uction will further strengthen the trend towards differentiation and specialization of universities.

Conclusion

Thus, E-learning in the conditions of universal digitalization has a number of advantages in the form of free wide access to large amounts of information, cost reduction, active use of digital and remote technologies, creation of electronic library systems and databases, which allows us to conclude that E-learning in the digital age is becoming one of the most priority methods of obtaining quality education.

However, digitization of educational materials is not enough for successful digitalization. The use of new media is only an initial condition for the further development of teaching, the criterion for evaluating which is its usefulness for the student. Innovations in the content and construction of training courses, organizational and structural changes in universities should bring real benefits to students.

Changes in the field of learning technologies and the content of the educational program are interdependent. As technological changes take place, new substantive academic questions will be raised, which in turn will require new technological solutions. Universities should be concerned not so much with promoting technological innovations, such as creating their own electronic resources and applications, but rather with developing their educational programs using existing infrastructure.

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**ИНТЕРНЕТ-ТЕХНОЛОГИИ В ПРАКТИКЕ ПРЕПОДАВАНИЯ
АНГЛИЙСКОГО ЯЗЫКА: ТЕОРЕТИЧЕСКИЙ АСПЕКТ**
**INTERNET TECHNOLOGIES IN THE PRACTICE
OF TEACHING ENGLISH: THEORETICAL ASPECT**

Аннотация. Интернет-технологии в образовании уже не рассматриваются как технологии будущего, однако их по праву относят к числу инновационных. При этом инновационность этих технологий заключается не в их инновационности и эффективности, а в том, что нет четких инструкций по их применению. Авторы рассмотрели теоретический аспект использования интернет-технологий в практике преподавания английского языка. В статье освещаются четыре

аспекта использования интернет-технологий как эффективного средства совершенствования учебного процесса в рамках изучения иностранного языка.

Abstract. Internet technologies in education are no longer considered as technologies of the future, however, they are rightfully considered among the innovative ones. In this case, the innovation of these technologies is not in their innovation and effectiveness, but in the fact that there are no clear instructions for their use. The authors considered the theoretical aspect of the use of Internet technologies in the practice of teaching English. The article highlights four aspects of using Internet technologies as an effective means of improving the learning process in the framework of learning a foreign language.

At the current stage of development of didactics and methods of teaching a foreign language, there are many technologies that have proven to be effective. One of such innovative technologies is Internet technologies. The general interest in these technologies is determined by the presence of the Internet in almost every educational institution. Modern virtual reality makes it possible to create an educational process using the information found for optimal lesson content.

Currently, resource bases are being created, which are sites on the Internet that provide teachers and students with new materials in various formats: visual images or videos, audio recordings, texts, learning applications and computer software (software). A huge number of teachers use the catalog of the Internet resource in their teaching activities Studentsbook.net. In addition, there are a lot of electronic dictionaries and encyclopedias in the global network.

A modern teacher very often uses various Internet sites, and a student can read examples of a real modern spoken foreign language, perceive information from native speakers, and thus create their own database of speech turns. From this, it can be concluded that the use of Internet resources in foreign language lessons helps students to develop the following basic skills in the field of:

– emails (email, blog texts);

– reading (slides with text, movie subtitles, articles in online magazines and blogs);

– listening (audio recordings, videos, podcasts);

– speaking (communication in Discord, Zoom, Skype and other similar telecommunications applications).

Nowadays, scientists and specialists cannot say exactly about this or that effectiveness and expediency of using Internet technologies, because this process is associated with certain advantages from the point of view of methodology and with disadvantages from the point of view of the organization. Among the advantages are the ability to clearly show both linguistic and non-linguistic phenomena, viewing fresh newspapers and magazines, news, videos with various topics, pictures from the textbook material [1, 7, 11, 12].

Based on practice, such forms of work are most effective in educational institutions where English is studied at an advanced level. But even in such educational institutions, sometimes during the presentation of modern audio or video content in the classroom in real time, the teacher meets with misunderstanding on the part of students, because authentic foreign language speech sounds at a fast pace, has its own linguistic features, and has extralinguistic characteristics; the teacher does not have the ability to translate individual lexical units or explain the realities in a sounding text or information block. Based on this, the result expected from listening to or viewing the materials does not lead to anything. Therefore, it becomes quite clear that the teacher must first carefully prepare the training session, which includes the selection and sorting of material that is suitable for the abilities and skills of this training group. When selecting material and Internet resources or websites for intermediate students, it is recommended to sort it, adapting it to the skills and capabilities of students. It is also worth mentioning that there is some influence on the mental state of students. Very fre-

quent use of the Internet can lead to Internet addiction, as well as the desocialization of the individual.

It should be mentioned that not always the teacher's desire to conduct a lesson using Internet technologies in order to get into the "virtual reality of the country of the language being studied" ends successfully, since this may be just an attempt to be in fashion, and not the correct and logical inclusion of methodically based modern technology. It is absolutely clear that students need pictures and illustrations of the most popular sights of the country, modern life, and news, but this information should encourage them to achieve the goals and objectives of training in this training group, and not serve as a fake for language material, creating key skills.

The global network also provides many options for students to communicate. For example, communication with native speakers from different English-speaking countries. Methods of cross-cultural communication in this case are audio calls over the Internet, namely calls via Skype, correspondence in online messengers, as well as e-mail [3, p. 78].

One of the positive aspects of communication with native speakers is the so-called "deepening" into a foreign culture, which allows you to overcome the culture shock, as well as the passage of various socio-cultural stereotypes, which, in turn, is a catalyst for the development and creation of tolerance, acceptance and a good attitude to the culture of foreign-speaking countries [2, 4, 9, 10].

Since Internet communication is another type of communication, it is necessary to take into account the multifunctional reality, which implies a common system of speech and non-speech phenomena. It should be noted that not only in direct communication, but also in the Internet reality, there are certainly communicative, cognitive and role-based relationships. Moreover, the Internet reality greatly changes the model of interaction with people and society that is familiar to a person. Some students feel more at ease online than in real life. For example, role-playing games (if we consider distance learning) give you a chance to try yourself in a new social role, and also show those aspects of a person's character that are usually hidden due to the shyness or severity of the teacher.

In the last few years, distance learning has become increasingly popular all over the world and its important integral part is the Internet resources or Internet technologies. Since this form of knowledge and education has gained popularity very quickly, many scientists have come to the conclusion that you can learn English using only the Internet, without a teacher, having only your own computer at home or in the office. There are many online courses, manuals, and training programs. Online courses can be divided into two different categories:

- a person studies the purchased material himself;
- a teacher from the educational center conducts courses.

This type of English language teaching was especially popular during the seventies and eighties of the last century with the advent of various video tutorials and TV programs, such as "Learning English", "English for kids". It was noted that over time, computers should have become more useful and efficient, but, as history shows, the lack of a teacher and his observation, support, explanation, i.e. feedback from the student, slows down the process of learning foreign languages [1].

For example, the global network helps you quickly get the latest news about events taking place in the world. With the help of the Internet, you can turn the classroom into a news office, and students can try on the profession of a reporter.

When creating an educational process using the Internet, you should always remember and take into account the sanitary norms and rules, namely, those parties that show the rules for working with a PC, taking into account the age limit of students. For example, the continuous work with computers of students in middle classes should not be more than 15 minutes, students in grades 6-7 -20 minutes, students in grades 8-9 -25 minutes.

When creating a lesson using Internet resources, the teacher should clearly show the goals and objectives of the upcoming lesson, clarify its role in the whole system of the training course, determine the type of lesson (studying the material, consolidating the learned, practical use of the acquired skills and knowledge, etc.) [5, 6, 8].

Internet technologies in the practice of teaching English allow you to:

1. Personalize the learning process;
2. Implement an individual and person-centered approach to learning;
3. Intensify the teaching of a foreign language;
4. Promote the independence of the student.

In our opinion, the use of Internet technologies is an effective means of improving the learning process. We have considered only the theoretical aspect of the use of Internet technologies, then we should study in more detail the practical significance of this innovative technology.

The Internet technologies proposed for consideration from the point of view of innovation are successfully implemented in the educational process of the Department of Germanic Philology of the Russian State Vocational Pedagogical University as a methodological system for teaching students of pedagogical specialties in the disciplines of the profile cycle with immersion in the problem-model environment within the framework of problem modeling. The Internet technologies are widely used in teaching Russian as a foreign language in the Ural State Federal University. They help foreign students who stay both in Russia and abroad to communicate with native speakers and achieve success in learning.

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