from the point of view of ideas and information it contains. Students comment on the ideas contained in the text, combine and use its contents. All the skills develop thanks to combining, constant visual support and synchronic work of all analyzers. The work at the first stage consists of oral activities without exercises with the text. The new material is "removed" from the text which will be studied at the second stage, and is mastered at the corresponding substep without a text. All the exercises are done orally but there are visual and auditive sources (microtexts to read or listen, pieces of video to watch), tasks to stimulate motor activities (writing micro texts, phrases, drawing schemes). At this stage the precommunicative exercises are used.

The work at the second stage is based on working with a spoken text. A spoken text is fundamentally different from texts for teaching reading and writing. It is a fixed oral statement. In a spoken text there is no material that have not been studied at the first stage. A spoken text serves as a stimulus for students' statements from the point of view of ideas and information it contains. Students comment on the ideas contained in the text, combine and use its contents. All the skills develop thanks to combining, constant visual support and synchronic work of all analyzers. Communicative exercises are used. Working at this stage results in students' speech or dialogue (free or standard one) on the problem.

The third stage is characterized by the fact that the speech material is used in completely new situations to solve new problems which are more complicated from psychological and linguistic points of view. As a rule there are no verbal sources of information to rely on. There may be provided some visual stimuli to provoke thinking and suggest some ideas to speak about. Within the last step nothing is used as a source of information. At the third stage the problems discussed are combined with the problems from the previous cycles. Communicative exercises are performed. To increase students' activity and motivation a teacher may use appropriate games, role-plays, discussions, debates which develop creativity and initiative of students.

It should also be noted that teaching speaking is accompanied by various visual aids Their use is also a way to implement the principle of system and consistency, as they not only sum up material (charts, tables, texts), but also help to structure students' future speech (outlines, logical schemes, a series of drawings).

An essential element of a special system of exercises is check-up. Assessing skills and abilities a teacher pays attention to the quantitative and qualitative parameters. The former include the tempo of speech, fluency (pauses) and the length of speaking. Quality indicators are the relevance to the subject and situation of communication, linguistic correctness, logical order of the statement, expressiveness, and if it is a dialogue – genre and register correspondence, semantic and functional completeness, structural diversity of utterances. Current and final check-ups are carried out when students perform oral speaking tasks.

The cycles created by the author of the article for teaching speaking in the ninth grade of the local gymnasium have proved effective during experimental teaching, which proves the theoretical assumptions about the importance of taking into account the didactic principle of system and consistency in teaching foreign language speaking. The scheme of teaching speaking proposed above provides fully implements this principle, which makes it an optimal way of teaching speaking.

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**INDIVIDUALIZATION IN EDUCATION AS A FACTOR
OF INFORMATION COMPETENCE FORMATION OF STUDENTS**

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The article deals with the methods of individualization in education applied to develop information competence of students. The adherence to a certain algorithm of work on information together with different forms of individualization will improve information competence of students.

At present modern society demands to develop not only professional competence in students but also information competence as a part of it. One of the factors that influence this process is individualization in education. We should develop information competence by creating a certain educational environment and conditions, which will allow students to mould their abilities to realize their potential in their future career. We can use the English language as a means of information competence formation.

According to Belayev, there must be different approaches in education to the formation of two types of foreign language learners. These are intuitive and logical ones. The former one does not need profound theoretical knowledge; meanwhile the latter one needs a detailed explanation and more class hours. In this way, we see that to succeed in the educational process we should define the type to which a student belongs and arrange the work by applying some forms of individualization [1, c. 18]. After completing some questionnaires, students will be offered the forms of individualization, which will suit their abilities best. Based on the results of the completed tests students may work on their own. They can join a team and perform a certain task, set up a project or work in accordance with the Dalton Plan at their own pace [2].

Both Schukin and Ellis emphasize the fact that teaching any foreign language effectively is possible providing small groups of 6–10 students. If the number of students exceeds 10, the quality of education decreases.

Russian scientists suggest following a definite algorithm of information competence formation. This algorithm can be applied while working with English. Here are the steps the learner should follow to be able to extract information from any English text:

1. Define a certain problem.
2. Find as many information resources as possible.
3. Choose the best ones.
4. Find the source, which will prove your concept in theory.
5. Find the information you need in the sources you have chosen.
6. Arrange the material, which you gained from different sources.
7. Display the results in a proper way.
8. Evaluate the quality of your work.
9. Evaluate the efficiency of the work.
10. Solve a real problem on the basis of the information you have chosen.
11. Make the conclusion whether your information is valuable or not.
12. Extract this valuable information.
13. Transfer this information [3].

This algorithm can be used an instruction sheet for one's work on any text. To choose the appropriate text Schukin recommends that we should use some complicated but interesting text as it is easy to perceive than some easy but uninteresting text. These criteria should be taken into account while regarding the object-matter of the text. When students work with information we should mind that we learn new things by comparing our background knowledge with new facts. We understand the information, which is familiar to us best of all, and all unknown facts should have some connection with what we already know [4, c. 87].

Thus, to form information competence in students is possible on the condition that we diagnose their personal psychological differences and define the type of their abilities to master a foreign language. Providing students with new informative texts, we should coordinate the object-matter and the background knowledge of the students who are involved in this work. If students are supposed to work in small groups, they can get different tasks correlated with a definite stage of work on obtaining new data from the given text. In case they get an individual task, they should pass all the stages indicated in the algorithm. To form an integral image of how to work on information, students are supposed to perform an individual task.

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