The National Doctrine for Development of Education in Ukraine, State National Program "Education", the Law of Ukraine "On Education" states that the main purpose of the Ukrainian education system is to create conditions for the development and fulfillment of each person as a citizen of Ukraine, to form a generation capable of learning throughout the life and decide vital questions.

«The personality orientated  education  claims  that the  man  is  the greatest  value  around  whom  other  public priorities are  founded", - says  І.D.  Bekh.  The  main  ideas  of  the  personality oriented  studies  are  lighted  up  in the works  of  І.Yakymanska, V.Davydov, Т.Тytarenko  and  others.

   The problem of consideration of the individual characteristics of pupils is one of the central in the study of foreign languages, because no method of training and education can give the desired results if it is applied without regard to the individual student.

    As the center of the entire educational system is the personality of the child, the teacher should be focused on the individualization and differentiation in the educational process. That's why I chose the topic:

   "Taking into account the individual characteristics of students through learner-oriented learning of foreign language."

     Personality-oriented education provides the training based on the individual pupils' needs and capabilities, deep respect and interest in his personality. The attitude to the pupils is also changing. The child is seen as a conscious and responsible subject of educational activity.

     The task of the teacher is to develop mechanisms of selfrealisation, self-adaptation, self-defense and other features which are necessary for the formation of a distinctive personal image.

   Technologically centered learning process involves designing a special educational text, didactic material, guidelines for its use, types of educational dialogues, forms of control over the personal development of the pupil in the process of mastering knowledge.

     Implementing these requirements, I take into account the complexity of the subject matter problems, various methods of their implementation. The content includes a description of tasks methods of execution that are set directly in the form of regulations or by organizing independent search: solve in a variety of ways, find rational, compare and evaluate two approaches, and so on.

Learning environment technology includes: the use of different teaching material contents, types and forms; provision of pupil’s freedom in choice of means of educational tasks (e.g. to relieve emotional stress, fear to make mistakes); the use of alternative forms of group and individual lessons to enhance pupil’s activities; creating conditions for creative work in an independent and collective activity; continuous analysis and evaluation of the teacher; individual ways of learning that gives the pupil the opportunity to tell how he organized his work, what he managed to do well and what was a failure.

Special teacher training is required for the implementation of this work in the classroom or individual lessons as the development and use of individual applications and modeling research thinking; organization of classes in small groups through dialogue, role-playing games, training, communication, brain storming, round tables, staging dramatic passages, discussions, creative individual projects and teaching practices.

    Working with children and making individual approach, I focus my work on the individual pupil, in particular:

-What pupil knows and how much he can do;

-How the ability of the student is correlated with the educational purposes;

-How learning outcomes meet teacher’s requirements.

    To answer at the blackboard is a mini-stress for students, especially in the case of foreign languages. Some are ashamed, afraid to make a mistake in using words or pronunciation, so they decide to do or to say nothing. My task is to encourage children to use the foreign language and practice it in games, skits and other interesting forms of work, to give the students confidence in their abilities.

    Foreign language teachers pay special attention to such type of activity at the lesson as making up and dramatizing dialogues. This type of work gives great scope for creativity of all participants in the educational process. Taking into consideration the individual and psychological characteristics of students, I choose certain tasks for different pupils. For elementary level pupils I give the task of making up the dialogues by analogy, the average students complete the dialogue with their remarks, the strongest ones get the task to create their own dialogue (dialogues with certain phrases and expressions, dialogues with the replacement of certain structures, dialogue-questioning and dialogue-interview or conversation). Working in pairs promotes dialogical abilities of individual students.

     For example, in the 9th grade, studying the theme "Television", children are happy to talk about their favourite TV shows, plays, interviews, etc. They practice not only the use of vocabulary and grammatical material, but also test themselves as leading journalists, producers and directors. The pupils get the tasks of different levels of difficulties.

     Visual-support schemes at different stages of the lesson provides comprehensive creative development of the individual student, develop logical thinking, independence, ability to work with a book. Visual-support scheme helps to improve the skills of analysis and synthesis. They are used at the stage of mastering new material and consolidation. Especially, it helps in the study of grammar. For example: in the 8th grade, studying the reported speach children remember better the small table than the long rule, and faster recall the learned material. While some students use this visual support for the writing task, others use this devise for recalling the material, the strongest students perform tasks without any support.

      In my work I use the so-called microlessons, ten minutes student’s presentation as a teacher. This type of work my children like very much. They are getting ready for the lesson with great diligence, prepare tasks, illustrations, create learning situations, work with classmates in a new role. This kind of activity stimulates children to organize individual productive work and at the same time helps the teacher to determine the level of personal capabilities of each child.

The special place in modern studies has a work in pairs or small groups. Experiencee of collaboration, communication, responsibility is mastered in such activity. By the way, it is very important, that the combinations of groups are dynamic and change all the time, because that will positively influence on mutual relations and microclimate. I build group work according to the  principles of pair studies, mutual advising, solving problems and proposing roles.

In particular, while  studing  the topic  "Cooking" in writing tasks I offer to make up a "Shopping  list" using visual supports or without them it depends on  levels. The pupils of elementary and  middle levels do the list.  Unfinished sentences are for good pupils, for the strong pupils there are associative exercises such as "Coloured food" (what food associates with the colours of rainbow)  or an interesting task for using synonyms (to change sentence, leaving basic meaning,write as many variants as possible)
  The most effective means of identifying individual skills are group work, where the pupils can show the level of foreign language, freely express their opinions, solve educational problems according to their interests and abilities. Groups are formed in different ways: sometimes on the basis of the level of knowledge of foreign language, sometimes on the pupils’ wishes: children are more willing to work with other students who have similar interests, friendly relations. In the same-level groups they feel more confident.

Another effective alternative is a project work. In recent years I focus on this kind of activity. But why making projects is so motivating in learning? This is due to two reasons. First, the project is an individual work. The learners describe their life, their home, family, village, dreams, their own observations and research. In other words they are given more opportunity to tell the world about themselves and realize that they can practically use English. Second, the project work is a very active mediator. Those who are working on the project have to review the vocabulary, have to cooperate with other pupils in gathering information;

drawing maps, pictures, diagrams, making plans; conducting surveys, interviews, conducting research, making records.

    Presentations of the projects are held in an interesting way: the teams discuss the projects of their opponents, identify good and bad points in the preparation, evaluate and analyze errors.

       Holding unusual, unconventional lessons allows students with different levels of knowledge to feel like full participants in the educational process. They are: a lesson-journey,a lesson teleconference, a tale, a debate. The development of the Internet - technologies enables both SMS chat and chats on-line. All this stimulates, develops interests, likes, inhence the confidence in their knowledge of foreign language.

    As the communicative competence skills are necessary in developing a competitive personality of the new millennium, at the English lessons the problem of productive communication should be continuously provided.

 Summarising indexes of monitoring of quality of knowledge  I drew  to conclusion,that the use of personality oriented studies technology  had given positive results: the index of quality of success grew on 6 percents
 the results in pupils’ participation in foreign language olympiads are high.

 Using methods and techniques of personality oriented education shows their effectiveness in practice. They contribute to raising the level of pupis achievements, cognitive activity, making the learning process more productive. Thanks to them, the pupils form their own world view, the ability to express and defend their own point of view in the classroom, create an atmosphere of cooperation.

       I am convinced that the methods and techniques of personality oriented teaching must be applied in the modern educational process for helping in adaptation to the demands of this life.