

## ENGLISH-SPEAKING INDIVIDUALIZED TEACHING IN ELEMENTARY SCHOOL

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**Abstract:** The article considers the issue of the English-speaking individualized teaching in elementary school. The relevance of the studied issue is caused by the fact that English-speaking individualized teaching in junior school, of course, makes it possible to achieve the best results, and the system and a set of exercises for individualized teaching are the necessary steps to ensure the achievement of these results.

The objective of this article is to study the methods, techniques and means of English-speaking individualized teaching, because they realize embodiment of individualized teaching into practice, as well as to justify the system of exercises to master English-speaking by students of 4th grade from the perspective of the teaching individualization theory.

The exercise system is the main means of implementation of the main objective of teaching a foreign language speech activity of primary school students. The exercise system is embodied in a set of exercises, which is a tangible reflection of the theoretical assumptions of the system.

**Keywords:** Types of English-speaking individualized teaching, methods and techniques for implementation of English-speaking individualized teaching, means for implementation of English-speaking individualized teaching, exercise system.

### INTRODUCTION

Since independence in multinational Kazakhstan, new conditions and prerequisites were created for the language development processes in all spheres of social life. Today, in Kazakhstan schools a gradual transition began to the updated content of education. An important component of the curriculum update is the introduction of the trilingual education.

In December 2012, Kazakh President Nursultan Nazarbayev said the following on the need to develop trilingual education: “Currently, we are taking active measures to create conditions for our children to actively study Russian and English languages along with the Kazakh language. The trilingualism should be encouraged at the state level.” At the same time, the president described speaking Russian as a historical advantage of the Kazakh nation that gives us “access to the world culture and science”, and English-speaking as means that is capable to “open new

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boundless opportunities in life for every citizen of Kazakhstan” (Message from the President of the Republic of Kazakhstan, the Leader of the Nation N.A. Nazarbayev to the People of Kazakhstan. Kazakhstan-2050 Strategy. New Political Course of the Established State).

Following the instructions of the President of the Republic of Kazakhstan Nursultan Nazarbayev, in November 2015 the Trilingual Education Action Plan was approved in Kazakhstan for 2015-2020 (Joint Order of Acting Minister of Education and Science of the Republic of Kazakhstan dated November 5, 2015 No. 622), which is an important component of the curriculum update. The trilingualism involves the development of the Kazakh language, the maintenance of the Russian language and the introduction of the English language. The implementation of this program has already started through the study of language disciplines, teaching the disciplines in three languages, and extracurricular activities. Education in primary school is conducted in the language of teaching: the students learn the Kazakh, Russian and English languages as separate school subjects. From 2019, the primary school will provide study of “History of Kazakhstan” in Kazakh language and “World History” in Russian (regardless of the teaching language at school). Only since 2019, in accordance with the State Program for Education and Science Development (SPESD) in 2016-2019 (State Program for Education Development of the Republic of Kazakhstan in 2016-2019, 2016), in high school (grades 10-11) two subjects are expected to be studied in English of 4 natural cycle subjects such as “Chemistry”, “Physics”, “Informatics”, and “Biology” (at the option of students).

In the framework of paragraphs 76, 79, 89 of 100 Specific Steps: A Modern State for All National Plan (100 Specific Steps. A Modern State for All National Plan, 2015) and the SPESD in 2016-2019, the Ministry of Education and Science of the Republic of Kazakhstan started a phased transition to the updated education content. From September 1, 2016, in all schools in the country, an updated curriculum will be introduced aimed at the development of functional literacy of students. This curriculum has been successfully tested by pilot schools on the experience of Nazarbayev Intellectual Schools. This is the teaching of children from 6 years, contributing to the earlier intellectual and social development of a child. This is early introduction of the subject “English Language” (from grade 2) (Zikirina 2016).

Currently, the consistent implementation of trilingual education is actively continued at all levels of the public education system: kindergarten, pre-school, primary and secondary schools, post-secondary and post-graduate education (Abeuova, Onopriyenko & Shamieva 2016). From September 2013, the phased introduction of learning English began from the 1st grade in accordance with the new approved state compulsory educational standard (Isabekova 2016). Some schools have started teaching some core subjects in English. In order to create an

innovative multilingual education model, the number of schools providing education in three languages will increase to 700, including 20 schools of the Nazarbayev Intellectual School Project. These schools are the basic facilities for the testing of the multilingual education model, which will allow us to increase the prestige of the state language, the preservation of functioning of the Russian language in communicative language space, the study of English language, and other foreign languages (Zhetpisbayeva & Shelestova 2016).

Thus, in accordance with the instructions of the Ministry of Education and Science of the Republic of Kazakhstan, the objective of teaching a foreign language in primary school is teaching and formation of students' elementary communicative competence through the development of listening, speaking, reading, and writing skills. The elementary communicative competence is understood as the ability and willingness of the elementary school student to carry out interpersonal and intercultural communication with native foreign speakers in oral and written form in a limited number of typical situations and spheres of communication available to the elementary school student. When teaching English in elementary school, the objectives, topics, content and form are necessary to be identified and connected with the inner world and the life experience of students. In the absence of a natural language environment in order to bring the process of learning English to the natural conditions of dialogue, it is important to be guided by the following didactic teaching principles: minimization of learning material, communication and functionality, complexity, bringing up learning, activity, visibility, situational and topic organization of material, consistency and coherence, strength of digestion, accessibility (adequateness), individualization and differentiation (On the Peculiarities of Educational Process Organization in Secondary Schools of the Republic of Kazakhstan in 2016-2017 Academic Years: The Instructive and Methodical Letter, 2016).

The effectiveness of individualized teaching (hereinafter the IT) is confirmed by experimental studies; and at the present stage of the school education development is no longer in doubt. As we offer to separately consider the IT methods, techniques and tools for each type of individualization for English-speaking (hereinafter the ES) by the elementary school students, let us start with them.

Each of the substructures of the psychological structure of personality is related to a certain type of the teaching individualization: an orientation substructure with motivating teaching individualization; a social experience substructure with regulating teaching individualization; reflection forms substructure with developing teaching individualization; biological properties substructure with forming teaching individualization (Klippel 2003). We find out the content of each previously mentioned types of individualization in relation to ES teaching in primary school.

So, the ES motivating teaching individualization includes as follows:

1. Taking into account the differences in motivational sphere of elementary school students' mastery of foreign language speech, which, in our opinion, is manifested in the levels of motivation formation and the predominance of one or another kind of motivation (inner procedural or inner substantive, outer narrow or outer wide) (Novikova 2015);
2. Purposeful formation of inner motivation of the ES mastering by the primary school students, the most valuable kind of which is communicative motivation, which is expressed in the desire to talk about themselves and learn something about others; to ask about someone's impressions, thoughts, attitudes, and to express their own point of view; to communicate with classmates playing dialogues and performing the roles of heroes of fairy tales, cartoons and other characters, and so on. Understanding the needs of students by a teacher is crucial for the motivation formation. These needs are at the motive basis of mastering a foreign language, and the ES in particular (Tarone & Yule 1989).

Based on the real level of the ES skills and abilities of the elementary school students, on the one hand, the regulating teaching individualization makes it possible to temporarily simplify and partially vary class assignments for students with insufficient level of development of the ES skills and abilities, and on the other, to complicate and extend the curriculum requirements for the elementary school students with a sufficient level of skill development.

The ES developing teaching individualization content is relying on the actual level of functioning of the psycho-physiological mechanisms that underlie speaking (thinking, memory, perception, attention), and the development of personal qualities that are needed in the process of learning foreign speech. This in turn implies purposeful development of insufficient speech mechanisms and personality traits necessary for the ES mastering among individual students.

Based on the actual level of knowledge of the elementary school students, their learning skills to do speech exercises and work with different types of supports, the ES forming teaching individualization promotes the formation of the individual style of learning English-speaking relying on the features of their nervous system, on which the type of speech mastery depends; these are communicative or non-communicative types (Nikitenko 2013).

## **METHODS**

The ES IT exercise system for elementary school students is understood as the theoretically based and consistently organized set of types, kinds, groups and sub-groups of exercises, during the execution of which individual psychological characteristics of elementary school students are taken into account. The main

element of the ES IT exercise system is an exercise that we define following Arkhipova as in studying conditions a specially organized single or multiple performances of one or more speech (or language) operations (Arkhipova 2015)

Guided by a common typology and exercise system developed by Rogova (Rogova & Vereshchagina 2000), we select the types, kinds, groups and sub-groups of the ES IT exercises for the elementary school students.

The ES IT each stage is characterized by a certain type of exercises defined by two main criteria: communication and orientation of an exercise at the reception or reproduction of information. We specify the ES IT exercise types for the elementary school students in accordance with the teaching stages:

1. Receptive and reproductive and reproductive conditionally communicative exercises are used at the stage of teaching the speech phrases.
2. Receptive and productive conditionally communicative exercises are offered to the elementary school students at the stage of mastering the dialogical unity of different kinds.
3. Receptive and productive communication exercises are performed at the stage of mastering the mini-dialogue and at the stage of learning to lead the dialogue of different functional types.

Let us distinguish the following types of exercises included in the exercise system for the ES IT of the elementary school students:

1. Imitation.
2. Transformation.
3. Completion;
4. Speech sample development.
5. Substitution in the speech sample.
6. Independent using of the speech sample.
7. Answering the questions;
8. Report or request for information
9. Prods.
10. Phrases interconnection in dialogical unity.
11. Conversation between a student/students and the teacher, between two students.

The ES teaching individualization of the elementary school students is carried out on the basis of the above mentioned types and kinds of exercises that are individualized in the implementation of the common exercises to teach speaking. The individualization is based on the account of one of the following indicators:

1. The elementary school students' formation level of the ES skills and abilities. For this indicator, the exercises, which are designed for students with a sufficient level of development the ES skills, are adapted for students with an insufficient level of development of skills and abilities, and in this case, classified as individualized.
2. The level of functioning of the ES speech mechanisms. The elementary school students in case of need are provided additional exercises aimed at developing qualitative characteristics of attention and insufficient mental processes that are important in the ES learning, namely thinking, memory and perception. Any such exercise designed for a particular student is individualized.
3. Personal sphere of the primary school students. A teacher offers elective assignments, work modes, teaching methods and roles, which as much as possible take into account the interests, desires and preferences of students in the process of doing the exercises for the ES learning. The presence in the exercises of elective components taking into account the personal sphere of the students make the exercises individualized.
4. Individual style of mastering the English-speaking. During the execution of exercises in order to learn the ES, the elementary school students are offered a choice of such methods and techniques that are familiar and comfortable for each of them. The choice of means and methods of work in the course of the exercise enables us to classify this exercise as individualized.

The exercise types and kinds for the ES IT of the elementary school students form groups and subgroups with general exercises for mastering the ES by the primary school students.

Depending on the ES mastering stage with the individualized exercises, they belong to one of four following groups:

**Group I:** Exercises for teaching the speech phrases.

**Group II:** Exercises for learning the dialogical unities.

**Group III:** Exercises for learning the mini-dialogue.

**Group IV:** Exercises for learning different types of dialogues.

The group exercises are famously divided into those that are aimed at the mastery of specific skills, and those aimed at developing specific abilities. For this reason, the individualized exercises for ES teaching along with general exercises for the ES mastering are divided into the following subgroups:

1. Subgroup of exercises for the formation and improvement of ES lexical skills.
2. Subgroup of exercises for the formation and improvement of ES grammar skills.

3. Subgroup of exercises for the development of skills of answering.
4. Subgroup of exercises for the development of abilities to combine the speech phrases in the dialogical unity.
5. Subgroup of exercises for the development of abilities to combine the dialogical unities in the mini-dialogues.
6. Subgroup of exercises to develop abilities to conduct a questioning dialogue and etiquette dialogue (Nikolaeva 1987).

The goal of our study makes it possible to use such provisions that formed the basis of the above typology:

1. The ES teaching individualized exercises for the elementary school students are an integral part of the overall system of exercises for teaching the foreign language.
2. A combination of general and individualized exercises is the key to success in the process of development of ES skills and abilities.
3. The effectiveness of ES teaching depends on the teacher's skills to adapt the exercises, if necessary, basing on the level of the elementary school students.
4. Timely elimination of gaps in ES learning lays a solid foundation for further teaching the foreign language.
5. In ES learning process, it is necessary to comprehensively improve all components of the psychological structure of the elementary school student's personality or facilitate systematic development of the elementary school student (Zhirkova 2014).

## RESULTS

The system development of the elementary school student in the course of foreign language education involves his or her development within four lines: a line of personal development, a line of intellectual and emotionally volitional development, a line of activity, and a line of communicative development (Biboletova, Dobrynina & Lenskaya 2012).

Regarding the ES mastering process within the line of personal development, these are motives of mastering speaking; within the line of intellectual and emotionally volitional development, these are cognitive processes and emotional and emotionally volitional qualities of elementary school student, which are manifested in the process of mastering speaking; within the line of activity development, this is teaching of the junior student aimed at the mastering the foreign language communicative competence; within the line of communicative development, this is a foreign language communicative competence of the primary school student.



Three types of the individualized exercises can be distinguished on the basis of the individualization content criterion, which provides first partial adaptation of learning tasks with the level of development of the individual student's psychological structure components with simultaneous correction of existing shortcomings, and then encouraging a high level of functioning of all the substructures of the personal psychological structure in a complex, namely adapting (the first and second kinds), corrective and stimulating (Nikolaeva 1987).

Regarding the ES IT of the elementary school students, we distinguish the following types of exercises: adapting (the first and second kind), corrective (the first and second kind) and stimulating.

The adapting exercises for the ES IT mean as follows:

1. Auxiliary exercises, which aim to ensure that the exercise complies with the formation level of ES skills and abilities of the elementary school students. Performing such exercises helps students with an insufficient level of development of ES skills and abilities to perform tasks given to the class, and students with a sufficient level of development of ES skills to provide teaching at an optimal level of complexity. These exercises are called adapting exercises of the first kind.
2. Exercise aimed at learning and development of ES skills in specific communication situations taking into account the personal sphere of elementary school students: their interests, desires, preferences, and so on. These are adapting exercises of the second kind.

In carrying out the adapting exercises of the first kind, the teacher's activities may be directed to the types of supports (verbal/visual, complete/incomplete, artificial/natural); playback tempo of individual speech phrases of dialogue or its scope; assignment complexity and performance mode; sequence of student's recitation; selection of dialogue partners depending on the formation level of the ES skills and abilities.

The teacher's activities in the process of the adapting exercises of the second kind can be directed to choose tasks according to student's interests; desire to play a particular role; propensity to overcome the difficulties in the communication process; selection of dialogue partners taking into account their personal liking, and so on.

Corrective exercises are the next type of exercises for the ES IT of the elementary school students; we divide them into two kinds.

The corrective exercises for the ES IT mean as follows:

1. Exercises, which are auxiliary, like the adapting exercises of the first kind. They aim to eliminate gaps in the formation of ES skills and abilities. Their goal is to assist the correction of phonetic, lexical and/or grammatical skills, if necessary. These are corrective exercises of the first kind.



2. Exercises, which should ensure the further development of mental processes such as thinking, memory, perception and attention. These mental processes are determined as those that play a crucial role in the formation of ES skills and abilities. These exercises are called corrective exercises of the second kind.

Stimulating exercises are the third type of the individualized exercises for ES IT of the elementary school students. An exercise can be called stimulating, if it acts as follows:

1. Contributes to the targeted development of the student's personal sphere.
2. Corresponds to the student's level.
3. Provides conditions for the creation a speech-thinking task.
4. Forms the individual style of activity (Passov 1991).

Thus, the stimulating exercises for the ES IT of the elementary school students are understood as the exercises aimed at comprehensive improving the skills and development of the abilities, which contribute to the formation of the elementary school students' individual style of mastering the ES.

In justifying the exercise system for the IT ES, we can not ignore the fact that the teaching itself should be based on learning and communicative situations established by the teacher or described in a textbook. The learning and communicative situation is a set of necessary and sufficient speech and non-speech conditions, which are informed to students for them to perform a speech act in accordance with the communication task. A special atmosphere is required in order successfully play the learning and communicative situations in the school group; it is possible while taking into account individual psychological characteristics of students (Volkov 2007).

Talking about the features of the use of the learning and communicative situations in the learning process, we share the view of Vaysburd that both qualitative and quantitative characteristics of foreign language communication are directly dependent on the situation of communication; and by varying certain parameters of the situation, we can control the speech acts of the dialogue participants (Vaysburd 2001). This, in turn, allows us to perform an individual approach to the students in the learning process.

Thus, the selection of the learning and communicative situations for the ES mastering by the elementary school students is an extremely important issue for the creation of an effective exercise system for the ES IT. It is also clear that the simulation of the real dialogue process with the help of the learning and communicative situations requires the selection of typical ones, *i.e.* those which are most often met in the process of real communication, as well as the situations corresponding to the age peculiarities of junior school children and encourage them to communicate.

Here is an example of the learning and communicative situation.

*You are at the International School Party. Choose and make one of these cards (figure 1). Interview each other using the following questions:*

*What's your name? How old are you? Where are you from? What nationality are you? What's your telephone number?*

<b>Helen</b> 9 Australia Australian tel	<b>James</b> 11 USA American tel	<b>Kate</b> 10 Canada Canadian tel	<b>Betty</b> 9 England English tel
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**Figure 1: Example of the learning and communicative situation**

Analyze the example of the learning and communicative situation:

1. Communication Area – Personal.
2. Communication Theme – I. My Family and Friends (Place of residence).
3. Speech Functions – Questioning and providing the information about an individual.

In the process of further analysis, we conclude that the learning and communicative situation described in the example can be related to the stage of learning the mini-dialogue. In our opinion, based on the goals, objectives and requirements of the above specified learning phase, the leading type of individualization on this phase is regulative and motivating individualization.

The content of the regulative and motivating individualization is in a temporary simplification and partial varying of learning tasks in the process of ES mastering for individual students, and in accounting for the differences in motives for ES mastering by the primary school students.

The goal of regulative and motivating individualization is taking into account the formation level of ES skills and abilities of the elementary school students and their personal sphere, that is, interests, desires, preferences, and so on. The method for implementing the regulative and motivating individualization is the execution of individualized exercises by the elementary school students that correspond to their level of ES, and tasks aimed at ES mastering taking into account the interests and needs of the primary school students.

Thus, at the stage of mastering the mini-dialogue, the leading type of the individualized exercises is the adapting exercises of the first and second kind.

**DISCUSSION**

An analysis of the goals, objectives and requirements of each stage of ES teaching in primary schools has allowed us to make an assumption about the basic form of the individualization of each of the stages, namely, at the stage of teaching the speech phrases, the main type of individualization is developing, at the stage of teaching the dialogical unities, it is regulative and motivating individualization, at the stage of mastering the mini-dialogue, it is regulative and motivating individualization, at the stage of teaching to conduct different types of dialogues, it is forming and motivating individualization.

In turn, the selection of the main type of individualization and analysis of their content, methods and implementation techniques leads to the conclusion with respect to the general type of exercises for the ES IT in each following teaching stage:

1. The stage of teaching the speech phrases – corrective exercises of kinds I and II.
2. The stage of teaching the dialogical unities of different types – adapting exercises of kinds I and II.
3. The stage of teaching the mini-dialogue – adapting exercises of kinds I and II.
4. The stage of teaching to lead the dialogues of different functional types – stimulating exercises and adapting exercises of kind II.

However, we emphasize that the individual approach cannot be embedded into the framework of the standard scheme. Therefore, the definition of the general type of exercises for the ES IT at each teaching stage does not mean the absence of other types of the individualized exercises at these stages. If necessary, based on the possibility of obtaining, the teacher can also use other types of the individualized exercises at the appropriate stage of ES teaching in elementary school.

Another important task that should be solved in the process of the justification of ES IT exercise system for the elementary school students is to determine the components of the exercise as a structural unit of the system. According to a definition given by Shchukin, an exercise should include an assignment (reference), the assignment execution and control. An optional component of the exercise is an execution sample, which is provided when needed (Shchukin 2004).

We will analyze each of the above components of the exercise from the point of the requirements for the ES IT. To do this, we recall that the ES general exercises can be individualized, if necessary. Therefore, the assignment of the individualized exercise has the same requirements as to the assignment of the general exercise, but a prerequisite in the process of the reference formulating for the individualized exercise is accounting the individual psychological characteristics of primary school students.

The requirements to the assignments of the individualized exercises:

1. Communicative orientation, namely the question and report, description or characteristic of something in the process of creating the dialogue.
2. Motivation, *i.e.* motivation of elementary school students to the development of ES skills and abilities taking into account differences in the motivational sphere of the students.
3. Novelty element, namely for ES IT during playback of the learning and communicative situations, the elementary school students should learn something new, as it usually happens in real communication situations.
4. Taking into account individual psychological characteristics of the elementary school students in the process of the reference formulating for the individualized exercises designed to master the ES.
5. Cultural orientation, in other words, raising the cultural literacy of the students in the course of the IT (optional component).

Here is an example of the assignment for the students of the 4th grade of secondary school intended for mastering the ES; we comment on it in accordance with the above requirements.

**Read the dialogue and make up a similar one using your family photographs.**

This assignment is of speech type, because it has a communicative intention, that is, to talk about one's family; there is an element of novelty, as each student talks about his or her family, but does not provide a speech recipient, the students' speech acts are not motivated, and the most important for the individualized task is that the students' individual psychological characteristics are not taken into account.

We suggest improving the pre-given assignment in such a way as to conform to five above-mentioned requirements.

**Role 1:** You are Kazakhstani. You met your English friend during the international dance competition. Tell him/her about your family using your family photographs.

**Role 2:** You are English. You met your Kazakhstani friend during the international dance competition. Ask him/her about his/her family. Choose one of the cards to help you and your partner.

The cards, which the students are offered to choose, show several kinds of supports. For example, it may be structurally speech diagram of the dialogue and its functional scheme.

Analyzing the suggested assignment, we conclude that the motivation of the elementary school students' speech acts is provided by given roles, that is, it is a communicative role motivation; novelty is provided by the fact that each student talks about his or her family; the assignment provides a recipient, and the individual psychological characteristics of students are also considered, namely their personal

sphere, *i.e.* preferences in the learning techniques. Thus, the suggested learning and communicative situation corresponds to the above specified objectives of the individualized exercises aimed at mastering the ES by the primary school students.

Let us analyze the second compulsory exercise component for the ES IT of the elementary school students, namely the assignment execution.

In the course of the assignment execution, it is necessary to consider the degree of control of the students' speech acts (fully controlled, partially controlled or minimally controlled), forms of the exercise organization; the supports needed for such execution; place of execution and equipment necessary for execution (Dudin 2009). In the IT context, the teacher's special attention is also directed at the individual psychological characteristics of the primary school students.

According to the degree of control of the students' speech actions in the process of the ES IT of the elementary school students, we offer to allocate the following levels:

1. Absolute (simulation exercises).
2. Partial (substitution, transformation exercises, speech sample completion, answers to questions, etc.).
3. Minimum (the end product of which is a mini-dialogue or a certain type of dialogue).

The exercise organization forms in teaching the ES are different: a teacher – a student; a student – a student (work in pairs), a student – a student using “roundabout” methods, “moving ranks”, “crowd”, which involve the movement of the communication participants and change the speech partners; a student – a speaker/speakers. The practice shows that pre-listed forms of the ES IT in elementary school (Nikitenko 2011).

The key to the successful implementation of exercise both general and individualized by primary school students is the correct reference formulating. Among reference, we can distinguish the following instructions:

1. Reference to the exercise content, which depends on its purpose and aimed at overcoming the difficulties in the exercise;
2. Reference to the exercise method that define the students' work sequence;
3. Warning reference that warn of possible deviations in the course of the exercise and thus direct the actions of the student (Gal'skova 2000).

Developing the exercises for the ES IT of the elementary school students, we consider it appropriate to use different types of reference, because their diverse nature can more fully take into account the individual psychological characteristics of the primary school students.

**Content Reference:** Your English friend would like to visit some places in your city. Help him explaining where they are situated. Use one of the plans of the city.

**Method Reference:** You meet a Canadian in the street. This person is asking you politely how to get to some place. Give him / her proper instructions starting them with the words on your card.

**Warning Reference:** You are a stranger. You are near the gallery. You can not find the way to the place you need. Ask a passer-by to help you. Use the card to help you if it is necessary. Pay attention to the Wh-questions and their word order.

The latest mandatory component of the exercises for the ES IT of the primary school students is the control that we consider in terms of an object and form.

The control objects in the ES learning process of the elementary school students are skills (pronunciation, vocabulary, grammar) and speaking skills in English:

1. The ability to quickly respond to the speech stimulus.
2. The ability to initiate a dialogue.
3. The ability to deploy a response phrase for the phrase possesses the conversation properties.
4. The ability to stimulate the partner to the statement by the evaluative phrases;
5. The ability to produce different kinds of the dialogical unities.
6. The ability to combine the dialogical unities in mini-dialogues.
7. The ability to maintain a dialogue using different types of dialogues.
8. The ability to terminate the conversation politely and ask for help, if necessary. (Vitin 2009).

As is known, in terms of the organization form, the control may be individual or frontal; in terms of the nature of processing the responses, it can be verbal or written; in terms of the use of the native language, it can be monolingual or bilingual; in terms of the organization method, the control can be teacher's, mutual, self-control made by the student.

In the ES teaching of the elementary school students, we can talk only about the oral control, which is individual. In contrast to the individual control, which is one form of the control organization, the individualized control can take different forms. A characteristic feature of the individualized monitoring is the account of the individual psychological characteristics of the primary school students in the course of its implementation. Under the conditions of the IT in elementary school, the individualized control deserves special attention. Another important feature of control in the early grades is its masked, veiled character and realization in the form of games, competitions, events, cognitive and communicative tasks of varying complexity (Bim 2009).

Typically, the main control function in elementary school is performed by the teacher, but by working in pairs, the students can also carry out mutual control. The most sophisticated form of control for the primary school students is self-control, which is the mental ability to learn by comparing the results of their own school work with the content and design of the corresponding foreign language material. Like any mental skills, the self-control requires hard work on the part of the teacher, who should form this student's ability, and on the part of the student, who should acquire the necessary experience to carry out self-control.

### CONCLUSION

Summarizing all the above, we can conclude that the successful implementation of the ES IT of the primary school students is possible subject to the rational application of methods, techniques and means of teaching individualization of three types: developing, regulating and motivating, motivating, forming and motivating.

In the process of the justification of the exercise system for the ES IT, we reiterated the position that the individualized system of exercises is an integral part of the overall system of exercises for the ES teaching, which consists of groups, subgroups, types and kinds of exercises for learning the ES. Together, these two systems form a unity which, in our opinion, will achieve better results in teaching the elementary school students.

We see the prospect of further research in the development of topic sets of exercises for the elementary school students according to the exercise system for the ES IT of the elementary school students, which has been proven by the authors.

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