a password, etc.), failure of individual elements of the computer (for example, audio speakers), loss of access to remote Internet resources (for example, video from the YouTube service may be unexpectedly removed or banned). The teacher should always work out an alternative strategy at the lesson in case of a technical failure [13].

The problems of monitoring students' activities and operational technical support can be solved using the TeamViewer program. This program allows to get remote access from one computer to another. With the help of this program, the teacher can see everything that happens on the student's computer monitor, also manage these computers as if he were sitting right behind him. For example, if a student has a difficulty in editing text in MS Word, the teacher can point out the necessary keys from his own computer. At the same time, the student will instantly see the actions of the teacher on his monitor. Thus, the teacher gets the opportunity to observe the actions of students, instantly provide support and assistance without leaving his own computer [14].

It is worth noting that the program also has a portable version. This means that it can be stored on various media (CD, USB, external hard drive) and instantly installed on any computer, without downloading the program from the Internet. Using the portable version of the program will allow the teacher to be sure that the program will be accurately installed on all computers. More than a billion different multimedia files in English are posted on the Internet, containing educational, methodological and scientific information that allow you to organize operational consulting support, simulate research work, and conduct virtual training sessions (seminars, lectures) in real time.

English, like any other language, performs a communicative function. As a result, as an academic subject, it is considered both the goal and the means of study. More than a billion different multimedia files in English are posted on the Internet, containing educational, methodological and scientific information, in fact, which allows you to organize operational consulting support, simulate research work, and conduct virtual training sessions (seminars, lectures) in real time [15].

From our own experience we have seen that having elementary computer literacy, you can create original educational materials that motivate and aim students at successful results in learning English, and also remove difficulties in learning English grammar. The ease of use of MS PowerPoint attracts when a variety of information objects (texts, lexical and grammatical material) can be effectively presented due to the various possibilities for managing the progress of the slide show.

With the advent of computer networks in educational institutions, teachers and students have the opportunity to receive the necessary information almost immediately from anywhere in the world. Today through the global telecommunications network it has

become possible to get instant access to large information resources of the world. Internet resources are becoming an increasingly popular tool for teaching foreign languages. However, there are many questions regarding how to integrate the use of these resources into existing university curricula [16].

We have investigated several sites that help in learning and improving the English language. These sites have sections on practicing pronunciation, idioms, American English, pronunciation analysis. The offered various grammar and lexical tests of various difficulty levels help to improve the level of English.

The most popular sites for learning English:

1. BBC Russian-Learning English. The site offers English for various occasions, tests, English videos (radio reports from BBC correspondents).

2. BBC World Service - gives the opportunity not only to read but also listen to news in many languages and turn the classroom into a "news agency".

3. The site lingualeo.ru is intended primarily for those who want to improve their English listening, reading and correct pronunciation skills. The site is also very useful for those who want to expand their vocabulary quickly.

4. City Net makes it possible to travel to different countries, visiting parks, monuments and any other places of interest. Here you can find everything about the chosen country - from photographs of monuments to a full report on natural resources and art in the target language.

5. America's homepage is connected with traveling around the states and cities, getting to know the history, culture, and way of life of Americans.

6. The Learn English website provides authentic audio and video materials, texts for reading, games, tests for students of different ages with different levels of language proficiency. Various topics, texts and simple vocabulary allow you to use them at any stage of the lesson. After each text students can perform a small (no more than 10 questions) testing for understanding the text (answer questions, choose one answer out of four, determine whether the statement matches the text, and so on), and immediately check the correctness of the answers and receive an independent assessment. This site also has a virtual community where people from different countries have the opportunity to communicate in real time.

7. English Lessons and Tests site has a large number of grammar, vocabulary, listening and reading tests for older students. You can view comments while running tests. Based on the results of the assignment, the student receives the result in percent and can independently set a mark for himself, depending on the criteria established by the teacher.

8. The English 101 Grammar website will help you to prepare for your grammar lessons. For each rule, you are offered a series of training exercises.

The sites we studied can help both learn the language, starting from the zero level, and use it for additional development, vocabulary replenishment for those who already have certain communication skills.

Based on the study, we came to the following conclusions:

- We managed to learn from the results of the survey and the study of information on the Internet that a foreign language is in great demand in the modern world both for general development and for mastering various professions, communicating with people. Therefore, many programs related to the study of the language, as well as the assimilation of grammar, are becoming the most popular among people in the modern world.

- Our research confirms the diversity of features of computer language learning: multimedia textbooks, where you can find enough exercises for students of all ages and different levels, training programs like "Reward", multimedia programs "Oxford Platinum" and "English file"; watching movies, using educational programs on the Internet, and so on.

The study showed that the use of Internet resources is not only a source of pleasure, but first of all, it is a way of obtaining information. When choosing Internet resources students do not prefer gaming computer programs, but rather educational ones. This means that students are interested in knowing a foreign language, have the skills to work in various computer language programs, create computer presentations in a foreign language, and communicate on the Internet.

4 Conclusion

In conclusion, we would like to emphasize that the Internet provides many opportunities to improve the quality of teaching a foreign language at the faculty of Electrical engineering. It is an excellent assistant in organizing the educational process, namely, in teaching various types of speech activity forming psychology of environmentally responsible behavior of the students. But despite of the many obvious advantages of the Internet, many specialists who actively use it in their teaching practice and promote the introduction of new technologies in the educational process emphasize the need for a rational, methodologically justified use of the Internet within classroom lessons in a foreign language.

The communicative method involves learning to communicate and the formation of the ability for intercultural interaction which is considered the basis for the functioning of the Internet. Nowadays preference is given to communication, interactivity, authenticity of communication, the study of the English language in a cultural context.

Now modern methods with the introduction of Internet resources are opposed to classical teaching of the English language. To teach communication in English, it is necessary to explore real, true actual situations that will initiate the study of the material and contribute to adequate behavior. This problem can be corrected by modern technologies, in particular by the Internet. One of the leading requirements for teaching English with the Internet resources is the interactivity. By teaching a foreign language, the Internet can help develop speaking skills and abilities, as well as teaching vocabulary and grammar, providing true effectiveness.

The introduction of modern information technologies in the study of the English language significantly diversifies the process of perception and data processing. With the help of a personal computer, the Internet and multimedia devices, students are given an original opportunity to master a large amount of data with its subsequent analysis and sorting. The use of theoretical sources on the problem of using information and communication technologies in the educational process, and specifically in teaching a foreign language, made it possible to understand this problem better.

As a result of the study, we came to the conclusion that the introduction and use of Internet resources in the educational process of universities helps to create an atmosphere of cooperation in the classroom, to intensify the learning process; interests students in the studied material; increases the effectiveness of training; allows to increase the amount of individual work of students.

Our research on the use of Internet resources in learning foreign languages gave positive results and allowed us to make the following conclusions: The use of Internet resources in educational activities allows intensify the assimilation of language learning material by students and conduct classes at a qualitatively new level.

The effectiveness of the impact of educational material largely depends on the quality, degree and level of the illustrated material. Therefore, the teacher must be able to work with a computer program, show his creativity when creating various virtual programs. For example, PowerPoint presentations can be used at any stage of an English lesson to perform

specific learning tasks: when explaining the material and for the purpose of knowledge control.

In the process of learning activities it turned out that it is not necessary to use presentations constantly, especially since in some cases this can be harmful. However, in cases where the lesson material contains a large amount of illustrative material, the use of a computer presentation can significantly increase the effectiveness of the lesson.

Thus, it can be concluded that the use of Internet resources is currently an integral part of the educational process in a higher educational institution, and contributes to the modernization of general education, allows for an activity-based approach to learning and successfully forms the communicative and informational competence of students. Internet resources provide high quality presentation of material and use various communication channels (text, sound, graphic, etc.).

Thus, multimedia and digital technologies have significant methodological potential. To develop this potential, a teacher when planning an English lesson using multimedia and digital technologies at a university, should be aware of the specifics of using these technologies in the learning process. The didactic possibilities of the network are very great. It can become a means of achieving educational goals for both the student and the teacher. The Internet does not replace the teacher, but becomes one of the most important means of teaching a foreign language at the present stage.

In particular, it is advisable for teachers to use the Internet resources in order to improve their own language and methodological competence, create a basis for the exchange of experience with teachers from other educational institutions and countries, and obtain a larger amount of pedagogical, methodological and linguistic material. The Internet makes it possible to get acquainted with native speakers, discuss current professional issues, as well as the possibility of remote entry into various international organizations in order to participate in various events in online form.

In turn, the teacher should take seriously the issue of selecting Internet material to provide it to students as educational content of the technical university. This material should correspond to the level of language proficiency of the student. But Internet technologies will by no means replace live communication between a teacher and a student.

Taking into consideration the important role of Internet resources in the modern life of each individual, the use of the Internet in the practice of teaching foreign languages for Electrical engineering students is inevitable. In general, the use of Internet resources in the context of teaching foreign languages provides benefits for both teachers and students. The use of innovative technologies, such as the Internet and network resources, is also a motivator for the intellectual development of students in the educational aspect.

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