

— Well thought-out questions generate new ideas, lead to discussion and help to explore the topic in depth. Poorly formulated questions make it difficult to acquire knowledge, confuse students and limit their creative thinking. In practice, many teachers often do not ask complex questions that contribute to deep thinking of students, or lead to the solution of various problems or seek analysis and evaluation of concepts. Instead they rely on simple questions based on specific answers of traditional knowledge. This publication is useful for teachers in solving the problem, which in combination with theory and practice is in demand in education in accordance with the requirements of the new modern education system. The purpose of the publication is to show the importance of issues that contribute to improving the performance and quality of students' knowledge so as to achieve the necessary educational goals and learning outcomes. It serves to provide methodological assistance to teachers, offering effective strategies for the correct question at each stage of the lessons. The recommended publication consists of 2 sections:

I. Including the theoretical part:

- ideas arising in practice;
- psychological security of the issue;
- the balance issue (balance);
- while waiting for the response;
- question building strategies; the section presents theoretical information about the differentiation of questions.

II. In the practical part:

- The system of learning objectives in the subjects of the different lessons
- a job package is presented.

The novelty of the publication is that it is based on world experience, guided by pedagogical, philosophical, psychological characteristics that takes into account the importance of developing a system of critical thinking of students.

Theoretical part

Ideas arising in practice...

In the process of learning, questions are often not systematic, namely, focusing on one problem, attacking the brain, posing simple or leading to discussion questions. However, as seen in practice, teachers often ask simple questions that do not lead to critical thinking. Especially as part of the Lesson in the classroom on the work of "Lesson study" it was noted that 68% of teachers are limited to asking simple questions, i.e. questions of knowledge and understanding. In particular, when organizing questions on each stage of the lesson, teachers do not take into account what questions should be asked at the introductory, main and final stages of the lesson. These facts demonstrate the importance of studying the issue in the course of the lesson.

— The lack of a clear meaning of words in the construction of a common problem means its effectiveness, distraction and systematic thoughts of students, as well as the incompleteness of the answer. At the same time, the following recommendations should be taken into account when compiling questions:

—if the student finds it difficult to answer a difficult question, the teacher should present the question differently and rearrange it;
 —the teacher should think creatively and ask various questions that affect the level of knowledge of students;
 —re-asking one question can be misleading for students;
 —before students do not give a full answer, you cannot ask them difficult questions;
 —simple questions should be asked at the introductory stage of the lesson;
 —in order to determine the advanced knowledge of students, it is necessary to ask simple questions and gradually move to asking complex questions.

— Foreign scientists in the work Cuccio-Schirripa and Steiner "active research" emphasize: "the question is an integral part of research and training. Well-organized questions—is a creative work that is done in scientific terms"—no wonder they say (1) in the learning process it is very important that the teacher and student asked questions. Therefore, in the auxiliary manual, teachers ask a question, develop students' critical thinking skills and problem-solving skills, and the student's question can be useful not only to improve his education, but also as a pedagogical tool of the teacher.

— In the writings of scholars such as Paul Black and Dylan William: "working in a black box": "interviewing students is the first step in overcoming problems in their studies and getting answers to unclear questions. Asking a question will help them get answers to topics they don't understand currently, identify what they know and what they don't know by connecting with other ideas. Accordingly, student-related questions are key aspects of assessing oneself and peers as an individual" (4). Therefore, it is important to study the Kazakh language and literature as a science.

Balance issues

What should be the size of the questions asked during the lesson?

In order to create a psychologically safe environment in the classroom in the educational process, teachers should start classes with simple questions. After a few simple questions that increase students' interest in learning, you can move on to complex questions about analytical materials. The question should have a certain balance. Over-asked or over-simple questions can reduce student interest, which in turn impedes the organization of informed discussion and achievement of goals.

How many questions should the teacher ask the student during the lesson?

How many open, how many closed questions need to be asked?

— As a result of studying the teacher's question at the lesson in primary school, during the lesson teachers ask more than 30 questions, but many of these questions do not bring any benefit to the development of students. Therefore, when asking a question, you must strive to be creative. The questions should cover the entire class. In this regard, the scientist noted that closed questions are useful when repeating a lesson, but in a new lesson its effectiveness is low, and open-ended questions allow students to have different answers. You cannot ask more than one question during a class discussion. Questions asked by ear, causes confusion among students, not knowing which

question is answered. Do not leave questions for the last two minutes of the lesson, as the attention of students will not be focused on the question or on who is responsible for answering it. According to research by some scholars, teachers believe that half of classes should be devoted to asking questions, and 80% of classes said that the teacher should ask questions and answer students (3). For example, it is worth noting the experience spent on a two-hour lesson:

In the 8th grade at the lesson of the Kazakh language for students on the topic "Water" are two texts. One of them contains a text with full information, the second text has partial information. Both groups should prepare open-ended questions for each other that do not have answers in the text and closed-ended questions with answers in the text. Of the compiled questions (2 hours) students of each group answered only 21 of the 29 open questions and from the 33 closed questions had time to answer only 19. Therefore, taking into account the time spent on reflection of students, partial reading of the text asked more questions in order to give them information about it, and full reading of the text, on the contrary, decreased the number of questions.

We chose for practical training two classes, they were held in different periods. As a result of their answers to oral and written questions, it was found that some students are likely to be close to a written answer.

Types of questions	Grade A		Grade B	
	Oral	By writing	oral	By writing
Amount of asked Questions	36	19	130	75
Amount of learners(students)	24	24	22	22
Amount of students that not answering for questions	5	1	2	0

While waiting for the response

The ability to correctly compose a question is half the battle, and the other half is the ability to listen to the same answer.

Oscar Wilde

— The time interval between the teacher's question and the student's answers, or the time interval between the teacher's first and second questions, has a great impact on the quality of the student's response and also helps to initiate the next dialogue:

— if students are unable to answer the question in less time (1 second), the teacher must repeat or compose the question differently and repeat;

— when teacher asked from learner difficult question, should be wait 1-2 minutes;

— when teacher makes for thinking questions to learners the number of students responding increases.

— Students don't like speed, if you give time after one question, but the quality of the answer can be improve. Teachers need to effectively think through students' thinking time.

— Waiting more than 20 seconds for an answer, depending on the cognitive complexity and nature of the question, can result in a single bad answer. Some teachers break the silence after a question is asked and answer their own questions. This leads to negative consequences of learning, that is, it deprives students of the opportunity to answer questions. The teacher also cannot know how much the students understand the lesson. In addition, students can adapt to the fact that the

teacher himself answers, and themselves show passivity in response. If the teacher always answers his question, he will refuse to study.

—Waiting for an answer is one of the most important concepts in learning. Time think of it as a "continuous silence" formed by the teacher who is divided into thoughts that the student understands and gives answers to questions. Some students are quick to understand and respond quickly to a question than others affect the time to the rest of the students. It is important to consider response waiting times in two ways:

1. Wait time after teacher's question:

Once the teacher has asked a question, he needs to give the student time to think and formulate an answer before answering.

2. The wait time after a student's response:

—After the student answers, you should give the other students time to think about the answer. This is to ensure that they properly understand their responsibilities and express their views on this.

It is also important to change the waiting time. The length of the waiting time depends on the importance and complexity of the question, i.e. the time taken to formulate simple thoughts to the time allotted to organize the discussion.

—Types of questions for teaching and learning process differ, for example, backed up questions require comprehensive answers and the main question obliges many students to answer.

—Even though the child does not raise their hands during questioning, upon noticing their intention to respond through "physical actions," determining who speaks depends on the skill of the teacher. In addition, verbal or key ISAU support helps learners develop their response. After discussing the correctness of the answer and its justification, you can put to the vote or listen to and summarize the views of both sides.

Psychological security issue

If students are unable to answer a question, even a peripheral question, the teacher should think that the question has a negative impact on the class. Some questions can also be psychologically dangerous and students cannot express their thoughts and opinions aloud to these questions. On psychology student negatively affect behavior teachers, actions, haste, distraction of students, not for good reason, the wrong listening answer student. Students who feel they are in a safe and secure environment answer the question accurately. I must say that students have several answers to the question, and only then can they think deeply and form research skills. Students should be given time and opportunity to answer correctly and fully. The support of the teacher ensures the accuracy and completeness of the answer to the question. To ensure that students are not afraid to answer questions and are not afraid of a wrong answer or ignoring the answer, the teacher must create a favorable psychological climate in the classroom. It should be noted that the number of students in the class does not matter, it should be borne in mind that the desire of the teacher to work with students, as well as the way the question is posed and students answer it, lead to better development or loss of communication in the classroom.

—Set standards for student participation in the lesson:

Starting with the first lesson, ensuring the full participation of students in the lesson, create conditions for the formation of an atmosphere of cooperation in the classroom; influence their transition from a passive position to an active form;

- it is necessary to indicate what you want to hear and what you expect from them with their words or actions, and to communicate that during this time each student must respond at least once.;
 - it is important to remember students' names and mark their names in the survey. At the same time, in order not to confuse the names of students, a video camera could be installed in the classroom and record them in the course of work in small groups.;
 - a question asked suddenly can confuse students. They should be allowed to record their answers on a tape recorder so that students can find and understand their own mistakes. This enables students to discuss their mistakes honestly.
- The use of written questions is important for students to fully express their opinion on the question asked:
- The question is closed in order to learn the student's game (have you ever controlled it?) set, which in turn you need to switch to an open ended question (why do you think it happened?).
 - The question posed must be clear, and the expected answer will be clear, and it will serve to draw the students' attention to themselves and make them think.
 - a very quick question (without any comments) allows students to create different ideas and answer safely without them. As students write their answer on the Board, they will have time to think. At this time, "okay, again... how to show?" it is obvious that it is right to support students.
- To involve the student in the learning process, it is necessary to start with safety issues. Like, "what do you think? How do you feel about it?" These questions affect deeper answers.
- If students do not wish to voluntarily answer your question, what methods should you use?
- Answer calmly. In order to answer, students need time to think. Many teachers don't want to wait, which is a big problem. Give the children five seconds. If you feel psychological pressure, try to understand that your students are even more pressurised. In order not to eliminate the desire of students to answer, it is necessary in any case to wait for their answers

The strategy of forming questions

The question occurs at all stages of the lesson. Difficult questions can cause difficulties by limiting the creative thinking of some students, not only constraining students' thought, but also limiting their critical thinking.

— To understand the meaning, determine the level of knowledge; an adjective for critical thinking and response.

For what purpose do we usually ask a question?

What is the purpose of asking a question?

- *to understand the meaning, determine the level of knowledge;*
- *an adjective for critical thinking and response.*

— Teachers can ask questions to build research, discussion, and interaction skills, and students can ask questions to determine the level of knowledge they possess.

— One of the important skills that contribute to a quality lesson is the ability to ask questions, as well as effectively use these questions in accordance with each stage of the lesson?

— Neither the teacher nor the student faces many obstacles, as he did not know the specific system of posing questions in the analysis of a particular problem, and asked a question or answered.

«Socratic method»

One of the popular methods associated with asking a question is the method of Socratic research. This method is an effective method that allows you to compare one point of view with another, to promote open discussion.

— When using this method, use thoughtful questions to guide students through each step of the lesson. The teacher can compose several types of questions for teaching in the abbreviated method: How is the Socrates method realized?

1. it is necessary to write in advance what you want to say (in the form of a thesis):

2. turn the same thesis into a question.

3. Where to start? In order to attract the interlocutor, organize the conversation in an interesting way.

4. be active. Start asking the question yourself.

Tips for using the Socrates method»:

— Think about the main issues aimed at dialogue.

— Give time to think for at least 30 seconds. Follow the students' answers.

— Ask questions for more information (for accurate, in-depth disclosure of the topic).

— Discuss important (major) highlights in the recording.

— Involve more students in the discussion.

— The teacher should give students the opportunity to gain knowledge on their own by giving additional questions.

Types and models of questions of method "Socrates"

1. questions of clarification:

— what do you mean about this ...?

— can you say it in other words?

— what do you think is the main problem?

— can you give an example?

— can you elaborate on this view?

2. questions about the problem:

— why do you think this question is important?

- ~~–do you find it difficult to answer this question?~~
- ~~–why do you think that?~~
- ~~–what assumptions can we make on this issue?~~
- ~~–does this question raise other important questions and concerns?~~

~~3. forecasting issues:~~

- ~~–how can this be assumed?~~
- ~~–how can we assume otherwise?~~
- ~~–you accept it as, or what?~~
- ~~–I understand you correctly?~~

~~4. questions about causes and motives:~~

- ~~–what is an example of this?~~
- ~~–why do you think it's right?~~
- ~~–what other information do we need?~~
- ~~–can you explain the reason?~~
- ~~–what thought led you to this conclusion?~~
- ~~–what is the reason not to believe this evidence?~~
- ~~–what led to this belief?~~

~~5. questions concerning the origin of the idea:~~

- ~~–is this your idea or have you heard it somewhere?~~
- ~~–is this always the way to look at the situation?~~
- ~~–has someone or something influenced your opinion?~~
- ~~–where did this idea come from?~~
- ~~–what made you think that way?~~

~~6. causal issues:~~

- ~~–how can this affect?~~
- ~~–is it possible or will it happen?~~
- ~~–what other alternatives?~~
- ~~–what's that supposed to mean?~~
- ~~–what can be in the end, if so?~~

~~7. opinions questions:~~

- ~~–how can people from other groups answer these questions? Why?~~
- ~~_____ as they say, against the opinion, said Edin?~~
- ~~_____ what would you believe?~~
- ~~–what are his alternatives?~~

~~_____ and _____ what are the similarities and differences?~~

~~— A research question is used in the first step of a lesson or section. This gives direction about what they are considering, what is happening in a lesson or section. At the end of the training activity returns to this question and will be given a comprehensive answer.~~

"Research question"

The Chapter is connected with the idea of research, does not allow the student to deviate from the topic, strengthens interdisciplinary connections, allows a global approach to the problem.

"Unexpected question"


In order to create a new thought, during the lesson, one thought was proposed that will help the student at that moment to answer the question, get valuable answers from him at an unexpected moment.


— This question can be answered by any student of different levels of ability, and here the student can get his answer from real life.

— Target question a question that requires preparation, prepared in advance and created. The teacher creates a lot kind of question, in order to get an answer to a particular questions. This question takes into account the age characteristics of the audience.


— An excellent method is for students to present a question to themselves. They study, posing the question of research on the same lessons. "What is my purpose in studying this topic?", "Is this education important for me?" Raising such questions will contribute to the development of their views.


Effective ways of forming questions:

<p>Preparation of a package of questions</p> 	<p>Plan ahead for a list of questions to be asked by an individual student or a group.</p> <p>The main purpose of this:</p> <ul style="list-style-type: none"> — gradually complicate matters; — training in thinking skills (reflection); — stimulate students' thinking in different situations. <p>If you prepare a package of questions, you can direct them to training.</p>
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<p>A survey of students</p> 	<p>Inculcate students to ask questions. This has the following advantages:</p> <ul style="list-style-type: none"> — students asked questions at their level; — well, they listen to other questions, evaluate the questions posed; — teachers to answer the students' questions, monitor; — the teacher will be aware of the questions that students want to know; — students can get the information they need from the teacher's answers.
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Type of questions

<p>Difficult questions</p> 	<p>You can ask the following questions to improve the abilities of students in the classroom:</p> <ul style="list-style-type: none"> — the question of examination (assessment); — a question that leads to a critical analysis; — questions of creativity (planning, Association, creation of new); — comparative questions (similarities and differences) (how can it be compared? What are the differences? Why do they look alike?); — difficult questions: (philosophical, value questions, "if any?...").
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<p>Questions of clarification</p> 	<p>Ask students questions. The advantage of asking such questions is that there is no misunderstanding. The peculiarity of this question is that the person who raised the question, explains the answer, which is returned to the question. You can ask the following questions: -What do you mean by that? Give an example. -How can this be done? -Can you explain the point in more detail?</p>
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Specific issue (know and understand)	Conceptual issue (analysis and application)	Discussion questions (accumulation and evaluation)
<ul style="list-style-type: none"> -knowledge based on the facts of pregnancy; -in relation to skills; -value is based on evidence; -of the study can be used for the formation of the terminology; -memorizing and understanding the essence. 	<ul style="list-style-type: none"> -facts and -linking topics, exploring big ideas; -comparison; -research of contradictions in practice; -to give a comprehensive understanding of the subject and interdisciplinary knowledge; 	<ul style="list-style-type: none"> -discussion of a certain position using facts and concepts to; -plastic surgery can cause debate; -various important events -the exploration of ideas and issues; -can be interconnected; -the answer to a question that can not be found immediately;

Open, closed and alternative questions

Questions are usually divided into open, closed and alternative.

— *Closed question.* Questions that can be answered unequivocally "Yes", "no" (for example, indicating a specific date, time, place, name, quantity).

For example: when is the deadline for delivery of the project?

— *Open question.* These are questions that require a complete answer, which will help the interlocutor to understand the intentions, needs and desires.

For example: what features should you pay attention to when implementing a project?

— *Alternative questions.* This examines the answer choices that can be returned by the interlocutor.
For example: Do you need to give an answer in writing or orally?

Reflexive questions:

On the task "visual aid":

1. What will be the audience and circulation of your visual aid?

A. a lot, because... — B. several, because... — B. very much, because...

2. what obstacles / difficulties/ opportunities were observed in the creation of the work?

3. in your opinion, what skills did this work help?

On the instructions of "write a story":

1. what, in your opinion, is the difficulty of analyzing the text of the poem?

2. What difficulties arose in writing the story?

On the instructions of "write a letter to a secret friend":

1. How would life currently affect the development of the main character?
2. What qualities and skills of the main character do you think you have a secret friend?

"My country: yesterday, today, tomorrow... on task the presentation on subject":

1. how interesting was the performance of the work?
2. What difficulties have arisen in the process of work? (if you meet)
3. did you use the knowledge and skills gained in other subjects in the preparation of the work? As aldandi?

The task "write a Monologue":

- What new skills do you consider when writing a monologue?
 - What made it difficult to write a monologue?
- On the instructions of "write a diary":
1. What's hard for you to write in your diary?
 3. have you aroused interest in writing a diary?

"Requested words" method

This strategy is used when students begin to understand the topic, that is, after the formation of the first ideas about the study material.

The teacher asks students to write on the right side of the table two columns of different concepts that know the topic, and on the left side of the different requested words (8-10). Then it is necessary to involve these elements and compose questions.

Note: students should not know the answers to the questions!

Sample: Kazakh language, grade 7

Theme: "Love and friendship"

Tasks:

1. students are instructed to come to the house for two situations of friendship.
2. after discussing the situation in the group, students write down the basic terms and concepts they use to the right of the table.

The method of "continuous survey"

Discard questions between class members to increase understanding of the topic and develop discussion skills.

For example: What do you think of Ah Syrym's answer, Aselya?

Asel, how to develop it, in order to maximize the response of the government?

How do you combine everything you hear into one answer?

"What is good?" method

This method is used to determine the work that is rated "good" from the work performed by students. The following questions are asked:

- which price option is a good job?
- what do you think about the comments?

- do you always know what to do next/what to do next?
- can you rate your work as "good work"?

«Self-assessment method»

Introspection means analyzing how we learn to read, self-assessment means evaluating what we learn. To teach children self-knowledge, ask the following questions::

Think about what's going on in the learning process:

- what have I done to think of you?
- did something look complicated?
- when do you need help?
- why do you know?
- what do you know about _____?
- how can you change to bring the task you are studying into line with the needs of another class?
- The teacher models the answers in order to show students how to analyze themselves

Differentiation of issues

The term differentiation is familiar to every teacher engaged in educational activities. Differentiation is a method that takes into account differences between learners, allowing students in a group greater learning opportunities. Over the past decade, especially in classrooms with different abilities, differentiation has become a major habit for any teacher.

But what does differentiation mean?

What is the "difference between students"?

— The question differentiation strategy helps students understand and explain information by requiring them to answer three questions (specific, abstract, and peer-reviewed).

— The peculiarity of these skills is that it helps students to master the basic idea of the text, to prove their thoughts in speech, to deeply understand the most complex concept or events. This strategy addresses the diverse needs of students by focusing students' attention on the level of questions relevant to learning abilities. In addition, the question differentiation strategy can be used as an assessment tool or to prepare students for work in the classroom.

Steps to using strategy in action:

1. prepare the questions:

This strategy can be applied to any text-historical documents, literature and newspaper articles, films, works of art, photographs, etc. Prepare questions that students can answer.

- specific questions (level One) can be answered using the facts contained in the text;
- formulation questions (second level) are answered by interpreting or analyzing a specific part of the text;
- discussion questions (third level) are open-ended questions based on the idea of the text. These are questions that lead to a discussion of abstract ideas.

Specific issue:

For example: what is the name of Bauyrzhan Momyshuly, "today the Baptists" demonstrate the image of society?

— Conceptual issue:

For example: who are the "God fearing of today"? What does the concept of "nationalism" mean?

— Questions test opinion:

For example: what is eternity? Why do people have formed the concept of "Eternal self made"? What prevents the destruction of eternity?

2. organization of active training of students

Ask students to read or view the text aloud or silently. Ask them to cross out phrases as they read (or see).

3. student responses

Students can respond individually or in small groups.

4. Overview and discussion

— In order to ensure the understanding of the entire text, consider the answers to the questions of the first and second levels. When considering second level questions, ask students to use different interpretations and arguments to explain their answers. Discussion questions are very effective for discussing a large scale problem in the classroom.

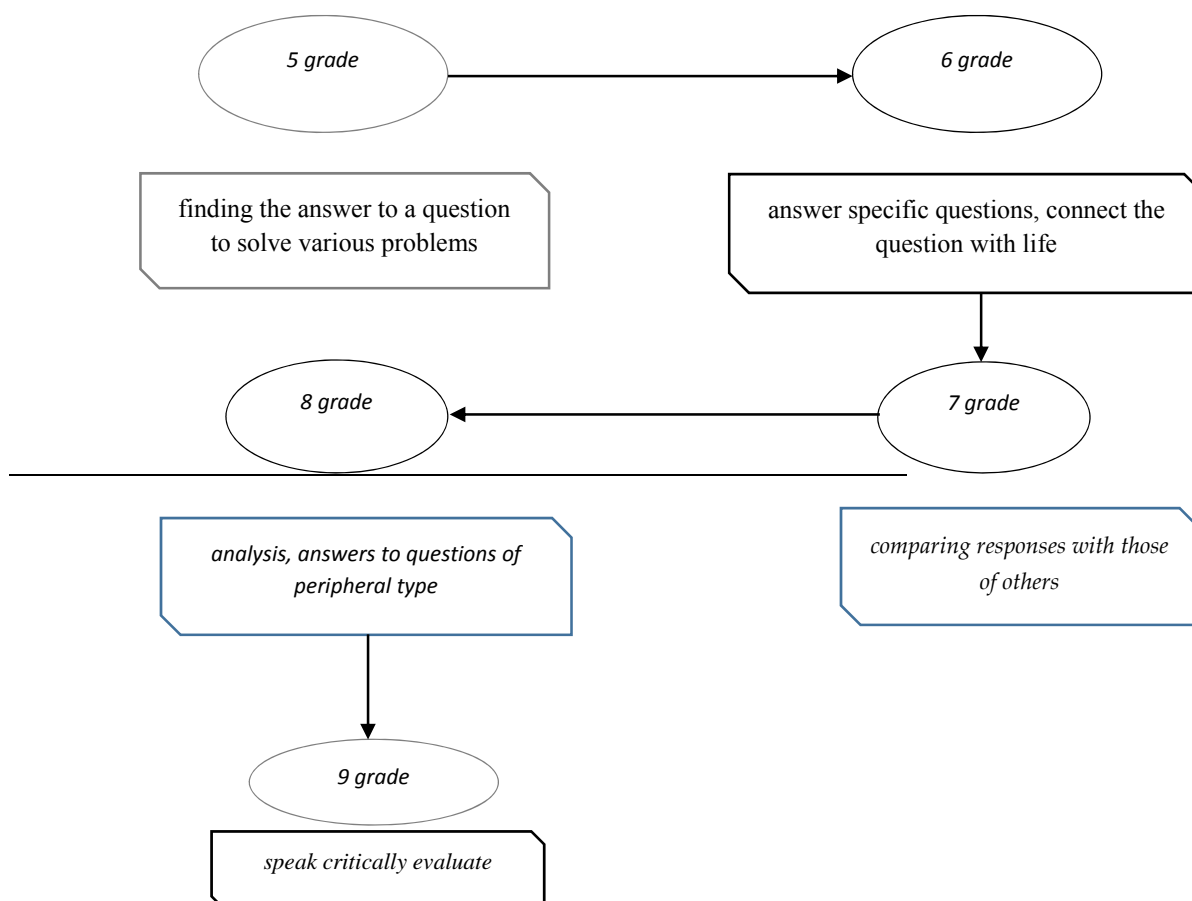
The analysis consists of three main aspects: readiness for training, presentation of requirements in front of him, the presence of interest. By using effective differentiation techniques, the vast difference between students can be taken into account. General methods of differentiation in training are defined in the following categories:

Ranking method	Definition	Examples	Differentiation by example
<i>Differentiation by task</i>	Adaptation of single task to achieve the same learning objectives in different ways.	Students should write about their Hobbies in a web like diagram. It should contain the following information: the student's infatuation, why is it liked, since it is liked, etc.	Some students may complete the task earlier. Such students should be given the task to fix. For example, when other students are filling out diagrams, you can ask these students to train their pronunciation skills.
<i>Differentiation by group</i>	Grouping students in different ways so that weak abilities can help students and strong students can criticize their abilities. In a group, you can gather and group students with different abilities or the same abilities.	Students should in their paper to describe the Park so that they could get people interested.	In this task, you need to group students with different abilities. Then the students of the group can help each other.
<i>Differentiation by resources</i>	Providing students with additional help or diverse support or providing resources to different students.	Based on Aigul's diary in the previous assignment, students should write a brief extract from their diary.	Give lists and alternative texts. Do students need support resources? Give direction to solve the problem yourself.

<i>Differentiation by results</i>	All students are given the same task. However, different results are expected and accepted.	Ask students to write two sentences about their favorite seasons.	All students write two sentences. But some students may want to write additional sentences.
<i>Differentiation in speed</i>	Give more or less time to different groups to complete the task.	To consolidate pronunciation, students must repeat each word in turn to each other. Those who talk about a mistake, follow the trained children to correct the words, indicating the correct pronunciation option.	For some students, there is not enough time to train. For these students, write down the questions on the Board that develop the task. So while other students are still training, these students are working with questions.
<i>Differentiation by provide assistance or ask a question</i>	Accounting for the number and style of student discussion and questions asked by students.	Consolidate students' understanding of the topic through the question; encourage students to answer each question.	Include open and closed questions to ensure that students answer most of the questions.

Practical part

Learning objectives system



The actual questions	Conceptual questions	Controversial questions
<ul style="list-style-type: none"> • based on knowledge / facts • managed by content • relate to skills • supported by evidence • can be used to study terminology in the formulation of the study • often are thematic • contribute to the recollection and judgment of 	<ul style="list-style-type: none"> • involve exploring big ideas that connect facts and topics • highlight opportunities for comparison and comparison • exploring the contradictions • lead to a deeper disciplinary and interdisciplinary understanding • contribute to the transition to familiar or less familiar situations, problems, ideas and contexts • Contribute to the analysis and application of 	<ul style="list-style-type: none"> • imply the use of facts and concepts to discuss the position • Contribute to the discussion • explore significant ideas and issues from different points of view • can be interconnected • contain the tension • may be deliberately provocative • facilitate synthesis and evaluation

Grade 7

Published in section 6: Internet and social networks

Learning objective: 7. T/A5. Problematic questions in relation to the text, listened to with the data, motivated response, your answer is the answer of someone else's comparison, discussion

Language skills: listening and pronunciation

Guidelines: students work in pairs.

Task 2

The technique of the task:

The method of "guess the question"

Text: about the benefits and harms of social networks

Profit:

- Search speed. With social media, you can quickly find the information you are looking for.
- Ease of communication and information exchange. Of course, everyone has a mobile phone. With it, we exchange information with each other via SMS or MMS messages. But the money that will go to him, a little. Communicated through social networks, information is much more convenient.
- Extensive information opportunity on topics of interest. that is, depending on your interests, you can join different groups. In addition, you can buy goods and get a job.
- Reminds of various holidays, dates of birth. With the help of social networks, you can timely find out the dates of birth of your friends, significant dates. You can not only learn, but also congratulate with the help of special greeting cards, stickers.

Harm:

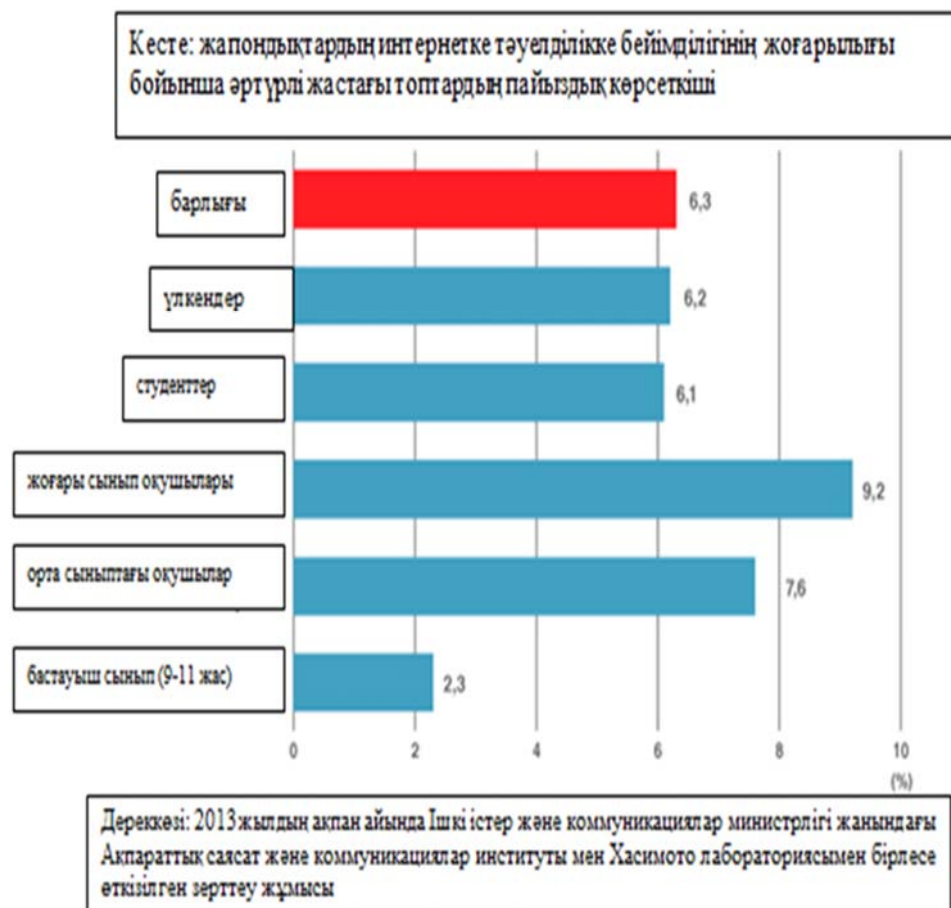
Spend a lot of time. In social networks, we do not pay for hours. It would be useful and efficient to spend time. Empty conversation, gaining knowledge, mastering the language much more useful than killing time with light jokes.

— *Getting rid of real life.* In social networks, our behavior, maintaining ourselves change than real life. As a result, you can step back from real life and fully convey your virtual hero fantasies.

— *Degradation of personality.* If you pay attention to the words, opinions of people who spend a lot of time on social networks, then they managed to meaningless. Even some words are not clear to the public.

— *Social networks are an area of scammers and unscrupulous people.* Unfortunately, many of us do not know what consequences can have for help on the social network. Most often there write full reverie attended by, street address, telephone numbers and workplace. For example, assume, or tone with your friends in social networks information about blitz buying an expensive laptop. After a while you wrote about traveling to another city or state. Replies: Kulik Maria Viktorovna there is no Sots.the tax is not deducted, since the employee is on vacation without the content of charges, he does not have, respectively, and deductions too.

— Of course, if you learn and use the limit, you can say that the social network without damage. It is necessary to allocate only 1 hour per day to the social network.



Questions for groups:

Level 1:

-what do you think about these comments?

- what do you add that you remove?
- what thought led you to this conclusion?
- what can be in the end if it is?
- does this question reach other important questions and questions?

Level 2:

- what other information do we need?
- can you explain the reason for this data?
- where can I use this information?
- what are the alternatives?
- what's that supposed to mean?

Reflexive question:

- In your opinion, what is the difficulty of interpreting graphic text?
- In your opinion, what skills will help you develop?

Level 3:

- what is the theme of this scheme?
- can you tell the information provided in another word?
- in your opinion, what is the main problem in this scheme?
- can you give an example of this question?
- what assumptions can you make on this information?

References

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