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And in fact, let's imagine Socrates with computer technologies. Would have made Socrates more? Try to understand.

The Socratic method — the method is named after Greek philosopher Socrates, is based on dialogue between two individuals, for whom truth and knowledge is not given in finished form, and present a problem and suggest a search. This method often involves discussion in which the interviewee, answering posed questions, made judgment, revealing their knowledge or, on the contrary, his ignorance.

So, the Socratic method is directed to the truth born in the mind of a particular source. Socrates believed that knowledge already contained in the minds of listeners, and the task of the teacher only saw the extraction of this knowledge to the surface, bringing them to the consciousness of man, which he did by asking leading questions or by finding contradictions in the new allegations of the source.

"Socrates teaches Pericles", oil on canvas, 1780.

And now, adding to Socrates information and communication technology.

Does it help the document camera? So after all knowledge is contained only in the minds, there are no documents and can not be. Does he need the Internet? Possible. One of the goals of Socrates was at the initial stage with the help of pre-prepared questions to put the interviewee in a dead end ("I know that I know nothing"), then with him to come to new knowledge. The Internet could be useful in preparation of these questions (and, incidentally, at the stage of creating a "dossier" on the interlocutor). But to imagine that Socrates "Googles" during conversations I can't. As I can't imagine that he gives to "Google" him. Noblesse oblige. The method requires to conduct a dialogue without the use of external "stilts".

Okay, I can tell. Don't need the Internet, but let's do the presentation and then, under the olive tree, will show the source clearly and vividly with the help of slides the depth of his ignorance. Because, as you know, competently made presentation enables the addition of abstract thinking (the so-called "left-brain", with a predominance of logic and analysis) and more imaginative ("right-hemisphere", with a predominance of emotions, intuitive and imaginative approach to the problems).

It would seem that cool! We add the Socratic dialogue a new dimension. We force to Wake up the dormant right hemisphere of the brain, hurray!

But there it was. By adding emotions, we're taking method is very far from Socrates. Socrates PowerPoint — it is not Socrates, and the salesman trying to sell his suspenders townsfolk. The harmony method is destroyed. Professionalism crushed: show pretty pictures (especially made by a professional artist) and everyone can. The wow effect is guaranteed. "Oh, you have to fly everything in Prezi!" And for these beautiful pictures so easy to hide the fact that our itinerant salesman did not even have access to the main reason why Socrates asked questions to clarify the truth. In fact the picture is prepared in advance presentation contradicts the very essence of the method of Socrates:

"At the heart of the genre lies the Socratic idea of the Dialogic nature of truth and human thinking about it. The dialogical method of search for the truth contrasted with official monologism, claiming to possess a ready-made truth, was opposed to the naive arrogance of people who think they know something, that is, you speak some truths. Truth is not born and is not in the mind of the individual, it is born between people jointly seeking the truth in the process of their Dialogic communication. Socrates called himself a "pimp": he brought people and pushed them in a dispute, which was born and the truth is; related to this is born to the truth Socrates called himself a "midwife," as he helped her birth. Therefore, his method he called "maternity". But Socrates never called himself the sole owner of ready for the truth".

(M. M. Bakhtin. Problems of Dostoevsky's poetics. M., 1963. C. 63-66)

But nothing. In reserve we have another hypostasis of the ICT communication. The computer can help our Socrates to conduct a dialogue, despite the distance.

Chat with Socrates? Wow!

But did chat with Socrates something other compared to the dialogue in an olive grove? No, it's the same dialogue. Nothing new. Is that the interlocutors don't speak their lines, and print them on the keyboard. But, in fact, is there any difference?

Another thing is that now Socrates can lead "the session of simultaneous game". Why not conduct a dialogue with two, three, ten people at a time? Socrates-mnogostanochnik! Massive online course "Conversations with Socrates" — today and every day!

Source: pikabu

Stop.

The idea is certainly good, but Socratic dialogue presupposes a deep insight into the other's point of view, his logic and understanding of the problem. This is not a formal questionnaire, and the individual, deeply thought-out system of asking questions. In fact, Socrates "breaks the head" of the interlocutor and forcing him to find the answer to your question. Is it possible when line method? I doubt that such a "simultaneous" even grandmaster.

"Well, son, did you your poles?"

And now back to our school.

Professional standard of the teacher requires of us a "Professional ICT-competence", defining it as follows: "efficient use of common in this professional field in developed countries ICT tools in the solution of professional tasks where necessary".

Notice the last words? This Golden words. If Socrates doesn't need a computer in the classroom, and it is not necessary to demand from it the lesson using ICT. For a good method of new technology can only hurt.

But in reality it is not so, how to actually.

Open the form "Expert opinion about the level of professional activity of the pedagogical worker of educational institution". The criteria of pedagogical certification, adopted in Saint-Petersburg.

Read paragraph 2.9. The use of modern educational technologies:

Notes at least 5 lessons (classes) (printout on paper), confirming the reasonable and effective use by the teacher of modern educational technology.

Yes, this item provides for certification of only 10 points. But Socrates would not have received. No.

Go ahead. The item 2.10 "skills user personal computer: courses PC user or a qualification test a user's PC" makes 50 points in the case of passing courses or 40, if the teacher so has ICT courses and it is ready to withstand any test (which in itself is very strange — why a simple "paper" on the course "valued" more than a full exam, with the result that qualified teachers be in a losing position for certification)

Why Socrates PC courses? I'm not saying that these courses exactly nothing to our Socrates in the field of methods (we discussed this already above). Just pay attention, that piece of paper of completion gives five times more points than five methodological developments using modern learning technologies. Indeed, the paper we have — king!

By the way, if Socrates was a PhD, he would have received the same 50 points. But the participation in conferences, publication of articles and dissemination of their experience, than it could succeed, would give only 5 to 20 points.

Sad.

It turns out that in order to get the coveted 585 points required to obtain the highest qualification category, Socrates must enroll in totally unneeded courses PC! By the way, pay attention to the name! It like came to us from the early 90s, when computers first came out. Today you almost anywhere will not find the phrase "personal computer", because now the computer is the Communicator, the media center, for access to information systems, and this list is not complete. Moreover, the role of a PC today with the success of the play and tablets (and there are entire schools where all teaching is built on the use of tablets), and smartphones, and laptops just for all the similarity are different from desktop PCs. But the master must have the identity of the user PC.

I look talks about mobile learning in Dogmas. One of the speakers said:

Of course, now you can not say that all teachers are required to use mobile technology, is nonsense. But we have to assume that this is another tool that a teacher must possess, and then he decides, in what situation he would do it, and what didn't.

Noticed I highlighted the word "must"? I didn't stand out, it emphasizes it.

But why have to? Who said that I have?

It's cool, fun, fun.

It's hard, expensive and unclear.

It's debatable, doubtful, impressive.

But why SHALL?

Why you need to get an old Mariannu that reads brilliant lectures, poking the buttons of the phone who she can't see? Would Socrates teach better if he will study mobile technology?

Why everyone thinks that the teacher is required?

Can the new wine poured into old wineskins, to give them a new life?

We are trying to put new wine in information and communication technologies into old wineskins paper pedagogical culture.

Traditional lesson, invented three hundred years ago, Comenius, all our bureaucratic paper school culture "sharpened" under the other. I'm not saying here that it is bad. But old wineskins, or change the taste of the young wine, or tear, under his pressure.

And the lesson is built up and suffered years of the life of a wonderful teacher, if it can be decorated using ICT? Sometimes Yes. Sometimes it doesn't. ICT is not a "silver bullet" that allows you to reach any goal.

And certainly not an end in itself.

In 2012, when the country hosted the first large-scale experiment on the use of tablets in schools, a representative of one of the manufacturers who participated in the experiment, breathlessly told me about the innovative techniques and use of tablets in the lesson.

"Imagine — he said to me, the teacher found how to incorporate the tablet into their lessons: they are at the time of the survey asking students to write on the tablet the right and raised above the head as the card that the teacher could see it!"

For me it is the purest example of a cult of "cargo".

The lesson in Russian school. An example of how innovative hardware (tablet) is used in the archaic form of the lesson ("Open your textbook to page...").

Source: appleinsider

"Smart" tablet, able and capable of so much change in the classroom, is used only as a cutout. Just because the teacher had to show the distinguished representative of the plant, how to use his tablet.

But isn't this happening in most cases?

Trying to put information technology into the Procrustean bed of the traditional paper-bureaucratic paradigm, we are not begotten of the essence, and only KALEKIM — the technologies themselves, and the good that is still left in the old class-lesson system.

So, maybe it is not necessary to touch Marivanna? Maybe we should give her the opportunity to conduct classroom lessons without "modern technology"? But then to ask for real, awarding 50 points for a dubious brown "courses PC users", but for the fact that we love the school for the talent for deep penetration into the essence of the subject and the ability, this essence, to bring the children?

And the use of new technologies should be taught. To teach systematically and for a long time. Not expecting instant results. Building the school along with his classical model Marianny new model — with lessons outside of the classroom, with the "inverted classroom", with all the advantages that can give ICT.

To no avail just to hang in every classroom an interactive whiteboard or give each teacher a tablet. You need to create a system that will not just show you how to use them, but will give an understanding that these tools — the chance to go to another level, and show this level, and teach to go at it.

If the wizard is to give a new set of tools and not to learn to use them — he will continue to work with him, his usual, saws and jigsaws. If even to teach him the use of these saws and jigsaws, but not to say that I want to get him in the end, he won't understand why he has the ability to use these new tools.

Pure knowledge? Not in our conditions of constant time pressure.

In General, you need a clear planning outcome (box, decorated with intricate carvings), training master and VERY practical (no need to tell how important this is and beautifully — carved boxes, and indicate that there is a master, able to cut them successfully, it is necessary to show how to cut, and give a try) and finally, you need to give the wizard these new tools if it does not have the ability to take them anywhere alone: program to download it, but the 3D printer to find it a little harder. And then there is a chance to many fine boxes".

Anastasiya Gavrilenko

And in all these searches it is very important that the teacher adopted the new tools as their own, as a continuation of professionalism as something that helps him to open up and to transfer knowledge to students.

Without this understanding of technology are not life and bloom, and decay and destruction. That is why they cause such irritation and resentment among the older generation.

One of the most striking quotes of Steve jobs, founder of Apple era is this:

I would trade all of my technology for an afternoon with Socrate ("I would trade all my technology for the meeting with Socrates").

Will not replace all the technology of the world of Socrates. But, perhaps, the dialogue of Steve jobs and Socrates begat something new in the mind of [buy research papers no plagiarism](#) Socrates? Or jobs?