

## **ABUSE OF SOCRATES IN TODAY'S CLASSROOM: A REVIEW**

**Dr. Annie\*; Sachin Kumar Sharma\*\***

\*SBAS

Sanskriti University, Mathura, Uttar Pradesh, INDIA

Email id: annie.sobas@sanskriti.edu.in

\*SBAS

Sanskriti University, Mathura, Uttar Pradesh, INDIA

Email id: sachin.mba@sanskriti.edu.in

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### **ABSTRACT**

*Socrates, the Greek scholar, is viewed to act as an illustration of a splendid instructor in a scope of settings, from primary school discussions to school theory classes to graduate school. I check out a couple of contemporary instances of Socratic instructing and point out disparities. I examine contemporary Socratic teachers, such as Mortimer, with a critical eye. Adler and I discuss how Vivian Gussin Paley, a well-known primary school teacher, enacts the Socratic tradition in a unique manner. I trust that the most well-known abuse, or misuse, of the Socratic heritage happens when his educating is seen similarly as an instructive strategy without setting and incongruity. The title of my paper is a shrewd parody of Friedrich Nietzsche's exemplary article, History's Use and Abuse. Nietzsche centered his look to his own general public in that book, decrying what he referred to its as "dangerous chronicled fever." He accepted that basically considering the past, especially by narcissistic scholastics, was not a necessary utilization of verifiable practice. Information on the past should help both the present and the future, rather than turning into a theoretical thing without the setting that gave it life.*

**KEYWORDS:** Abuse, Classroom, Context, Socrates, Teachers.

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