

Qualities of the Teacher and Effective Teaching Methods (A Comparative Study of Islamic and Western Societies)

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Abstract:

This research addresses a problem identified by the researcher, which is faced by some teachers in Iraqi universities: what qualities should a university professor possess, and what are the successful teaching methods for conveying scientific material to students? The researcher found that the best title for this research is: “Qualities of the Teacher and Effective Teaching Methods: A Theoretical Study of Teacher Qualities and Teaching Methods in Islamic and Western Societies.” The researcher tried to gather as many studies and research as possible that addressed the same topic from different perspectives, using the historical method to trace the phenomenon under study. This research is considered important for university professors as it provides them with the characteristics of scholars and teachers from both past and present, as well as the most successful methods of conveying scientific material from ancient times to the present day. The research is divided into two chapters with several sections. The title of the first chapter is: “The Etiquette of Knowledge and Scholars in Islam,” while the second is titled: “The Teacher and Teaching Methods in the Modern Era.” The researcher concluded with a set of findings and made several recommendations.

خصائص المعلم وأساليب التدريس الفعّالة: دراسة مقارنة بين المجتمعات الإسلامية والغربية

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يتناول هذا البحث مشكلة حدّدها الباحث، يواجهها بعض التدريسيين في الجامعات العراقية، وهي: ما الصفات التي ينبغي أن يتحلّى بها أستاذ الجامعة؟ وما الأساليب التدريسية الناجحة في إيصال المادة العلمية إلى الطلبة؟ وقد توصل الباحث إلى أن العنوان الأنسب لهذا البحث هو (صفات المعلم وأساليب التدريس الفعّالة: دراسة نظرية في صفات المعلم وطرائق التدريس في المجتمعات الإسلامية والغربية). سعى الباحث إلى جمع أكبر قدر ممكن من الدراسات والأبحاث التي تناولت الموضوع نفسه من زوايا مختلفة، معتمداً المنهج التاريخي في تتبّع الظاهرة قيد الدراسة. وتكمن أهمية هذا البحث لأساتذة الجامعات في كونه يقدم لهم خصائص العلماء والمعلمين قديماً وحديثاً، فضلاً عن أنجح الأساليب في إيصال المادة العلمية منذ العصور القديمة حتى يومنا هذا. وقد قسّم البحث إلى فصلين يضمنان عدداً من المباحث؛ جاء الفصل الأول بعنوان: «آداب العلم والعلماء في الإسلام»، في حين حمل الفصل الثاني عنوان: «المعلم وطرائق التدريس في العصر الحديث». واختتم الباحث البحث بجملة من النتائج، وطرح عدداً من التوصيات.

Introduction:

Praise be to Allah, and peace and blessings be upon the one after whom there is no prophet, and upon his family.

Afterward, teaching in our country, Iraq, has suffered greatly after this country experienced the scourge of wars and sanctions for a period that has entered its third decade and continues up to the time of writing this research, which has made the state of weakness in education apparent and undeniable.

It is also noticeable that some teachers, especially in Islamic disciplines, do not keep pace with the scientific developments in research methodologies and teaching methods. Instead, they tend to imitate the old ways, believing that by doing so, they are preserving Islamic religious sciences or following the example of past scholars. This process of imitation has resulted in the emergence of a generation of teachers confined within a narrow religious framework, which has harmed the educational process in Islamic sciences and contributed to its inability to keep pace with scientific development or benefit from what science has achieved, especially in the field of modern research methodologies and teaching methods.

The researcher believes that this weakness will persist as long as those who are insular and closed-minded continue to control the field of Islamic studies.

Given the importance of teaching in the educational process, represented by the teacher and teaching methods, this research addresses the qualities of the teacher and effective teaching methods.

The researcher divided his research into two chapters:

Chapter One: The Etiquette of Knowledge and Scholars in Islam. It is an attempt by the researcher to identify the qualities that Islamic scholars have set for the successful teacher and the teaching methods they used. This required the researcher to delve into history to understand Islam's stance on knowledge and learning, the qualities that Muslim scholars have set for scholars and teachers, and the teaching methods they preferred.

Chapter Two: The Teacher and Teaching Methods in the Modern Era.

The researcher discussed successful teaching methods in the first section, while the second section addressed the qualities of a successful teacher according to recent Western studies.

The researcher faced some difficulties during the writing of the research, such as the continuous power outages, the unavailability of internet services during the research period, and the difficulty of movement due to the deteriorating security conditions in Iraq, which limited the researcher's ability to access more required sources.

Finally, the researcher hopes that this humble effort will be beneficial to all teachers who wish to improve themselves by becoming familiar with effective teaching methods and the qualities of a successful teacher.

Research Methodology Framework:

First: Research Problem:

The research problem emerged in the researcher's mind due to his awareness of an issue faced by some faculty members in most Iraqi universities, which is the deviation from the values of the academic profession and the lack of adherence to a clear methodology in how some university professors interact with their academic and social environment in a manner that preserves the status and value of the university professor.

Additionally, most faculty members do not have sufficient knowledge of modern teaching methods and still deliver the scientific material using traditional lecture methods that rely on the professor explaining the material in a single manner from professor to student orally. In contrast, teaching methods are diverse and should keep pace with changes in educational aids (modern teaching methods). Based on this, the researcher identified his research problem with two main questions: What are the qualities of a scholar and teacher? And what are the successful teaching methods?

Second: Research Objective:

The objective of the research became clear to the researcher after defining the research problem. The research objective is to answer the questions posed by the research problem. Therefore, the objective of this research is to identify the qualities and conditions that should be met in a university professor and to reveal the teaching methods adopted in education worldwide.

Third: Research Significance:

The significance of this research lies in providing important information to university professors in general about the qualities a university professor should possess, the conditions that should be met in the university professor's personality in their academic and social life, and the behavior the university professor should adopt with their students and members of their society.

The research also provides examples of both old and modern teaching methods and how to present scientific material using these methods, which helps university professors become familiar with these methods and benefit from them in developing their methods of conveying scientific material to students.

Fourth: Research Methodology and Procedures:

After defining the research problem and objective, it was necessary for the researcher to address the research scientifically to achieve this objective. The researcher resorted to libraries to trace the phenomenon under study throughout history to the present, supporting this information with evidence from the Holy Quran and the Prophetic Sunnah.

This research is one of the descriptive research types, as it is based on describing the phenomenon under study and addressing it by following the appropriate scientific method. The best method that suits this type of research and studies is the historical method because tracing the phenomenon

under study throughout history and following its development to the present requires adopting this method.

Finally, the researcher reached conclusions that serve the research objective by relying on these scientific procedures.

Fifth: Previous Studies:

To fully grasp the research topic and cover all its aspects, the researcher tried to review some studies and research similar to this study to benefit from the results reached by those studies and research, as well as to learn about the methodological procedures followed in those studies and research.

Among these studies and research is the study titled: "The Application of Teaching Methods Between Tradition and Modernity" by the researcher: Abdul Hakim Al-Filali. It is a research paper published by the researcher on the World Wide Web (Internet). The researcher addressed the principles on which traditional and modern teaching methods are based. The researcher did not specify old and modern teaching methods but was content with presenting the foundations and principles on which these methods are based. Moreover, he did not address the qualities of the scholar and teacher directly but focused solely on teaching methods.

The Etiquette of Knowledge and Scholars in Islam

Education and Learning in Islam

Islamic educational programs are based on the Qur'an and the authentic Sunnah of the Prophet. These are the primary sources that shape their foundation, define their identity, and establish their constant objectives that do not change with time or place. This reliance does not conflict with the essence of scientific truth, as some scholars and philosophers, such as Rogers, Severin, and Roger Sperry, have emphasized the role of values as a legitimate part of science. Science cannot be conceived without values. (Al-Ghazali, Abu Hamid. The Revival of the Religious Sciences (Ihya' 'Ulum al-Din.P21)

It is well-known that the first word revealed from the Qur'an was the divine command to the noble Prophet (peace be upon him) to read, as Allah says: "Read" in the first Surah revealed, which is Surah Al-'Alaq. From this word, we deduce that the message of Islam is one of knowledge and light, combating ignorance and its darkness. With these noble meanings, this message must be concerned with knowledge and educating people about it. Numerous verses in the Book of Allah praise scholars and elevate them above others, such as in His saying: "Only those fear Allah, from among His servants, who have knowledge. Indeed, Allah is Exalted in Might and Forgiving." This means that scholars are the people who have the most fear of Allah, as they are aware of the reality of the existence of Allah, the Creator, the Almighty. (Al-Qaradawi, Yusuf. The Role of Values in Islamic Education..P33)

Allah specifically mentions scholars in the Qur'an, apart from other people, saying: "Allah witnesses that there is no deity except Him, and so do the angels and those of knowledge, [that He

is] maintaining [creation] in justice.” Allah also prioritized knowledge over worship, saying: “So know, [O Muhammad], that there is no deity except Allah and ask forgiveness for your sin,” because knowledge is the path leading to the light of Allah, while ignorance is a dark abyss leading its bearer to the ruin of both this world and the Hereafter. (Nasr, Seyyed Hossein. Islamic Science: An Illustrated Study..P50)

The Prophet (peace be upon him) encouraged Muslims to seek knowledge and acquire it, saying: “Whoever follows a path in pursuit of knowledge, Allah will make the path to Paradise easy for him.” The Prophet also commanded not to abandon knowledge for both young and old alike and made seeking knowledge obligatory for every Muslim, male and female, until a Muslim meets their Lord.

After the Muslims' victory in the Battle of Badr and the capture of a number of polytheists as prisoners, the noble Prophet Muhammad (peace be upon him) instructed that each prisoner should teach ten Muslim children in exchange for his freedom. This demonstrates the importance of knowledge in Islam and the Prophet’s keenness on educating Muslim children. To further encourage Muslims to seek knowledge, he instructed the children of his companions to learn the languages of the peoples neighboring the Arabian Peninsula. Amr ibn al-As learned the Syriac language, while Zaid ibn Thabit learned Hebrew. (Al-Attas, Syed Muhammad Naquib. Islam and Secularism..P37)

From the time the first mosque was built in Medina, the Prophet’s Mosque, the mosque in Islam has been regarded as a school or university for Muslims for many decades. Its role extended beyond worship to become a center of learning where study circles were held, and students of knowledge could acquire various sciences. (Fadel, Mohammad. Knowledge and Virtue in Islamic Education..P91)

Education was not restricted to Muslim men; Muslim women also received their share of education, suited to the circumstances of the time and place. For example, Al-Shifa’ bint Abdullah was educated during the pre-Islamic period, and after her conversion to Islam, the Prophet (peace be upon him) instructed her to teach the Mother of the Believers, Hafsa bint Umar (may Allah be pleased with them). Thus, Hafsa learned to read and write from her. It is reported that a considerable number of Muslim women were literate, such as the Mothers of the Believers, Aisha and Umm Salama (may Allah be pleased with them), and Umm Kulthum bint Uqba, Aisha bint Sa’id, and Karima bint al-Miqdad. The Prophet (peace be upon him) designated specific days for teaching women.

The importance of educating women is further underscored by the fact that Aisha, the Mother of the Believers (may Allah be pleased with her), is considered one of the most significant narrators of the Prophet's Hadith. Today, the importance of educating women has increased due to the changes in life’s demands. An educated woman can raise her children on sound scientific and educational foundations if she is well-educated since she spends more time with them than the father, who is often occupied with life’s responsibilities. Moreover, the need for educated women in the Muslim communities is growing, requiring women specialized in various medical fields to treat Muslim women and female teachers to educate Muslim girls. (Aisha, Abdul Rahman The

Role of Women in Islamic History..P48). In light of the foregoing discussion, it becomes clear that education in Islam is not regarded as a secondary activity or an intellectual luxury; rather, it is a fundamental pillar in the construction of both the individual and society. Building upon the discussion of women's education and its growing importance in the modern era, the explanation may be further expanded as follows:

The continued emphasis on education after the era of Prophethood affirms that the epistemological foundations established by Islam were not confined to a specific historical period; rather, they constitute an enduring civilizational project. Early Muslims realized that knowledge is the most essential means for attaining a correct understanding of religion, applying it in real life, and confronting the intellectual and social challenges that arise along their path. Consequently, schools were established, circles of learning flourished, and the sciences diversified into both revealed (religious) and rational disciplines without any contradiction between them, since the ultimate goal was one: the cultivation and development of the earth in accordance with God's guidance.

Moreover, the integration of values and knowledge is one of the most distinctive features of Islamic education. In Islam, knowledge is inseparable from ethics; it is not sought merely for its own sake, but rather as a means of reform, service to humanity, and the realization of justice. Accordingly, the learner in the Islamic perspective is not measured solely by the amount of information he or she possesses, but by the extent to which knowledge is reflected in conduct, consciousness of God, and benefit to others. This is what distinguishes Islamic education from educational systems that separate knowledge from values, producing individuals who may possess knowledge yet lack a moral compass.

Furthermore, expanding the scope of education to include both women and men alike reflects the comprehensiveness of the Islamic vision. An educated woman is not only an active member within her family, but also a fundamental partner in the advancement of society. Her education is not limited to acquiring basic literacy skills; rather, it extends to intellectual and academic preparation that enables her to contribute effectively to various fields of life in a manner consistent with Islamic values and principles. This demonstrates that Islam preceded many modern systems in advocating women's education and linking it to the well-being of both the family and society.

With the progression of life and the increasing complexity of its demands, the need has emerged today to renew the methods of Islamic education while preserving its immutable foundations. Educational curricula are thus required to combine authenticity and modernity: authenticity rooted in the Qur'an and the Sunnah, and modernity that accommodates contemporary sciences and advanced technologies. Through this approach, a balance is achieved between preserving Islamic identity and engaging consciously with the achievements of human knowledge.

In conclusion, education in Islam constitutes an integrated project for building the human being: intellectually through knowledge, spiritually through faith, and behaviorally through values. It is the most reliable path to producing generations capable of carrying the message of Islam, interacting positively with the world, and contributing to the advancement of humanity on the foundations of justice, compassion, and knowledge.

Characteristics of the Scholar and Teacher in Islam

Islam was the first to establish general etiquette for human life and specific manners for each group within society. Among these groups are the scholars, whom Allah has favored over others in a clear distinction. Islam has laid down rules for the etiquette of knowledge that apply to both the scholar and the learner. There is a wealth of literature in Islam containing the views of Muslim scholars who authored numerous works on the etiquette of scholars, the manners of learners, and Islamic educational methods. (Al-Ghazali, Abu Hamid. *Ihya' 'Ulum al-Din (The Revival of Religious Sciences)*, , p. 43.)

Imam Abu Hamid Al-Ghazali was one of the most prolific writers in this regard, discussing it in detail in his comprehensive works such as “The Revival of Religious Sciences” and “The Deliverer from Error,” as well as his treatises like “O Beloved Son,” where he summarized Islam’s stance on all aspects of the etiquette of knowledge and its people. Among those who also focused on the ethics of knowledge and the morals of scholars is Judge Muhammad Suleiman, the judge of Damietta, in his book “From the Morals of Scholars,” in which he presented a collection of stories about the traditions of humility, asceticism, patience in the pursuit of knowledge, and deepening one's understanding. (Ibn Jama'ah, Badr al-Din Muhammad. *Tadhkirat al-Sami' wa al-Mutakallim fi Adab al-'Alim wa al-Muta'allim (Reminder for the Listener and Speaker on the Manners of the Scholar and Learner)*, , p. 55.)

Significant chapters on the etiquette of knowledge and scholars can be found in works like “Uyoon Al-Akhbar,” and in Ibn Abd Rabbih’s book “Al-Aqd Al-Fareed,” which includes an extensive chapter on knowledge and acting upon it. Similarly, Ibn Khaldun provided valuable insights on this topic.

Al-Qabisi laid out general policies and steps that a teacher should follow with their students in the classroom, such as maintaining an aura of respect and dignity, not punishing for a first mistake but rather being patient and warning repeatedly, and avoiding the use of isolation and rebuke.

Ibn Jama'ah, born in 639 AH and died in 733 AH, in his famous work “Reminder for the Listener and Speaker on the Manners of the Scholar and Learner,” written in 672 AH - 1273 AD, states that the ultimate goal of knowledge is etiquette, and that the people most deserving of good manners are the scholars. He emphasized that the combination of knowledge and good manners leads to the highest level of glory and the inheritance of the prophets, with the intended meaning of etiquette here being education. (Ibn Abd Rabbih. *Al-'Aqd al-Fareed (The Unique Necklace)*, p. 112.)

Attributes or Characteristics of the Scholar

First: The Etiquette of the Scholar towards Himself

Observing Allah Almighty in private and in public, considering Him in all movements, stillness, words, and actions. Observing Allah requires the scholar to be humble, modest, and dignified.

Protecting knowledge, following the example of the scholars of the past, by preserving its dignity and not lowering it by sharing it with those who are unworthy unless there is a religious necessity

that outweighs any potential harm. (Al-Qabisi, Abu al-Hasan Ali. Risalah fi Ahkam al-Mu'allimin wa al-Muta'allimin (Treatise on the Rulings for Teachers and Learners), , p. 67.)

Being ascetic in worldly matters as much as possible without harming oneself or one's dependents, and with moderate contentment.

Keeping knowledge free from being used for worldly gains such as status, honor, or wealth.

Abstaining from lowly means of earning and anything reprehensible according to Shari'ah and custom, and avoiding places of suspicion and actions that compromise one's integrity.

Observing the symbols of Islam and the apparent rulings, such as praying in congregation, enjoining what is good, and forbidding what is evil. (Ibn Khaldun, Abd al-Rahman. Muqaddimah (The Introduction), , p. 221.)

Upholding recommended acts of worship, both verbal and practical, like reciting the Qur'an and remembering Allah with the heart and tongue. (Judge Muhammad Suleiman. Min Akhlaq al-'Ulama' (From the Morals of Scholars), , p. 39.)

Adhering to noble ethics in dealing with people, such as having a cheerful face, spreading peace, and offering food.

Purifying the inner and outer self from bad morals, such as malice, envy, hatred, anger for non-religious reasons, obscenity, arrogance, and hypocrisy.

Diligently seeking more knowledge, maintaining regular study routines, and engaging in reading and study.

Second: The Etiquette of the Scholar with His Lessons

Purifying oneself, being well-groomed, and wearing clean, beautiful clothes.

Having the intention of teaching knowledge for the sake of religious benefit and conveying the rulings of Allah.

Third: The Etiquette of the Scholar or Teacher with His Students

These etiquettes include:

Sincerity of Intention: The scholar or teacher must aim to please Allah, spread knowledge, revive the Shari'ah, support the truth, and reject falsehood.

Encouraging Students to Seek Knowledge: Students should be reminded of the virtue of knowledge and scholars and the high status Allah has prepared for scholars. They should also be warned against abandoning knowledge, becoming preoccupied with worldly matters, and succumbing to its temptations, and advised to avoid pursuing worldly gains.

Loving and Treating Students Well: The teacher should love his students, treat them kindly, and care for their well-being while showing compassion towards them.

Patience and Forbearance: The teacher should be patient with the students, forgive them, guide them gently and politely, and avoid harshness and oppression. (Judge Muhammad Suleiman., p. 41.)

The Teacher and Teaching Methods in the Modern Era

Effective Teaching Methods and Techniques

Researchers have established a set of standards, criteria, and specifications that should be met by successful teaching methods and techniques adopted in schools and universities around the world. These standards summarize numerous experiences and studies, which will be presented as follows): Gagne, Robert M. .The Conditions of Learning and Theory of Instruction (4th ed. pp.-78.)

First: Characteristics of Effective Teaching Methods and Techniques

Teaching methods and strategies are considered fundamental pillars of the educational process, as the achievement of educational objectives and the quality of learning outcomes largely depend on them. Teaching methods are not effective unless they possess a set of characteristics that enable them to meet learners' needs and keep pace with contemporary demands. The following is an expanded explanation of these characteristics:

1-Reliance on the Results of Educational and Social Research

Effective teaching methods are based on reliable scientific findings derived from educational research and educational and social psychology. Studies have demonstrated that learning is not effective when it is limited to rote memorization and lecturing; rather, it becomes more effective when students are active participants in the learning process.

Recent research emphasizes the importance of:

Engaging students in classroom activities and discussions.

Promoting cooperative learning and teamwork.

Considering students' motivation, interests, and psychological attitudes.

Accordingly, when teachers adopt research-based methods, they ensure the use of strategies that have proven effective in improving comprehension, developing critical thinking, and fostering deep learning instead of surface learning.

2-Alignment with Educational Goals and Course Objectives

Teaching methods must align with the general educational goals of society, such as fostering moral values, building a balanced personality, and strengthening citizenship and social responsibility. They should also be consistent with the predetermined objectives of the course.

Teaching methods should not be selected randomly without considering:

The nature of the subject matter.

The skills and knowledge intended to be developed in students.

The expected learning outcomes at the end of the course.

For example, if the goal is to develop thinking and analytical skills, dialogue-based and problem-solving methods are more appropriate than traditional lecturing. Conversely, if the goal is to provide foundational knowledge, a lecture supported by examples may be suitable. Such alignment ensures the efficient and effective achievement of educational goals.

3-Consideration of Students' Levels

Students vary in their abilities in terms of comprehension, understanding, prior knowledge, and previous learning experiences. Therefore, teachers must take into account:

Students' level of awareness and cognitive maturity.

The type of educational experiences they acquired before entering university.

Differences in their linguistic and analytical abilities.

A teaching method suitable for first-year students may not be appropriate for postgraduate students. Ignoring these differences may lead to:

Feelings of boredom or frustration among some students.

Weak classroom interaction.

Low academic achievement.

Thus, considering students' levels enables teachers to simplify concepts when necessary or deepen them when students are capable of doing so.

4-Variety in Teaching Methods

Variety in teaching methods is one of the most important characteristics of effective teaching, as reliance on a single method leads to monotony and boredom and neglects individual differences among students.

Variety includes:

Using lectures, discussions, brainstorming, cooperative learning, and presentations.

Employing instructional aids and modern technologies.

Diversifying assessment methods and questioning techniques.

This variety helps to:

Capture students' attention.

Address different learning styles (auditory, visual, and kinesthetic).

Ensure that information reaches the largest possible number of students.

As a result, educational equity is achieved, and students' engagement and understanding of the subject matter increase.

5-Consideration of Time and Class Size

Both the time allocated for the lecture and the number of students in the classroom have a direct impact on selecting the appropriate teaching method.

Teachers should take into account:

The duration of the lecture within the academic schedule.

Class size and student density.

The nature of the classroom and its facilities.

In large classes, it may be difficult to apply methods based on individual dialogue, whereas structured lectures or group-based cooperative learning may be more suitable. In smaller classes, open discussions, problem-solving, and project-based learning can be effectively implemented.

Effective time management also helps to:

Achieve lesson objectives without rushing.

Allocate time for questions and interaction.

Improve the overall quality of learning in the classroom.

Conclusion

Effective teaching methods are not merely tools for transmitting knowledge; rather, they represent an integrated system grounded in scientific research that takes into account educational goals, individual differences, diversity, and classroom conditions. The more effectively a teacher selects appropriate methods, the greater the effectiveness of the educational process and the higher the level of student learning.

Advantages of the Lecture Method:

Provides a large amount of information in a limited time.

Develops students' love for listening and good attention.

Encourages students to read and conduct scientific research.

Disadvantages of the Lecture Method:

May lead to student passivity if the teacher fails to engage their attention.

Could foster laziness among students if the teacher relies solely on delivering information without involving them.

Boredom may set in for students if the teacher does not manage time effectively.

[For more: Sami Muhammad Nassar and Fahd Abdul Rahman Al-Ruwaished, Higher Education, pp. 244-264].

Questioning Method

The questioning method is considered one of the traditional approaches used in teaching, where the teacher poses a series of questions to students to assess their understanding of the topic.

Advantages of the Questioning Method: (Biggs, John B. Teaching for Quality Learning at University (4th ed.). 2010. p125.)

Activates students' memories and increases their engagement.

Enhances critical thinking and the ability to express oneself.

Helps the teacher gauge the students' level of understanding and comprehension.

Disadvantages of the Questioning Method:

May waste time if questions are not organized properly.

Could alienate students if the questions are difficult or unclear.

[Hilda Malta, Education Curricula in the United States, p. 70].

Discussion Method

This method is attributed to the philosopher Socrates and relies on the exchange of questions and discussions between the teacher and students, contributing to enriching the educational process through active participation.

Advantages of the Discussion Method: (Bloom, Benjamin S. Human Characteristics and School Learning. 2013. p. 180.)

Enhances students' critical thinking and analytical skills.

Helps develop communication and social interaction skills.

Provides students the opportunity to express their opinions and discuss their ideas.

Disadvantages of the Discussion Method:

May lead to chaos if the discussion is not managed well.

Could take a long time, affecting the coverage of required study material.

Might cause some students to feel shy or hesitant to participate. (Arends, Richard I). Learning to Teach (10th ed.).2014. pp -255.)

Section Two: Traits of a Successful Teacher in Western Studies

Western studies in general, and American studies in particular, have paid great attention to educational research, leading to the evolution of the educational process according to the results of scientific experiments and field studies, as well as survey questions prepared for this purpose. These researches and studies aimed to find the most beneficial teaching methods for students and to discover the traits that make a teacher beloved by their students, contributing to their effectiveness in delivering information. (Combs, A. W. The Role of the Teacher in the Classroom: A Study of Teacher Effectiveness.2019. P81.)

Research by Combs, Flanders, American researcher Hart, study by Robin, study by researcher Alvira, and study by researcher Lamson outlined a set of desirable traits in a beloved or successful teacher, which were identified in their research and studies. The most important of these traits include:

The teacher should make the lesson interesting and engaging.

The teacher should have a good understanding of the subject they specialize in teaching.

The teacher should exhibit a great deal of enthusiasm during the lesson.

The teacher should be capable of organizing the scientific material well and should have a distinctive personality in presenting the material. (Flanders, N. AAnalyzing Teaching Behavior. 2011. 4.P77)

The teacher should encourage students to participate in the lesson and allow for discussions and questions.

The teacher should explain the lesson clearly and use examples and scientific illustrations.

The teacher should possess a cheerful spirit that brings joy to the classroom environment.

The teacher should show considerable interest in the students and make them feel valued

(Lamson, C. A. Teaching with Enthusiasm: The Importance of Passion in the Classroom.2015. P31).

The teacher's voice should be pleasant.

The teacher should be neat and wear clean clothes.

The teacher should maintain a balanced and practical attitude, giving reasonable assignments.

The teacher should be honest and fair, grading students equitably without bias and offering average grades.

The teacher should be patient, compassionate, and kind, making students feel like they are one of them. (Hart, L. A. Teacher-Student Relationships: The Key to Effective Teaching .2001 .P29)

Conclusion

Effective teaching methods and strategies are among the most important elements of the educational process, contributing significantly to the achievement of educational goals. Teachers need to prepare well for their material and employ appropriate methods according to the students' level and the nature of the subject, ensuring positive interaction and outstanding educational outcomes.

I. Research Findings:

1. The following are the key findings derived from this research:
2. Encouragement of Knowledge Seeking in Islam: The research shows that Islam encourages the pursuit of knowledge, making it an obligation for every Muslim. Islam values the educated over the ignorant and grants scholars a high status, making them heirs to the prophets.
3. Qualities of a Muslim Teacher: The research indicates that a Muslim teacher should possess several qualities, including fear of God, respect for knowledge, and detachment from worldly wealth and status. They should maintain Islamic practices, adhere to moral virtues, strive diligently for knowledge, and dedicate themselves to writing, research, and scientific inquiry.
4. Conditions for a Successful Teacher: The findings reveal that successful teachers should be clean and well-groomed, fully knowledgeable about their subject, enthusiastic during teaching, encourage student participation, show care and compassion for their students, and be patient, honest, fair, and just.
5. Teaching Methods and Strategies: The research identifies several types of teaching methods, such as lectures, questioning, discussions, committees, projects, and problem-solving. Each method has specific conditions and guidelines that must be adhered to for effective teaching.
6. Characteristics of Successful Teaching Methods: The results indicate that successful teaching methods should be based on scientific and educational research results, align with established educational objectives, consider students' comprehension levels, and vary the employed methods while choosing suitable times for each.

II. Research Recommendations:

Based on the findings, the researcher recommends the following:

1. Conditions for Accepting Educators: The researcher suggests that universities establish strict criteria for accepting educators, ensuring that only those who meet the qualifications outlined by scholars and recent educational studies are accepted.
2. Evaluation of Teaching Performance: The researcher recommends that universities implement evaluation forms for educators' performance based on contemporary educational research, and track the results of these evaluations to guide or appreciate the educators' efforts.
3. Development Courses: The researcher encourages universities to involve educators in courses on teaching methods to enhance their skills and distribute materials that include successful teaching strategies.
4. Diversity in Teaching Methods: The researcher recommends that universities encourage educators to diversify their teaching methods and not rely solely on lectures, favoring discussion and project methods especially for graduate students.
5. Encouraging Scientific Research: The researcher advises that universities support educators—both materially and morally—in writing research, particularly practical studies, to help them develop scientific writing skills, follow research methodologies, acquire inquiry and observation skills, and arrive at beneficial scientific results for practical application at the university.

The Holy Qur'an

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