Socratic Interactive Teaching

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Abstract- **This paper is to review the elements of a disciplined way of thinking and self-evaluate, and logical relationships resulting from disciplined thinking, the review provides for the interrogation of Socrates. History is an argument about the past. Build historical narrative involves a number of tasks; Analyzing Primary Resources, Checking Information Resources, Reading Multiple Perspectives and Accounts, Using Evidence to Support Claims, Understanding the Context of History. Socrates began to engage in discussions with fellow Athens after a friend of youth, Chaerephon, visit the Oracle of Delphi, which confirmed that there was no man in Greece was wiser than Socrates. Socrates saw this as a paradox, and began using the Socratic method to answer the riddle. Diogenes Laertius, however, wrote that Protagoras invented the "Socratic" method. The first thing to realize about interactive teaching is that it is not something new or mysterious. If a teacher and ask a question in class, assigning and correcting homework, or hold a class or group discussion, then he or she has to teach interactively. Basically then interactive teaching is just giving students the opportunity to do something, to get back what they had done, and then apply their own, so teachers can decide what would be best to do next. The oldest, and still most powerful, teaching tactic for fostering critical thinking is Socratic teaching. Socratic teaching focus on giving students questions, not answers. Researchers asked a model, solve a mind to continue probing into the subject with questions.**

Keywords: Socratic, Interactive Teaching, History Teaching

I. INTRODUCTION

Socratic method (also known as method of elenchus, elenctic method or Socratic debate), named after the classical Greek philosopher Socrates, is a form of inquiry and discussion between individuals, based on asking and answering questions to stimulate critical thinking and to explain the floral ideas. It is a dialectical method, often involving discussions defend a point of view in question; one participant may lead another to contradict himself in some way, thereby strengthening the point of me own.

Socratic method is a negative method of hypothesis elimination, the hypothesis that better met by increasingly identifying and eliminating those that lead to contradictions. Socratic method of searching for common, usually held authorization to form an opinion, and examine them to determine the consistency of other faiths. The basic form is a series of questions formulated as tests of logic and fact intended to help a person or group discover their beliefs about some topic, exploring the definitions or Logoi (single logo), seeking to characterize the general characteristics shared by various circumstances. The extent to which this method is used to bring out the definition implicit in the belief interlocutors', or to help them extend their understanding, called maieutics methods. Aristotle Socrates is associated with the discovery of the method definition and induction, which he regarded as the essence of the scientific method.

In the second half of the 5th century BC, the Sophists are teachers who specialized in using the tools of philosophy and rhetoric to entertain or attract or persuade the audience to accept the speaker's point of view. Socrates promoted alternative methods of teaching that came to be called the Socratic method.

Plato officially known elenctic the Socratic style in prose-presenting Socrates as the questioner wanted to know some of the leading Athens interlocutor-in some of the early dialogue as Euthyphro and Ion, and the method most commonly found in the so-called "Socratic dialogues", which generally reflects Socrates engaging in the method and questioning fellow citizens on issues of morality and epistemology. But in the later dialogues, such as Plato's Theaetetus or sophist has different methods for philosophical discussion, a dialectic.

Socratic questioning phrase used to describe a kind of questioning in which an original response to the question as if it is the answer. This in turn forces the first questioner to formulate new questions as the development discourse. [1]

Almost all the teachers do things, so there is more to it. One must move away from thinking about teaching and learning. Over twenty years ago, the field of cognitive science has taught us a lot about how people learn. The central principle was generally accepted is that everything we learn, we "build" for ourselves. That is, any external agent basically no power has a direct impact on what we learn. If the brain we do not do it yourself, - that is, taking information, search for contacts, interpret and understand it, - no external force will have any effect. This does not mean that a real effort has been voluntary and conscious on our part. Our brains take information and operate on a continuous basis in a variety of levels, only a few who consciously directed. But, consciously or not, the important thing to understand is that it is our brain that make learning,

and the process is only indirectly related to teachers and teaching.[2]

II. VARIETY OF APPROACHES TO THE CIRCLE OF SOCRATIC

Teachers use the Socratic circle in different ways. Structure required may look different in every classroom. While this is not an exhaustive list, the teacher can use one of the following structures to administer the Socratic Seminar:

Inner / Outer Circle or jar Fish: Students should be arranged in a circle internally and externally. Inner circle engaged in a discussion about the text. The outer circle observe the inner circle, while taking notes. Outer circle observations and questions they circle in the guidance of a teacher / facilitator. Students use constructive criticism as opposed to making judgments. Students outside track topics they want to discuss as part of the debrief. Outside the circle of participants can form a checklist of observations or notes to monitor the participants in the circle. This tool will provide the structure to listen and members outside the specific details to discuss later in the seminar.[3] Teachers can also sit in a circle, but at the same height with the students. No matter what the structure of teachers' work, the basic premise of the seminar / circle is to turn the partial control of the classroom and to the students. These seminars encourage students to work together, create meaning from text and to refrain from trying to find the correct interpretation. Emphasis is on critical and creative thinking.[4]

Triad: Students are arranged so that each participant (called a "pilot") in the inner circle has two "co-pilot" sitting behind him / her on either side. Pilots are the speakers because they are in the inner circle; co-pilot in the outer circle and just talking during negotiations. The seminar proceeded like any other seminar. At one point in the seminar, the facilitator pause and direct secret talks to talk to each other. The conversation will be about topics that require more in-depth discussion or questions raised by the leader. Sometimes triad will be asked by the facilitator to come up with new questions. Any time during the conversation triad gang members can switch seats and one of the co-pilot could sit in the pilot's seat. Only at that time was allowed to change seats. This structure allows students to speak, who may not yet have the confidence to speak in large groups. This type of seminar involving all students, not just students in the inner circle and outer. [5]

Concurrent seminar: Students are arranged in small groups and are placed as far away from each other. By Socratic Seminar guidelines, students participate in small group discussions. Seminars are usually done simultaneously with experienced students who need a little guidance and can participate in the discussion without the help of a teacher / facilitator. According to the literature, this type of seminar is beneficial to teachers who want students to explore a variety of texts about major issues or topics.

Each small group may have a different text to read / see and discuss. Socratic Seminar larger then can occur as a discussion of how each text corresponding to each other. Concurrent seminars can also be used for the text difficult. Students can work through different issues and key passages of text. [6]

For instance, although the clearest expositions and excellent subject by a teacher in the talks, can result in restricted brain learning if students do not do the work required to process them. There are several possible reasons why learning may fall short of expectations in such a situation. They can,

a. do not understand the important concepts partway into college and so what follows is not wise,
b. missing information in advance or do not have a good understanding of what went before, so the structure is based on the concept that there are no lectures,
c. lack of interest, motivation, or the desire to expend mental effort to follow the presentation, understand the arguments, understand and confirm the conclusions.

However, whatever the cause, without interacting with the students (in the simplest case by asking questions), teachers have no way to know if the effort / her to explain the topic successful.[7]

There is a set of predicted relationships hold for all subjects and disciplines. This is the general logic of the argument, because each subject has been developed by people who have:

a. shared goals and objectives (as defined focus subject)
b. questions and problems are shared (the solution they pursue)
c. Information sharing and data (which they used as the basis for empirical)
d. Shared mode interpret or judge information
e. special partnership concept and idea (which they use to help them organize their data)
f. assumptions shared key (which gives them the foundation from which to begin collectively)
g. share point of view (which allows them to pursue the same goal of the framework)

Each of the elements represents a dimension in which one can delve in questioning someone. We can question the goals and objectives. We can investigate the nature of the questions, problems, or issues on the floor. We can investigate whether or not we have the data and information. We can consider an alternative interpretation of the data and information. We can analyze the key concepts and ideas. We can question the assumptions made. We can ask students to trace out the implications and consequences of what they say. We can consider alternative points of view. All this, and more, is the proper focus Socratic questioner.

As a tactic and approach, Socratic questioning is a highly disciplined process. The Socratic questioner acts as the logical equivalent of a critical inner voice that

developing mind when it develops critical thinking abilities. Contributions from members of the class are as many thoughts in mind. All thoughts need to be addressed and they need to be dealt with carefully and fairly. By following all the answers to the questions, and to select questions that promote discussion, the Socratic questioner forces the class to think in a disciplined way, responsible intellectually, while it continues to help students by pretending to simplify the question. [8]

    a. Socratic questioner should:
    b. keep the discussion focused
    c. keep the discussion intellectually responsible
    d. stimulating discussion with probing questions
    e. periodically summarize what has been and what is involved and / or resolved
    f. attract many students as possible into the discussion.

III. AN OVERVIEW OF HOW TO THINK EXISTED IN KNOWING AND DOING HISTORY
IV.

Historical thinking is complex and multi-faceted; we focus on five key areas, particularly those related to the K-12 classroom. These are:

    a. Account & Multiple Perspectives
    b. Analysis of Primary Sources
    c. Outsourcing
    d. Context
    e. Continued Claims-proof

What resources are available to help with this and understand this aspect of their teaching to students of all ages? Below are some of our favorite resource as Teachinghistory.org.[9]

A. Account & Multiple Perspectives

Textbook account is one that students often face the most routine and in their history classes. Use the ideas in our Teaching Textbooks section to plan lessons that extend and complicate the oversimplified story of this textbook. For example, bringing with additional resources. Check our Beyond Textbooks feature to learn how to get a particular historical narrative text books one and find resources for primary and secondary that will help you and your students to build a more complete and more accurate picture of the past.

Explore the Education section of our research plan to find exemplary lesson for each grade using multiple accounts. [10]

B. Analysis of Primary Sources

By using multiple accounts highlight the need to analyze the accounts and the students need detailed instructions on how to analyze primary sources.Using Primary Sources Explore our feature to find resources to help you achieve this. Try worksheet to help with creating questions and create a routine analysis of thought. And look here for help

with finding sources.This teaching guide will help you provide these resources so that they are easier for your students and this guide describes a method to involve high school students in this analysis to answer the larger history of the main purposes of analyzing multiple accounts. [11]

C. Source

When we "resource"-word document was originally created by researchers at Sam Wineburg, it means that we take into account the origin of our sense of it. Check this flashmovie Historicalthinkingmatters.org to get a broader description and modeling resources. To see the lesson in which students need to get to understand the history of the topic, see this study as a lesson of the Civil Rights Era, or try this where students basic resources before the war posters and broadsides understand attitudes about slavery.[12]

D. Context

Context is the core of historical thinking and it requires, among other things, make connections between historical eras and conditions and specific events and accounts.

To understand this idea, watch historian David Jaffee contextualize three colonial objects.

    a. 1 Explore this entry to learn how a teacher helps contextualize fifth graders colonial events.
    b. 2 Maps and timelines are indispensable tools to help students learn contextualization. For ideas for teaching with timelines, see the user's base-level and this blog. Use our search function to find a map to your topic.
    c. 3 To update your background knowledge for more accurate contextualization, find reviews on our website to find the resources to help. [13]

E. Claims-proof connection

    a. The historical argument and evidence, and even the story of students need to be taught these important facts.
    b. Many of our Lesson Plans are reviewed, including the activities and tools to encourage students to support claims with evidence of history as our Rubric for the plan, including the criteria.
    c. To help teach students how to make historical claims, see this guide to write a thesis statement or post about helping English learners with a causal claim.
    d. Finally, look at this blog a useful framework for thinking history make clear to your students that are different from our five main aspects.
    e. This is just a small example of our resources. Make sure you check
    f. examples of historical thinking can explain what key habits of mind to look like, and Digital Classroom digital resources that can enliven the teaching of historical thinking.

IV. OPENING UP THE TEXTBOOK

A. Why is it?

If you are interested to teach your students the historical analysis, the textbook seems unlikely source. This strategy Opens Up Textbook, developed at Stanford University, is a method of using the textbook to help students learn how to think critically and read history.

Opening Up the Textbook (OUT) textbook move from its position as one of the true story of the past to one among many historical accounts. It is designed to help students slow down, read it carefully, and critically evaluate their textbooks. This is not an appropriate strategy to read long passages of text books or chapters.

B. What is it?

When running OUT teachers who juxtaposes a short excerpt from the course textbook with additional document or two. These documents are choosing to open the textbook story and engage students in comparing and crosschecking sources. Textbook prose often represent history as a story of jewelry and students get a taste of some ongoing investigation into the nature of historical practice. By using the resources that provide information on the different textbook account can open an account and understanding of what is history.

Textbook prose often represent history as a story of jewelry and students get a taste of some ongoing investigation into the nature of historical practice.

Students read and compare textbook excerpts and additional sources (s). They defend their comparative claims with evidence from the documents. (This can be facilitated by the user to read and graphic organizers.) Students may struggle with questions like, "How do you explain the differences in these accounts What is the meaning of this difference?" Summative Tasks may include writing in response to the line textbook passages of prose or rewrite textbooks to make it more complete, accurate, or complex. For example OUT tours and excursions Article Thought History Boycott Rosa Parks and the Montgomery Bus and Causes of teaching Spanish-American War.

Opening Up the Textbook is teaching structure which involves students in authentic historical work, but adapted to the reality of K-12 history class. Students face a number of historical accounts and to consider how they work together to tell a larger historical narrative. Students read carefully and take into account the perspectives of each source and destination.[14]

Six ways to open textbooks are:
  a) Comparison: Comparing two textbook accounts-for example the United States to non-US, old to new.
  b) Direct Challenge: Using the main document to challenge facts or interpretations textbooks.
  c) Narrativization: Where textbooks began to talk, in which they end it?

  d) explain the Silences: Who is behind the narrative of this textbook? Try to bring the voices of the silenced issue or move to the surface of the narrative choices.
  e) vivification: Breathing life into the text mentions only, or leave.
  f) Close Reading: Be careful, focused attention on the choice of words, including adjectives, titles, and so on.

Teaching structure reflects the complex history as more than one, the story is debatable. It helps students to know that the authoritative tone (as that characterize much of K-12 textbooks) does not necessarily convey the full story or exclusive. Using different sources of additional short with textbook excerpts to make it easier for students to question the textbook prose and see many sides of the practice of history. By focusing on the text, structure teaches students to read carefully and to question what they read.[15] Instructional design involves two highly interrelated parts: the structure and tactics. In this article we focus on the structure. Structure involving the "what" of the course: What I'm going to teach? What content will I teach? What questions or concerns will be central to the course? What will be the basic concept? What is the amount of information that students will need to access? What is your view or frame of reference that they need to learn to reason in? Is my concept of this course? What is the overall plan I should adopt? What will I need to set up? What needs grading? What performance profile? and others ...The tactic involves "how": How will I teach to make the structure work? How do I get my students to be actively involved? How will I get them to develop a point of view, understanding, knowledge, and capabilities that important? How will I get them to learn to "reason" their way to answers to these questions in the field?

It is to suggest that for each course you teach, there are five dimensions that define you should carefully think through. You should be aware that each of the "structure" has a "tactic" to their dimensions. Namely, a "how to" (you will cover) is implicit in these decisions to the "what" (you will cover). They are:[16]
a) your concept of this course,
b) a general plan to implement the concept,
c) the student must meet the requirements,
d) grading policies in the course (where applicable), and
e) performance profile (that correlated with grade level).

V. CONCLUSION

Socratic Circle is a text view or tangible document that creates thought-provoking discussion. This text should correspond to the current level of intellectual and social development of the participants. It provides the key to a dialogue in which the facilitator can bring the participants back to the text if they start to diverge. Furthermore, the text of the seminar enabled participants to create a level playing field. Ensure dialogical tone in the classroom remains consistent and authentic to the subject or topic at hand.

Some practitioners argue that the "text" should not be limited to the printed text, but can include artifacts such as objects, physical space, and so on. An important element of an effective Socratic texts. Text can be challenging Socratic seminar participants thinking skills by having these characteristics: The ideas and values, complexities and challenges, relevance to curriculum participants and ambiguity.

This brings to the first three different reasons for interactive teaching. It is an attempt to see what really exists in the brains of students. This is a "summative" aspect. It is the easiest aspect to understand and it is also described in the literature. But, it is far from the only perspective! The second reason is "formative", in which the teacher seeks the tasks assigned to instruct students in the mental processing in the appropriate way "concept space". The idea is that students think through the issues that need to cross the street, the resulting mental construction that was developed at the head of the students will have the property that the teacher is trying to teach. As Socrates found, a good question can achieve better results than this, please tell the answer.

Third it can be termed as "motivation". Learning is hard work, and motivation injection at the right time can make all the difference. One of the motivating factors given by the interactive teacher is in response to the needs of classroom tasks directly. This serves to jolt the student into action, to get his mind off the couch, so to speak. Additional events more subtle and pleasing follow immediately leverage the momentum created by this initial burst. One of them is the result of human social tendencies. When the teacher asks students to work in small groups to solve the problem, a discussion ensues that not only work itself to build a stronger knowledge of the structure, but also to motivate. Expected immediate feedback in the form of reaction from their peers or from the teacher is a very strong motivation. If not embarrassing or threatening, students want to know is whether their understanding is running or just drifting aimlessly in space concept. Knowing that they are not allowed to drift too far from the runway to provide an incredible energy to continue.

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