

Teaching Methods In Nahj Al-Balagha For Al-Shareef Al Radhi (D.406 AH)

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Abstract: Nahju al-Balagha is rich in various teaching methods introduced by Imam Ali Ibn Abi Talib (PBUH), which are based on the Holy Qur'an and the Prophet Mohammed (PBUH). These methods have a great impact on the methods of teaching and learning that emerged recently. The research aims at pointing out these teaching methods and making use of them in the educational process at the various stages of study to achieve the aim of the research, the researcher adopted many procedures including: determining the research methodology, population, sample, and the instrument. One of the findings of the research is that Nahj al-Balagha includes many methods of teaching. The researcher recommended that teachers read Nahj al-Balagha and employ it in teaching. The researcher suggests conducting a similar study that deals with the teaching methods in the collections attributed to ahl al-bait (PBUT).

Introduction:

Chapter One

First: The Problem of the research

In our countries, the belated of the Islamic Nation, in all countries - with great regret - has been invoked by modern Western theories in the field of education, almost completely ignoring the Islamic heritage in this field, despite the huge and significant contributions of Muslims in this science. This is evidenced by the success of the school in the Islamic era, which had for many centuries been a center of radiation, from which Westerners drew at the beginning of their renaissance. It is not understood from this blame that the researcher against modern theories in education, wisdom - as in the impact of the Sharif - is a misguided believer, I found it is worthy, as well as that these theories represent the juicer of human effort and the accumulation of experience, practice and experimentation over the centuries ago. The researcher wants to point out in this regard, is that the ideas and theories are the daughters of their environment in harmony with the nature of the society in which they were born, and formulate their goals and objectives according to the aspirations of those communities. The state of intellectual alienation surrounding the Islamic arena is threatening its identity, and denotes its scientific personality, As well as Most of our educational methods are derived from that source, ignoring the cultural wealth that the Qur'an and our Islamic heritage have left us, and counting them as the foundation in the process of building a generation aware of its civilization and rich heritage, and the construction of such a generation requires the search in the Koran and Islamic heritage for scientific methods. Combining the acquisition of knowledge and concepts and satisfying the psychological and educational needs and the development of tendencies and attitudes towards the Koran and Islamic heritage. One of the most important challenges facing the Islamic Nation is the attempt to uproot the nation's roots, authenticity and identity. The aim of its Islamic culture and the deviation of education towards the stalemate and loss, because the loss of education and the loss of the characteristics of the nation and its features formulated by Islam in an integrated manner in all its aspects (Nasser 1996, 194). For eight years in the various stages of the morning and evening studies in several faculties, as most teachers think that the methods and methods they rely on in their education is due to Western scientists (•), not paying attention to the fact that the Arabs have preceded them in many. Adoption of these methods and methods of educational RDM in the Holy Qur'an and the Arab heritage, so rich in ways and methods of education diverse heritage. In addition to the previously mentioned views and observations. Researchers' omission to identify educational methods in the Holy Quran and Arab heritage can be counted except for some shy attempts proved by a few who did not live up to academic studies. This issue can be considered as one of the widest sections to prove the problem of the current study. In the rhetoric approach to address and overcome an important aspect of the problem in the light of the detection of educational methods and their use in teaching subjects, as well as turning them into educational behaviors may contribute to determine the magnitude of the problem and weaken its impact in the future, especially as we are witnessing an escalation. It weakens confidence in the capabilities and competencies of our Islamic nation.

Second: The Importance of Research Importance

Science and learning took the highest place in our heritage, including the nomination of science and scientists illuminated the way of humanity, and Otvoh lamps radiating the light of civilization, glory and talid, and the evidence is difficult to count and count. Abu al-Dardaa (d. 32 e) said:

It has been said in the oldest time that I saw science learning

(Ibn Abdul Barr 2010, 1/188).

There are several types of learning styles, each of which varies according to the different individuals and their personal characteristics, or the psychological researchers who studied them. Witkin, for example, cites two methods of learning: general or standardized, which recognizes the universality of things, and analytical, which perceives things through their parts. Kagan came up with three methods: descriptive and similar elements, and detailed and tabulated elements. Guilford, a well-known intelligence scientist, divided learning styles into three main sections: centered, manifold and evaluation. In the former, the student limits himself to the subject matter or study experience, while in the second he unleashes his thinking to conceive, recognize and learn from a variety of complex and complex data in his identity and nature. In the evaluation method, however, the student learns the subject by reviewing it and verifying its general value. Marshall Rosenberg described four types of learning styles: slow restrained, chaotic, dispersed, anxious, and innovative, innovative (Hamdan 1985, 21-22). Hamdan believes that "the first reference to the use of learning methods in the sense that we are familiar to date from the last nineteenth century, when (Soren Kierkegaard) says that the teacher when teaching the student to help him out of his mistake or lack of understanding of things as others do ... putting himself Despite the early beginning of the use of the concept of learning methods in education and teaching, but its clear educational employment and serious scientific studies on them did not appear until the fifties of this century, when a number of educators initiated such Gardner, Klein, Holzman and others examine the various cognitive formulas that characterize pupils in their learning, such as self-reflection and direct external learning, or partial, gradual and holistic learning of things "(Hamdan 1985, 20).

The researcher agrees with (Obeido), who stresses that the best methods of teaching used by educators in various educational institutions are due to the methods that the Prophet Muhammad used to teach his companions. The Messenger of Allah peace be upon him In the preparation and composition of his students to be professors of human generations, has been his methods, peace be upon him and his family in education a complete encyclopedia of models of educational methods known to mankind after him (Obeido 2000, 3). It will enable him to provide a stimulating classroom and school environment that stimulates the desire to learn and develop in them to persevere in their achievement. Students 'families' knowledge of their children's learning styles, strengths and weaknesses will help them to motivate them and provide more positive opportunities for learning outside of school (Hamdan 1985, 126).

The follower of the Islamic heritage finds attention to the various methods of education in their civilization is clear, and that they were the first to use the teaching aids that fit with that era of time "and their habits in which stand on the outcrops of the ground, or on the back of a dab, raise the hand and placed, and use the phrase Al-Nahlawi focused on the need to unveil the educational methods inspired by the Qur'an and the Islamic educational heritage (Nahlawi 1994, 7), and forced some to The great educational and educational ideas that Islam and other Muslim thinkers have already done, and the West has benefited from them in their intellectual curricula in general, and their educational curricula in particular (Jonsukheran 1999, 33-34). In order for the teacher to practice his profession well, he should have a definite desire to practice it. This desire will lose a strong pillar of teaching, and the teacher must have access to educational methods and methods, especially those that came in our Islamic educational heritage (Khalaf Allah 2002, 9), the Prophet peace be upon him and adopted different methods and methods of education taking into account inThe differences between the individual; and the variety in the methods of education between carrot and intimidation, the story, and the proverbial, interrogation, discussion, and practice; to achieve the goals of the new religion, and entrenched the educational values of Muslims, and converted into daily behavioral practices under which the life of the new society, The educational methods vary according to the educational situation, including highlighting the impact of the teacher such as preaching, guidance, story and description, explanation and multiplication of proverbs, intimidation, intimidation and inference, including methods that highlight the impact of the learner. Asl By example, exploration, practice, and problem solving, including methods involving the teacher and the learner, such as the method of dialogue, discussion, interrogation, and seminar (Khawaldeh and Yahya 2001 AD, 266-267).

Rhetoric approach is a great scientific encyclopedia, and a lasting literary impact, comes after the words of God and the words of the Prophet, peace be upon him, and his family, and includes between his rubbishes narrated from Imam Ali peace be upon him collected by sheriff Razi (d. 406 e) of speeches and letters and judgment, representing the eyes of rhetoric The reasons for eloquence, including the possession of the imam of the corner of the Arabic language, managed by whatever he wants, it is issued wisdom, and filled his speeches hearts and souls magic and statement. The book approach rhetoric contains "the words of speeches and speeches, and the commandments and books and literature, excluded from the door of the city of science and wisdom , Received from the pole of a circle For my age it is a book that prescribed the rituals of the hermit, and explained the paths to the Salik, which is the salvation of those who are involved in the destruction, and the ways of those who are perplexed in the sins, the refuge of every poor and miserable, and of the fear of all who are renting, the city of the aims of the student, Because what was deposited in the words of a tinge of divine speech, and a fragrance of the Prophet's words, peace be upon him and his family and peace, apparent elegant and deep inside, including the order and forbidding, and the promise and promises, and intimidation and intimidation, controversy and

ideals and stories, do not destroy his wonders, and do not end his strange The paradise indicates the student, and escapes from the fire runaway, a cure from bite , And escape from the darkness of astray, a medicine for every queer, and a perfume for every Galil, and hope for every hope, and a sea without a coast, and a treasure charged with kinds of gems and Aldrrr, smells of musk Azfar and amber, yet has contained the facts of rhetoric and eloquent minutes of what is not bottom of thought And the collection of the arts of meanings and affairs of the statement does not get his eyes, and included the secrets of the Arab and literary jokes and beauties Badia what is unable to report the tongue of humans (Al Khoei 2003, 1/13).

Nahj el-Balaghah is characterized by a high style, sumptuous expressions and a polished statement, which is a long, huge book, characterized by sober, wise and well-balanced expressions, as if its words were selected for each word in its proper place, the first of which is in ethics, politics, religion and society. In this book, Imam Ali included the masterpieces of the ignorant statement in the Islamic statement, united with a strong sound logic, its elements can not be separated from each other. The teacher of mankind learned and learned from his heavenly message a lot and was guided by the guidance of the Prophet Muhammad (peace and blessings of Allaah be upon him), especially as he was blessed with extraordinarily brilliant intelligence. He was born with wonderful ideas that seemed evident in the huge mass thoughts that we find as an inexhaustible source Rhetoric, as It overflows us with the logic of the wise expert on the conditions of the world and the affairs of people and the natures of individuals and groups, and describes the thunder and lightning and the heavens and the earth and the manifestations of nature and the secrets of creatures and assets, health and life, sedition, wars, death and paradise and the horrors of the Day of Resurrection, and the laws of life and its laws, and did not leave a stray nor contained only (Nazareth 2011, 93).

The texts "that are organized in the approach of rhetoric, with its multidimensional discourse, and the knowledge system that it takes from the Qur'an and the Sunnah of the Prophet, lean on them, on the one hand, and it also exercises the responsibility to reveal its knowledge of the comprehensive knowledge of human life. On the other hand, it responds clearly to the aspirations of man in education, ethics, politics, economics, administration, philosophy, and all dimensions of life that contribute to the development of civilization and seek human progress "(Al-Amri 2010, 12). That followed his collection by the Sharif al Satisfaction and spread in the horizons, and these say what Qutb al-Din al-Bayhaqi (d. 567 e) "This book, which we are about it is a book approach rhetoric sperm from the seas of abundant science, and the Dora of the shells of the vast crowds, and a drop of drops Ghaith orbital, and a planet from the planets And for my age it is a book that does not condemn him in the perfection of a book, and demanded like in books Kalanzi not please him Aab, a quarry eyes of science, and during the books Kalbadr interstellar, upper words, and the meanings of the prophetic sanctity, which is ideals and analogues " The researcher concludes these statements by saying Sheikh Baqir Sharif al-Qurashi (•) (d 1433 e): One of the most wonderful legacy of the Imam was a wonderful school for generations is (approach rhetoric), which is filled the mouth of the world in its values and originality, and comes in importance after the Koran, has quoted him scholars of philosophy and speech and scientists of modern and eloquence and rhetoric, and still plagued by Namir scientists , And derived from his views in the fields of education, social, political and other affairs of life and curricula. Whatever scholars and sages quote from the trickery of rhetoric, and from his wisdom and etiquette, it is still a mystery bursting with values and ethics. He does not run out of his treasures, nor does his wonders perish, and he tells the extent of the tremendous wealth possessed by Imam (PBUH), the pioneer of wisdom and manifestation, and the founder of the civilized values that transcend man (Qurashi 2012, 7).

The importance of the current research is reflected in the following points:

1. Adoption of the rhetoric approach rhetoric methods and methods in education to take into account the differences between the individual, and diversity in the methods of education between carrot and intimidation, and proverbial, and discussion to consolidate the educational values of Muslims, and turn them into daily behavioral practices under which the life of the community, and benefit from its texts With knowledge, diverse sciences, and counting it as a rich source from which teachers and learners alike are drawn.
2. Science and learning have an important place in the heritage of humanity, especially the heritage of our Islamic nation, and that they are available in many places in society, and are not confined to schools, universities and scientific institutes.
3. Our Islamic heritage is full of many scientific and human achievements, as well as a wealth of scientists and media who have seen fairness from other nations shine and creativity.
4. Making heritage contemporary to us in terms of understanding and reasonableness, and making it our most important subject, to become a subject for us. We represent him in the understanding of the world rather than leaving it on behalf of us a civilizational legacy, which is nothing but the rant of our tongues.
5. The diversity of teaching methods, and the acumen of Muslims for their impact in achieving all learning objectives, and appropriate for learners in facilitating their learning and overcome their learning difficulties.
6. It is important that the teacher activate various teaching methods to motivate learners to interact with the subject. Learners' knowledge of their learning styles, strengths and weaknesses and preferences will benefit their

knowledge of their own abilities on the one hand, and develop their learning plans and strategies based on their cognitive strengths.

Third: Aim of the Study Aim of the Study

The present research aims to identify the teaching methods in the book of rhetoric approach to Sharif Radhi (d. 406 e).

Limits of the study

The present research is determined by twenty sermons from the Book of Rhetoric Approach to Sharif Radhi (d. 406 H).

Fifth: Defining the Definitions of the Terms

The researcher presents some of the terms mentioned in this research:

Style

language

Cited in the glossary of Asmai (v 216 e): the method of the road level, and from him took: methods of saying: any: Cruel it (Hammoudi 1998, 198).

According to the refinement of the language of Al-Azhari (d. 370 e): It is said to the line of palm: stylized, and every extended way is a style. He said: The method: the face and the way and the doctrine, it is said: You are in the style of evil, and combines methods (Azhari DT, 12/435).

According to the tongue of the Arabs to Ibn Manzoor (d. 711 e): the way the way, face, and doctrine. It is said that you are in a bad way, and methods are combined, and the way the way is taken, and the method of combining the art is said to take so and so in ways of saying any, Avani of it (Ibn Perspective 2005, 1/433).

According to the illuminating lamp of Fayoumi (d. 771 H): The method of combining Hamza road and art, which is in a style of the people, any way (2005).

Came in the crown of the bride Zubaidi (d. 1205 e): the line of palm. And the road takes it. Each extended road is a style, and the style: face, and doctrine. It is said: They are in a bad way. He combines methods, and has followed his method: his way, and his words on good methods. And style, annexation: Art. It is said: He took so and so in the methods of saying, ie, Avanine from him (Zubaidi 2012, 3/46).

Idiom

Defined by Katami and others: the preferred method used by the individual in the organization and processing of information and experience (Katami et al. 2000, 588).

Defined by the immortal and Yahya: the set of actions, measures, or path taken by the teacher in the process of mutual interaction between him, and learners and the various elements of the environment created by the teacher; 249).

Defined by grace and others: The method is combined by methods, a method or pattern, or doctrine, or a method of thinking, and in dealing with a problem, a system, approach, or way of expression of a person, or his way of writing (see: Nima et al. 2001, 685).

Horace defined it as: the sum of the details of behavior that affect the achievement of a relatively small goal and gains an individual or performance that is almost limited (Horace1958, 531).

Tariff Balancing

1. Katami, Nima, and others agree that the method is a method used by the teacher in the use of his educational mission.

2. Alkhawaldeh and Horace agree that the method affects the achievement of goals, and the acquisition of their knowledge and experience in a certain period of time.

3. The concept of style has expanded from being a detail of behavior at Horace to a preferred method of organizing and processing information at Katami to procedures and measures at Khawala and to a system, approach or doctrine at Naama and others.

The researcher defines the method in theory: It is the observed embodiment of the behavior of the teacher with his competencies, and his skill during the education of learners using various educational means to achieve multiple goals.

The procedural definition of the method is: the path, pattern, or path that is adopted, or adopted by the teacher and the learner to achieve the various objectives according to the possibilities available, and possible educational means. Taking into account individual differences, abilities and competencies prior to learning as much as possible.

Education

language

Ibn Manzoor mentioned in the tongue of the Arabs: I knew the thing I knew, I knew it. Ibn Berri said: He learned according to him, that is, learning and understanding (Ibn Manzoor 2005, 7/379).

The lamp illuminating the Fayoumi: taught him the light, workmanship and other education, so he learned it (Fayoumi 2005, 227).

Idiom

Defined by Nehme et al: Guidance and guidance to the code of conduct, religion or ethics, including primary education, secondary education, and university education (Nehme et al. 2001, 1014).

Defined by Nasser: the process of stimulating the learner's mental forces and provoke and self-activity and create appropriate conditions that enable the learner to learn (Nasser 1996, 152).

Defined by Samara and Adaili: One of the cases of teaching in which the delivery of information depends on the interaction between the teacher and one or more students, and education is a type of teaching, as it includes a live and realistic interaction (Samara and Adaili 2008, 67).

Define Ali: A set of strategies and methods through which the development of information, skills and attitudes of the individual, or a group of individuals, whether intentional or unintentional, by the individual himself or others. Education in this sense is broader and more comprehensive (Ali 2011, 71).

Defined by molds: The process of transferring knowledge, experience or skills and communicating it to an individual or individuals in a certain way (al-Afon 2012, 20).

Tariff Balancing

1. Nasser believes that education is a process to stimulate the learner's mental forces, and sees the amnesty as a process of transfer of knowledge, experience and skills.

2. Samara and Al-Adaili believe that education is one of the cases of teaching, and sees it as a set of strategies and methods.

3. Samara and Al-Adaili believe that education is a kind of teaching, while education is broader than Ali's teaching.

Theoretically defines education as: A living process between the teacher and the learner that draws its sustainability from society. It employs a variety of teaching methods that are tailored to objectives and teaching materials.

The procedural definition of education is: the observed change in the behavior of the learner after learning, and its suitability with the efforts of the teacher and the learner alike, and the proportion of goals achieved as a result.

The researcher prefers to define the term method of teaching, and addresses some definitions that have been made in this regard as follows:

Learning Style

Defined by Peregrine: Each learner has a preferred method of learning, and represents the way the brain represents the experience it experiences in different educational situations, and the methods of capturing stimuli related to the strength and integrity of the senses to be interacted with and then absorbed (Peregrine 2000, 578).

Defined by Samara and Adaili: individual preferences and options for the conditions of the educational process, which can influence the learning and determine the place and time and the way in which learning occurs and any materials. These techniques can play a key role in determining how students understand and respond to the learning environment (Samara and Al-Adaili 2000, 33).

Mr. Ali defined: a set of relatively fixed habits of the learner, which used to use in the acquisition, storage, retention and recall when necessary (Mr. Ali 2011, 5).

Defined by Randall: the method of responding to stimuli (stimuli) in the context of learning and responding to them, and refers to the distinctive method of the individual in the acquisition of information and use in learning and problem-solving (Randall 1996, 17).

Defined by Musser: Extended personal methods show typical ways in which information is formulated (Musser 1997, 32).

Define Santo: The individual's favorite way of learning (Santo 2005.1).

Tariff Balancing

1. Qatami called the method of learning as a way of representing the brain for experience and methods of picking up stimuli, and Samara and Adeli called it individual preferences and options for the conditions of the educational process, while Mr. Ali called a set of relatively fixed habits, and Randall and Santo agreed that it is a method, while Musser called it extended personal methods.

2. Mr. Ali and Randall agree that the learning style leads to the acquisition of information by the learner.

The researcher defines the method of learning theoretically as: Behavior adopted by the learner in the acquisition of information and skills by employing his physical and moral abilities.

The procedural definition of the method of learning is: the competencies embodied by the teacher during education in the form of abilities and skills according to a plan set to achieve the objectives by means of education available.

Chapter II

Background theory and previous studies

First: Teaching methods

Science taught him well, and asked him to worship, and his memory praise, and the search for him jihad, and teaching him charity, and his efforts to his family Korba, and science shelter Paradise, and Anas in the brutality and his alienation, and a companion in solitude, and evidence of serenity, and the aid of wickedness, and a

weapon against the enemies, God raises By his people in goodness, to make them imams imitated effectively, and cut off their effects, and pray them all wet and crusty and sea whales and fantasies and the land of animals and cattle (Jalali 2008, 5).

“Learning Style is the way a student perceives things around him, whether it is academic information, educational, social, practical or professional experience / activity, or an object or material of a particular kind. Learning style is usually determined by how to look for what it is or what it means. The student may use hearing or reading to search for the meaning required in experience or thing, and then realize it by self-reflection, by exchanging views with peers, or by listening to the teacher's talk and guidance (Hamdan 1985, 19).

The researcher confirms the attention of early Muslims to classify levels of learning according to the runway shown in Figure (1) as follows:

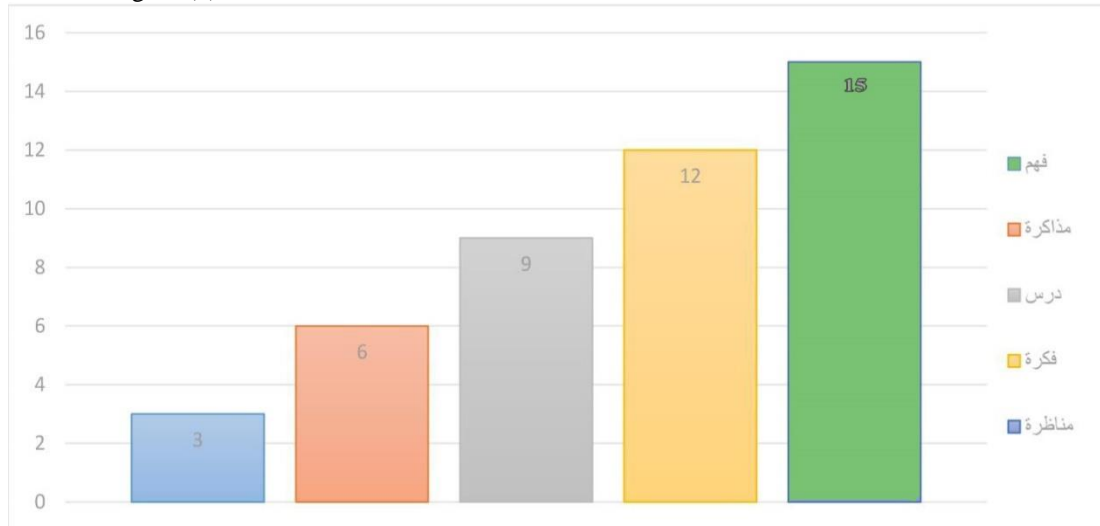


Figure 1: Levels of Early Muslim Learning

This classification has embodied what was attributed to Pearl (d 204 e), as Ibn Abdul Barr: The best that I saw in the etiquette of learning and understanding of systems is attributed to pearls of Riz, and some attribute it to the safe, and I have seen the income of what is good, and I hope to benefit it For those who read his book. He said :

Know that learning by learning, memorizing and mastering understanding
 Science may bless the young in his age and deprived the great
 But one is not his legs, neither his hands nor his hands.
 His tongue and heart, his heart in the chest and that creation is a wonder
 Science, understanding, study, lesson, idea and debate

(Ibn Abdul Barr 2010, 2/206).

Second: Book approach rhetoric

The texts of the book revolve on three poles: the first speeches and orders, and the second books and letters, and the third rule and preaching. It goes on during the Imam Ali peace be upon him from the talk in monotheism and justice and the Almighty God Almighty about the semi-creation is Bilal every yield, and evacuation of all suspicion, as in the case of asceticism and preaching and remembrance and marriage, if meditated contemplation, and thoughtful thinker. He opens to the beholder, and his students bring him closer. The need for the world and the learner and in order to eloquent and ascetic (see: Samurai 1987, 21-23).

There was no emergence after the interruption of divine revelation book yesterday, which in the approach of rhetoric, the approach of science and the work on which a touch of divine science, and a fragrant speech of the Prophet, a coincidence pearls of government, and the extraction of the words of speech, adult preaching in his sermons, and his books take With the synagogues of hearts, and the shortness of his words as a guarantee of the happiness of the world and the hereafter, it guides the truth students to see what they have lost. To other languages; N Room from SEAS (Tehrani 1983 4/144).

This precious book is full of words refined by the speaker, and trains the learner, in which to say the best and meanings Arsna, words sweeter than the tone of the entity, and more beautiful than the Jinan, the words of knowledgeable as the year of fullness, and legitimacy of the resource of the people of credit and destiny, and words and news of their meaning, poverty , Sermons interrupted tricked, principles Durr, metaphors tell winks of disease, and preaches reflect the flowers of Riyadh, combining those words between the inlay Badi, naturalization Anis, and elegant application. Allaah turned his mind about the wisdom of adulthood Mater, and God appointed to the words of the imam inherited virtues caper on the caper, and there is no wonder for the kindred beholder if the isolates of the rivals. That the greening of his Lord, and his breath, nor the sari in the paths of rhetoric approach to praise at morning morning, or to the generation of the purity of the Gaddah if

ratified by the pioneer of success and inspiration, to win Kdahi Almighty and Sergeant, and ride the socks of all luck and share (Al-Bayhaqi 1409 e, 97).

Previous studies

The comprehensive vision of the studies carried out by researchers cannot be completed or crystallized without reference to the results of previous studies, because it provides researchers with a correct vision that helps them to avoid repetition, and to achieve the necessary understanding to develop the logical framework that fits the topic, and provide the researcher with indicators of what needs to be done. In order to justify the new study (Rashidi, 2000, 219).

It is also one of the important areas in educational research, because it contributes to the improvement of the educational process and development, by looking at what has been achieved by the previous and their findings, and then to study them and analysis, and use that in new studies to continue educational construction and creativity and achievement continues. Scientific Research "(Al-Taie 2003, 38).

In order for the researcher to develop a comprehensive vision of his current study. He had to look at a number of previous studies close to his field of research.

□ Al-Khafaji study 2017, tagged (methods of education in the Holy Quran and Arab heritage - descriptive survey survey).

The study aimed to identify the teaching methods in the Holy Quran and Arab heritage. And identified by the Koran, and some of the books of the Arab linguistic heritage, namely: Book to Sipoe (d. 180 e), and the explanation in explaining the Office of the prognostic Ibn Jenni (d.

The researcher considered the appropriate method for conducting this study is the descriptive method by adopting content analysis to suit these procedures, and analyzed the content of the Koran, the book of Sibawayh, the interpretation of Ibn Jinn, and the ideals of Ibn Al-Atheer, highlighting the educational methods employed in the Holy Quran and the topics of the book Sibawayh and explain the poems The researcher adopted the questionnaire as a tool for his research, and then presented it to experts with specialization in teaching methods of Arabic language, curricula and methods, Arabic language and Quranic sciences, as the number of experts presented The researcher adopted the agreement of experts by 80% and above on each of the texts of the questionnaire to verify its validity and the soundness of its formulation. The researcher obtained an agreement rate of 90%. In order to achieve the objective of this research, the researcher adopted an analysis unit (idea) to analyze the content of the Holy Qur'an, Sibawayh, Ibn al-Jinni's book, and the book of the proverb in Ibn al-Atheer's writer and poet's literature, in order to adapt this unit to the nature of the analyzed content, as well as because educational methods are only topics that reflect On certain ideas included in the Koran, Sibawayh book, and the book of interpretation of Ibn Jenni, and the book the proverb in the literature of the writer and poet of Ibn al-Atheer. The researcher relied on honesty and reliability as a tool to measure his goals and used some statistical methods to calculate the results of his research, such as the equation (cooper) to find the stability of the analysis, t-test: to extract the discriminatory power of teaching methods in the Koran using the method of the two extremist groups, and the Kay box to find out The relationship between the parts or volumes of books and teaching methods in them, and Pearson correlation coefficient to extract the correlation coefficients between the degree of style and the total degree of teaching methods when compared to the table value, and Alfa Kronbach to calculate the stability of teaching methods in the Koran. The researcher reached several conclusions, including:

1. The methods of education are transmitted in the Holy Quran and the Arab heritage, especially linguistic heritage, although the names differ between the past and the present.
2. The diversity in the use of educational methods in the Koran, is in line with the aims of the goal to make man a building block valid in the stations of time spent on the globe, as well as what he gets from immortality in the Hereafter.
3. Our heritage is rich in intellectual creativity, especially in the field of education, and that our flags in the various arts and sciences gave them a head start in theorizing and application of educational methods, and make it a means of education in achieving an integrated understanding of the subjects.

□ Jabir study 2017 marked (Citizenship in the thought of Imam Ali peace be upon him and its educational applications).

The study aimed to identify citizenship in the thought of Imam Ali (peace be upon him) and its educational applications as a model. The research was limited to the words and speeches of the Commander of the Faithful Ali (peace be upon him) and his messages and wisdom and sermons in the field of citizenship and loyalty to the homeland, which came in the book approach rhetoric and written about the imam.

The researcher adopted a descriptive analytical and deductive approach. The researcher has reached some results represented by the principles of citizenship in the thought of Imam Ali (as):

1. Faith in God Almighty: Is the basis of the doctrine of tolerance, and the basis for human attitudes towards the duties to God and himself and others.
2. Equality and justice between the parish: Islam is a religion of equal equality between people, does not prefer gender or color over others, and make the balance of differentiation between people piety.

3. Preserving and defending the security of the homeland: The defense of the homeland for the sake of good citizenship, and considered by Islam as legitimate; because the homeland of the necessities of decent life, as it must protect and defend it as a special responsibility.

Balancing previous studies among them and balancing the current study

After presenting the previous studies, the researcher balances them with the current study to know the aspects of the agreement, and the differences between them and the current study. The budget will be in several aspects as follows:

1. Where the study was conducted: It is evident from the presentation of previous studies that all were conducted in Iraq, and that the current study was conducted in Iraq as well.

2. The material covered in the previous studies: The previous studies differed in the subject, but most of them refer to the humanities, such as a study (Khafaji 2017 m) in the Koran and Arab heritage, and study (Jabir 2017 m) in the book approach rhetoric, and the current study is consistent with previous studies; Because they study in the field of humanities in the methods of education in the book approach rhetoric.

3. Objectives of the studies: The previous studies have varied in their objectives, the study (Khafaji 2017) aimed to identify methods of education in the Koran and Arab heritage. The study (Jaber 2017) aimed to identify citizenship in the thought of Imam Ali peace be upon him and its educational applications as a model. While the present study aimed to determine the methods of education in the book approach rhetoric Sharif Radhi (d. 406 e).

4. Methodology of studies: The previous studies adopted in their methodology the descriptive method (method of content analysis) and thus consistent with the current study in its procedures.

5. Statistical Methods: The study (Khafaji 2017) used statistical methods (equation cooper) to find the stability of the analysis, and the percentage to indicate the percentage of experts agree on the validity of the texts of the questionnaire, and T-Test to extract the discriminatory power of teaching methods in the Koran, and K2 square To find out the relationship between the volumes and volumes of books and their teaching methods, the Pearson correlation coefficient to extract the correlation coefficients between the degree of method and the total degree of instructional methods, and Alpha Kronbach to calculate the stability of teaching methods in the Holy Quran. The present study is tied to the statistical means (cooper equation) to find the stability of the analysis, the percentage of indicating the percentage of experts' agreement on the validity of the texts of the questionnaire, and the T-test to extract the discriminatory power of teaching methods in the book of rhetoric approach, and the Pearson correlation coefficient to extract the correlation coefficients The method and the total degree of instructional methods, Alpha Cronbach to calculate the persistence of instructional methods in the book of rhetoric approach.

6. The study (Khafaji 2017) used statistical methods (equation cooper) to find the stability of the analysis, and the percentage to indicate the percentage of experts agree on the validity of the texts of the questionnaire, and the T-Test to extract the discriminatory power of teaching methods in the Koran, and square K (K2) to know the relationship Pearson correlation coefficient to extract the correlation coefficients between the degree of method and the total degree of teaching methods, and Alpha Kronbach to calculate the stability of teaching methods in the Koran, and the study (Jaber 2017) did not use statistical means, and the current study used Statistical means (cooper equation) to find the stability of the analysis, the percentage of indicating the percentage of expert agreement on the validity of the questionnaire texts, and T-test) to extract the discriminatory power of teaching methods in the book approach rhetoric, and Pearson correlation coefficient to extract the correlation coefficients between the degree of method and the total score For instructional methods, Alpha Cronbach calculates the persistence of instructional methods in a book of rhetoric approaches.

7. Results: The results of the study (Khafaji 2017): The methods of education are broadcast in the Koran and the Arab heritage, and the diversity in the use of these methods in line with the aims of making human be a building block valid in the time spent on the planet, as well as what is obtained From our eternity in the Hereafter, our heritage is rich in intellectual creativity, especially in the field of education, and that our flags in the various arts and sciences gave them a head start in theorizing and application of educational methods, and make it a means of education in achieving an integrated understanding of the subjects. The study (Jabir 2017) found that the principles of citizenship in the thought of Imam Ali peace be upon him is the belief in God Almighty after the basis of the doctrine of tolerance, and the main engine of human attitudes towards the duties towards his Lord and himself and others, and that Islam is a religion of equality between people, and justice between The parish does not prefer sex or color over others, and make the balance of differentiation between people piety. And that the defense of the country for the sake of good citizenship, and Islam is a matter; because the homeland of the necessities of a decent life, as it must protect and defend it as a special responsibility. The current study is consistent with most of the results of both studies in the educational aspect.

Aspects of benefit from studies

The researcher reported from previous studies in several things, including:

□ Crystallize and clarify the problem of research, and access to the sources adopted by previous studies, and related to the subject of the current research.

- See the descriptive research methodology followed by previous studies.
- Review the recommendations and suggestions made in previous studies.

Chapter III

Search procedures

The researcher presents the procedures used to achieve the research objective, which proceed as follows:

First: Research Methodology: As the aim of the research to highlight the educational methods in the book approach rhetoric, and the selection of some of the speeches contained in it, the researcher believes that the appropriate approach to conduct this study is the descriptive approach by adopting content analysis to suit these procedures, and analyzed the content of speeches chosen by According to the salary measurement, and highlight the educational methods that were employed in them. Content analysis is optimal among the types of surveys in order to arrive at a quantitative and meaningful description of the content of the communication method and the educational methods involved. Because it proves the following characteristics:

1. The analysis of the content is not conducted for the purpose of quantitative inventory only, but beyond it to try to achieve a particular goal, and this is expressed in the word (purposeful).
2. The analysis of the content is limited to the description of the phenomenon, and what was said or written therein. I refer to this with my word (quantitative description).
3. He did not specify the method of communication alone, as the researcher can apply content analysis to any written or illustrated communication material, poetry, newspapers and magazines, advertisements or speeches, books or records.
4. Content analysis is based on systematic repetitive monitoring of the selected unit of analysis, whether word, subject, single, personal or unit of measurement (Al-Assaf 1989, 235).

Based on this, modern educational studies have paid great attention to the analysis of content, it has used in the study of curricula and textbooks and analysis, exam questions, answers, as well as books that can be useful in the educational and educational aspect.

Second: The research community: the community represents all the vocabulary or units shown in the research "The community may be residents of a city or a group of students, or a particular book, or a group of books, the concept of singularity, and the unity that is intended in this area is not only human, but may Be an educational or behavioral phenomenon "(David and Anwar 1990, 66). "There can be a community of species or species of animals, plants, objects, observations, facts or words" (Kilani et al. 2009, 118).

To achieve the goal of the research, the research community included speeches approach rhetoric, to be the research community of this study.

Third: The sample "The sample is defined as a part of the community being studied, chosen by the researcher to study it, and the researchers resort to the samples because of the difficulty of conducting the study on all members of the community" (David and Anwar 1990, 67). From the units taken from the original statistical community according to the rules of statistical theory, so that all features of the large statistical community emerge "(Saadi 2004, 12). In other words, "a selected part of the society is chosen in a manner and size through which we can carry out a process of generalization" (Al-Manizal and Al-Atoum 2010, 101). After excluding the said content of the book became the number of pages subject to analysis (51) pages, as the researcher chose the first sermon for every ten speeches of the sermons of the approach according to the order of measurement, the number of speeches selected for the research sample (24) sermons.

Fourth: Research Tool: Questionnaire is a common means of measurement, and is intended to collect data and information on a specific problem or issue from individuals who are related to it or know about it (Kilani et al. 2009, 198), through "writing, or by marking In the place allocated for the answer "(Manezel and Alatoum 2010, 101). It is "one of the most important tools of self-report, the most common and used by researchers, and includes a set of questions, and questions centered on a specific topic, or a specific problem that the researcher seeks to examine and disclose" (Naimi 2014, 384), and uses the questionnaire "when the goal Obtaining information related to the individual's point of view, personal opinion on a particular issue, or what he thinks or feels applies to him "(Speech 2004, 399). Therefore, the researcher adopted the questionnaire as a research tool to determine the validity of the texts as educational methods. Texts from speeches approach rhetoric, and in front of the Sloop appropriate for each Annex Text (1).

Fifth: the sincerity of the tool: honestly means the tool that the tool used in research or study, to measure what is supposed to measure accurately. "Honesty is an important condition that must be met in the tool, and an important characteristic that must be taken into account when building the tool in educational and psychological research, and apparent honesty is a requirement to build standards that rely on the opinions of experts who judge the specifications of the tool and how to build it" (Al-Ajili et al. 1990,27)). In order to achieve the apparent sincerity in the tool (questionnaire) prepared by the researcher, which includes selected texts from speeches approach rhetoric rhetoric to determine the validity of these texts as teaching methods Appendix (1). The researcher presented the questionnaire to the experts who are specialized in teaching methods of Arabic language, philosophy of education, and the Arabic language. I returned those honest methods. The researcher

adopted the agreement of experts by 80% and above on each of the texts of the questionnaire to verify the validity, and sound drafting, and the researcher has obtained an agreement rate of 94%.

Sixth: Units of Analysis: Units of analysis are one of the steps that the researcher should take when analyzing certain content. There are five units of analysis:

1. Word: It is the smallest unit of analysis, and there are a number of studies conducted according to these units, such as the study of Rushdie Khater for common words in the Arabic language.
2. Theme: A series of units that form a situation to which the person is exposed and its response to that position and the results of that response as perceived by the individual.
3. Characters: Characters that record a continuous presence, and usually represent the heroes of the story, or events in general, and opposite figures and supporters who hold the values and ethics represented by society.
4. Time & Space: It represents the criterion of dividing the important topics according to the area they deserve to be covered and the time allocated to them, so that the topics or events are classified according to their importance.
5. Item: It represents the logic that reflects the importance of the topics and what they take in the area of attention at the expense of the rest of the fields (Hamdani et al. 2006, 121-123).

To achieve the goal of this research, the researcher adopted an analysis unit (idea) to analyze the content of speeches approach rhetoric approach, in order to suit this unit to the nature of the content of the analyst; because teaching methods are only topics reflect the specific ideas included in speeches approach rhetoric.

Seventh: Census Unit: The researcher adopted the repetition as a census unit for the existence of teaching methods in the speeches of the approach of rhetoric; to find out the strength of the appearance of each method used by Imam Ali peace be upon him.

Eighth: Steps of Analysis: The researcher followed the following steps when analyzing the content of speeches approach rhetoric:

1. The researcher read each of the sermons of the book of rhetoric approach research sample of (24) sermons deliberately; in order to determine the educational methods used by Imam Ali peace be upon him in his sermons.
2. The researcher gave a repetition of each of the educational methods mentioned in the speeches of the approach of rhetoric.
3. The researcher used the red color when repeating pages that include more than one educational method.
4. The researcher completed the results of the analysis in tables prepared for this purpose and extracted the teaching methods in the speeches approach approach rhetoric (3), and included the pages of each sermon where the teaching methods annex (4).

Ninth: Stability of the Analysis: Stability can be defined as "consistency in results" (Zobaie et al. 1981, 30). 1976, 77), because "the test that is not fixed can not be honest in measuring" (Jalal 1985, 35), and to achieve the stability of the analysis, the researcher analyzed the speeches of the approach of rhetoric (research sample) pages (51) pages as a sample of Speeches approach rhetoric approach to extract the stability of the analysis of it, and the stability extracted in two ways are:

1. Researcher agreement with himself through a time difference of (30) days using the same content and follow the same analysis steps.
2. Agreement with an independent analyst (•) acting alone using the same content and following the same analysis steps.

The researcher used the equation (cooper) to find the stability of the analysis and the results as in table (1):

Stability coefficient	Type of Agreement	s
%0,92	Agreement over time between the researcher and himself, a time interval of (30) days	1
%0,88	Agreement between the researcher and another analyst	2

Table (1) shows the results of stability analysis

The ober indicates that stability is good if it gets at least 0.75%. (85.1971ober).

Tenth: Statistical means

The researcher used the following statistical methods to process the data:

1. The equation (cooper) to find the stability of the analysis.

Number of times the agreement

Number of times the agreement + number of times the difference

(Mufti 1984, 62)

2. Percentage: To indicate the percentage of experts agreeing on the validity of the questionnaire texts, and to convert the expert responses on each paragraph of the questionnaire to a percentage.

Partial number

total summation

(Olive 1984, 95).

3. T-test: To extract the discriminatory power of educational methods in the speeches of the approach of rhetoric using the method of the two extremist groups.

Representing:

(X1) arithmetic mean of the first sample

Number of members of the first sample

(S1) Contrast for the first sample (S2) Contrast for the second sample (Biology) 1977, 260)

4. Pearson correlation coefficient: used by the researcher to extract the correlation coefficients between the degree of the method and the total degree of educational methods when compared to the tabular value.

Representing:

(N) Number of paragraphs. (X) degree of method. (Y) The total degree of instructional methods.

(Farkson 257, 1991, p: 145) (Lent 1999, 211)

5. Alfa Kronbach: used to calculate the stability of teaching methods in the speeches of the approach of rhetoric Because:

: stability coefficient

Number of paragraphs

si2: Varying degrees of fence on each method.

s2: Variation of degrees of instructional methods. (Imam 1990, 87)

View and interpret results

To achieve the aim of the research in highlighting the teaching methods in the speeches of the approach of rhetoric, the researcher analyzed the speeches of the approach of the rhetoric, to extract the teaching methods. It presents its findings and explanations as follows:

In the speeches of the approach of rhetoric, Imam Ali used the teaching methods to clarify and achieve his purposes and objectives, as the teaching methods used in the research sample reached fourteen teaching methods, as shown in Table (2) as follows:

ratio	Repeat educational methods	Educational methods	s	ratio	Repeat educational methods	Educational methods	s
0,16	37	Metaphor	8	0,26	59	Explanation	1
0,06	15	Interrogation	9	0,3	8	Indoctrination	2
0,03	8	Pray for	10	0,00	1	Induction	3
0,02	4	the demand	11	0,03	8	The analogy	4
0,01	2	Section	12	0,23	50	News	5
0,03	6	The appeal	13	0,00	1	Stories	6
0,01	2	Example	14	0,13	30	Command	7

Table (2) illustrates the teaching methods, their repetitions and percentages in the book of rhetoric approach. It appears from Table (2) that Imam Ali (peace be upon him) used the method of explanation by repeating (59), the method of indoctrination by repeating (8), the method of extrapolation by repeating (1), the method of analogy with repetition (8), the method of repeating news (50), the method of stories by repeating (1) and the command method. Repetition (30), metaphor mode (37), questioning mode (15), method of supplication (8), method of requesting repetition (4), section method repeating (2), method of calling repeating (6) and example method repeating (2). The researcher concluded that the percentages of educational methods in the speeches of the approach of rhetoric ranged between (0.00% - 0.26%), which is statistically significant at (0.05), and the explanation method obtained the highest percentage of teaching methods, as (0.26%) while the induction method and the story style (0,00%) and ranged ratios of other educational methods between these two ratios. And the methods of teaching, the researcher obtained the value of the square Kai (78,299) degree of freedom (23), and the value of the square table Kai is equal to (35,17), which indicates that there is a relationship Speeches of rhetoric approaches and teaching methods book, Table 3 shows that.

Statistical significance (at the level (0,05	Kai box table	Kai box calculated	Degree of free	Relationship
D. Statistically	35,17	78,299	23	Book approach rhetoric and methods of education

Table (3) illustrates the value of the Kay square for the relationship between speeches of rhetoric approaches and teaching methods

Statistical Analysis of Scale items

1. To extract the discriminatory power of educational methods in the speeches of the approach of rhetoric using the method of the two extremist groups. The number of forms subjected to statistical analysis was (216) of which (12) were from the higher group and (12) from the lower group using T. test for two independent samples. The level of significance (0.05), therefore, prepared all paragraphs are positive and distinctive according to this method;

Calculated T value	Low set		High set		s
	standard deviation	Arithmetic mean	standard deviation	Arithmetic mean	
5.996	0.535	1.56	0.640	2.04	1
6.200	0.519	1.46	0.697	1.98	2
5.571	0.521	1.49	0.645	1.94	3
7.285	0.498	1.44	0.715	2.05	4
5.524	0.517	1.44	0.807	1.94	5
5.195	0.536	1.55	0.662	1.97	6
6.052	0.538	1.52	0.709	2.04	7
6.599	0.538	1.49	0.708	2.06	8
6.708	0.518	1.44	0.723	2.02	9
6.644	0.520	1.47	0.641	2.00	10
4.594	0.595	1.60	0.704	2.01	11
5.291	0.568	1.56	0.663	2.01	12
5.468	0.563	1.60	0.653	2.06	13
6.014	0.520	1.47	0.730	1.99	14

Table (4) Discriminatory Force of Measurement Clauses Using the Extremist Groups Approach when Compared to Table Value (1,96)

The correlation coefficient between the degree of the paragraph and the total score was found to be statistically significant at the level (0.05), because all correlation coefficients are higher than the table value of (0,113). Table 5 illustrates this.

Correlation coefficient	s	Correlation coefficient	s	Correlation coefficient	s
0.295**	26	0.329**	10	0.295	1
0.320**	27	0.289**	11	0.318	2
0.224**	28	0.296**	12	0.286	3
0.286**	29	0.299**	13	0.371	4
0.268**	30	0.305**	14	0.321	5
0.273**	31	0.246**	22	0.287	6
0.220**	32	0.290**	23	0.363	7
0.210**	33	0.328**	24	0.337	8
0.285**	34	0.347**	25	0.333	9
0.312**	35				

Table (5) correlation coefficients between the degree of the paragraph and the total score of the scale when compared to the table value (0.111), and at the level of significance (0.05)

Alpha-Kronbach stability coefficient

Alpha-Kronbach's stability coefficient was calculated using SPSS software, and the researcher found that the coefficient of stability is equal to (0.90) and therefore, the scale has a high stability.

Show instructional methods:

Due to the limitations of publication, the researcher presents only a summary of the interrogation method among the educational methods employed by Imam Ali in the book approach rhetoric.

Question style

The eloquence in the definition of the questionnaire that he "asked for knowledge of something was not known before, which is the intelligence in which they said: that he asked for news of what you do not have a sense of inquiry any request for understanding ... It is a question what is not a question of what you do not know in the name of questioning" (Wanted 2007, 109), which is "a request to know something unknown, or to clarify what is in the conscience of the addressee, towards: Where were you?" (Abdul-Masih and Tabri 1990, 51). Required 2007 AD, 110-116).

The questionnaire is a clear picture of the questions that are used in education, especially in the classroom, "but all methods must be punctuated by a number of questions, in some of which the number of questions is large, in others is small, and the question is art in education" (Marei and resourceful 2011), 65). "The skillful use of the question lies in the beautiful art of education, and through it we have a guide to clarify and activate ideas, provoke imagination quickly, think exciting and motivated to work ... And if you want to learn you will ask questions, researchers have determined that during the profession in class The model teacher will ask 1.5 million questions, and researchers are still working on how many of these questions will be answered correctly, while other educators estimate that the average number of questions per teacher per hour is between 30 and 120. Normal to questions not met See with the passage of time "(trick 2009 and 132 133). It also "achieves many educational goals when used in the educational situation" (Tawalbeh et al. 2010, 249).

Employment questioning in education:

Teachers can use this method when considering the following steps:

- 1- Preparing the teacher for the subject that will be dealt with.
2. Determine the behavioral objectives that should be achieved when using the questionnaire, embodying knowledge, skills, attitudes and other components of behavior.
3. Allocating the time required for the questioning method.
- 4 - choose the appropriate time during the education to use the method interesting.
- 5 - determine the appropriate time to arouse the interest of learners in the method of questioning problems answered in the learning.

Conclusions, recommendations and proposals

First: Conclusions

1. The methods of education are broadcast in the speeches of the approach of rhetoric, although the names differ between the past and present. And that the diversity in the use of these methods, in line with its aims to make man a building block valid in the stations of time spent on the globe, as well as what he gets from immortality in the Hereafter.
2. Our heritage is rich in intellectual creativity, especially in the field of education, and that our flags in various arts and sciences gave them a head start in theorizing and application of educational methods, and make it the means of education in achieving an integrated understanding of the subjects.
3. It is common in the literature of education and teaching methods that the methods of education are new, and attributed to Western scientists, which is a great avoidance of the truth; because the West dependent on the efforts of our scientists and thinkers in the first centuries.

Second: Recommendations

1. Attention to the educational methods contained in the speeches of the approach of rhetoric and knowledge of rhetoric, and steps, especially in the teaching of educational materials.
2. The need for teachers and teachers to learn about the educational heritage of Muslims and employ it in the field of education.
3. The need for the attention of educational bodies studies that address the approach of rhetoric, and benefit from it.

Third: Proposals

1. Conduct a study similar to this study, dealing with educational methods in the hadith.
2. Conducting a study similar to this study, dealing with educational methods in books and letters book approach rhetoric.
3. Conduct a study similar to this study, dealing with educational methods in the news received from the people of the house peace be upon them.

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