

Educational Techniques Used In Teaching Students Of The Department Of Quranic Sciences And Islamic Education From The Point Of View Of Its Teachers

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Article Info	Abstract
<p><i>Article History</i></p> <p>Received: May 27, 2021</p> <p>Accepted: December 30, 2021</p> <hr/> <p>Keywords : Teaching Students, Quranic Sciences, Islamic Education</p> <p>DOI: 10.5281/zenodo.6173980</p>	<p><i>The concept of educational technologies has evolved as a result of several studies and modern educational theories that concluded that the concept associated with devices and tools is insufficient to achieve the desired goals in the educational field. In front of a question identified in: What are the educational techniques used in teaching Sharia science subjects to students of the Department of Quranic Sciences and Islamic Education from the point of view of the teachers?</i></p>

Introduction

The importance of the current research emerges from the importance of:

1. The role of educational technologies in creating tangible experiences for learners, developing curiosity and stimulating the desire to learn, strengthening memory and learning speed, strengthening the relationship between the teacher and the learner, solving problems, and saving time for the teacher and the learner. The learner, transferring the great world with its phenomena to the classroom, increasing his achievement and self-confidence, developing his mental and intellectual abilities, refining his talents and creative capabilities in his studies and activities, and his active and positive contribution. To achieve the desired goals, and to overcome obstacles to the educational process.
2. Education as an intentional planned process that aims to bring about desirable positive, educational and social changes in the learner's behavior, thinking and conscience.
3. Education as a great gateway to interact with the affairs of the times, and to accommodate the requirements of modern civilization
4. Teaching as the ability to perform a variety of actions that will help students interact with the educational situation, engage more of their senses, and immerse themselves in it without feeling bored or bored. Teaching is not a display of a teacher's knowledge and skills to learners.
5. The Noble Qur'an as a stimulating method for investigation, study, and striving to extract its origins and principles, apply it and follow its path.
6. Islamic education is a way of life and an integrated educational system for building a person whose goal is to educate him from birth until his death.

Third: Research objectives

The current research aims to identify the educational methods used in teaching Islamic science subjects to students of the Department of Quranic Sciences and Islamic Education from the point of view of teachers.

Fourth: Research limits

1. Objective limit: To know the educational methods used in teaching Islamic science subjects to students of the Department of Quranic Sciences and Islamic Education from the point of view of teachers.
2. The human limit: teachers of forensic medicine subjects in faculties of education.
3. Spatial Limit: Faculties of Education at the University of: Baghdad, Al-Mustansiriya, Al-Iraqiya in the city of Baghdad.
4. The deadline: the academic year (2020-2021 AD).

Fifth: Define terms

Educational Technologies: A systematic and organized process of human learning, based on managing an organized human interaction with various learning sources of educational materials, devices or machines, to achieve specific goals.

Teaching: intentional and planned efforts made by the teacher to help learners to learn, each according to his abilities, preparations, and tendencies.

Department of Quranic Sciences and Islamic Education: An academic scientific department within the departments of the Colleges of Education, in which students receive the sciences of the Noble Qur'an, its supporting sciences, and educational and general materials.

Theoretical Background

Evolution of the concept of educational technology

The change in the concept of teaching techniques is the shift from the focus on the meaning that the medium deals with, starting with visual techniques, passing through audio techniques, ending with audio-visual techniques as supporting illustrations, teaching aids and teaching on the teacher's diligence in searching for them. Its mission is to provide tangible experiences to focus on the communication process - through which information is transmitted from the source to the future - and to follow the entire teaching systems, which means that the teacher is convinced of its importance and describes it as an important component of the teaching process. Thus, educational techniques moved in their focus on tangible and tangible things to emphasize the concept of the way that defines the relationship between events as a continuous dynamic relationship whose elements interact and influence each other. Audiovisual supporter Gaps in it link the concepts of communication processes, their coordination, systems, components and design with the concept of learning theories leading to the development of all elements of education. And that educational technologies in their modern uses include managing ideas, procedures, money, machines and people in a way that expands the development of the theoretical field and applied research in education (Al-Qalaa and Siam, 2017: 65-67)

Education Technologies Jobs

1. Excitement and stimulation.
2. Provide information.
3. Orientation.
4. Organize (Al-Anzi, 2011: 63-64)

Basics of using educational technology

1. Defining the educational goals that are achieved by technology accurately.
2. Recognize and monitor the characteristics of the target group.
3. Knowledge of the curriculum and the extent to which technology is related and integrated.
4. Experience the technique before using it.
5. Preparing the minds of the learners.
6. Create the appropriate climate for the use of technology.
7. Technical evaluation.
8. Technical Follow-up (Al-Faraji, 2011: 301-303)

Classification of educational technologies

Instructional technologies are classified according to:

First: The senses that you address are divided into three main sections:

1. Visual techniques: such as: dark images, slides, blackboard, maps, globes, boards and cards, drawings, models and samples, books and magazines.
2. Audio technologies: such as: radio, recorder, loudspeakers, language laboratories, school radio, judges, and audio recordings.
3. Audio-visual technologies: such as: cinema, animated and rhetorical educational films, educational television, and slides when used with sound recordings, puppet theatres, video, and computers.

Second: How to present it: It is divided into two parts:

1. Materials that are visually displayed on the screen: such as: educational films, still films, transparencies, transparent image slides, photos, opaque graphics, educational computer programs, and video.
2. Materials not displayed visually: such as: graphs, transparencies, posters, models, paintings, specimens, models, maps, galleries, museums, demonstrations and operations.

Third: Number of beneficiaries: It is divided into three sections:

1. Individual technologies: such as: computer programs, educational telephone, microscope, and personal educational computer.
2. Collective technologies: such as: exhibitions, museums, educational television, educational radio, video films, field visits, audio recordings, and transparency.
3. Mass technologies: such as: educational and educational programs broadcast via radio, open television and computer networks.

Fourth: The sound feature: It is divided into two parts:

1. Silent techniques: Such as: photos, drawings, paintings, silent films, models.
2. Talking techniques: such as: audio recordings, educational radio, educational television, speaking dictionaries, speaking educational films, speaking transparent, educational computer speaking.

Fifth: Its function: It is divided into three sections:

1. Display technologies: such as: images, animation, television, films.
2. Techniques of objects: such as: volume, shape, and mass.
3. Interaction techniques: such as: computers, laboratories.

Sixth: Its role in the teaching and learning process: It is divided into three sections:

1. The main technologies: such as: television.
2. Complementary techniques: such as using a special paper after watching a TV show for a science experiment.
3. Additional Technologies: Advances as an Instructional Technique to Address or Enrich the Status of Education (Gatet 2015: 87 – 89)

Seventh: How to obtain it: It is divided into two parts:

1. Ready: It is produced to perfection and in large quantities in factories and can be employed to meet the needs of learners in many countries.
2. Locally Manufactured: It is manufactured by the teacher or learner from materials available in the local environment at low cost. Such as maps, graphs and paintings.

Eighth: The movement element: It is divided into two parts:

1. Still technologies: such as: photographs, graphs, plates, transparencies, slides, and still films.
2. Animation techniques: such as: images and animation, films, educational video, animated electronic games, and educational television.

Ninth: Its activity is divided into two parts:

1. Passive technologies: such as: radio, audio tapes, printed materials.
2. Positive techniques: such as: programmed education, computer-assisted education (Al-Arfaj et al., 2012: 34-38)

Tenth: Its type: It is divided into two parts:

1. Traditional techniques: such as: blackboard, textbook, lint board, map, models and models.
2. Modern technologies: divided into:
 - A. Visual Technologies: Projectors for dark images, slides, transparencies, maps, blackboards, and panels.
 - B. NS. Audio technologies: radio, recorder, school radio, language laboratories.
 - C. Audiovisual Technologies: Television, Film, Computer, and the Internet (Gray, 2016: 57-58)

Eleventh: The Experiences They Provide:

Edgar Dale's classification is one of the most comprehensive and common. Teaching techniques in the cone of experience are divided into three main groups:

The first group: Practical experiences: It includes the first three levels of the base of the cone:

A- Direct target experience: such as: learning a technical craft: carpentry, plumbing.

- NS- Indirect (alternative) experience: eg: models, samples.
- NS- Acting (dramatic) experience: such as: skits and educational plays.
- The second group: Observed experiences and includes five levels:

A- Demonstrations: such as: a demonstration of a practical experience using tools, models, real samples, and dramatic representation.

- NS- Field visits and excursions: such as taking the educated teacher to a steel mill, zoo or petroleum distillation towers.
- NS- Educational exhibitions and museums: such as taking the educated teacher to an exhibition: educational devices, paintings, pictures, drawings, agricultural products, historical artifacts.
- NS-Motion pictures: such as: educational television, motion pictures, educational video, and animated films.
- NS- Still images and sound recordings: such as: photographs, drawings, paintings, maps, transparency, slides and educational films. The CDs and tapes recorded on them contain educational audio materials.

The third group: Abstract experiments and includes two levels:

- Pictorial symbols: such as: graphs, caricatures, maps.
- NS- Abstract symbols: such as: symbols of mathematics, chemistry, laws and equations (Al-Arfaj et al., 2012: 39-48)

Research Methodology and Procedures**First, the search method**

The current research requires a quantitative and qualitative description of the teaching methods used by faculty members in teaching students of the Department of Quranic Sciences and Islamic Education.

Second, the research community

The current research community consists of permanent teachers, who teach forensic science subjects in the Department of Quranic Sciences and Islamic Education in the faculties of education in Iraqi government universities in downtown Baghdad, which are (4) faculties (Faculties of Education - IbnRushd and Tarbiyah). For girls / University of Baghdad / College of Education / Al-Mustansiriya University / College of Education for Girls / Iraqi University) with a percentage of (15, 21, 20, 26) teaching and teaching, and they constitute, respectively (18%, 26) (% , 24%, 32%) of Population In the research, the number of male and female teachers was (38) male teachers (46%), while the number of female teachers was (44). By (54%), bringing the total number of male and female teachers to (82), as shown in Table (1)

Table (1)Number of forensic science teachers by university, college and gender in Baghdad city center for the academic year (2020-2021 AD)

%	Total	number of teachers		the college	the University	No
		a	No			
18	15	6	9	Education - IbnRushd	Baghdad	1
26	21	17	4	Education for girls		2
24	20	10	10	Education	Al-Mustansiriya	3
32	26	11	15	Education for girls	Iraqi	4
100	82	44	38	4	3	Total

Third: the research sample

All members of the research community were selected from among the forensic science teachers as the research sample, as they constitute (100%) of it ,due to the small size of the original community of them, as their number reached (82) male and female teachers, as shown in Table (2)

Table (2)Distribution of sample members according to university, college, gender and scientific title

total summation	Total		The scientific title								sex the college	the University
			Mr		Assistant Professor		Teacher		assistant teacher			
	a	NS	a	NS	A	NS	a	NS	a	NS		
15	6	9	1	1	4	5	1	3	-	-	Education - IbnRushd	Baghdad
21	17	4	1	2	6	2	8	-	2	-	Education for girls	
20	10	10	-	2	1	5	4	3	5	-	Education	Al-Mustansiriya
26	11	15	-	8	4	6	7	1	-	-	Education for girls	Iraqi
82	44	38	2	13	15	18	20	7	7	-	4	Total

Fourth: the search tool

The following steps were taken to set up the search tool:

1. Since the aim of the current research is to identify the educational methods used in teaching students of the Department of Quranic Sciences and Islamic Education from the point of view of its teachers, the researchers considered that the questionnaire is the best way to achieve this. .
2. Determining the Types of Instructional Techniques: After reviewing the literature and previous studies, the researchers found that it is possible to classify Instructional Technologies into:

First: automated sound and display technologies.

Second: 3D printing and painting techniques.

Third: Activities techniques.

Fourth: Developments in educational technologies.

3- Determining educational techniques according to each type: Teaching techniques were determined according to what appeared in the previous literature for each of the four types: audio and automatic presentation techniques, print technologies, paintings and three-dimensionality, activities techniques, innovations in educational technologies, as their number reached in each type. . Among them (14, 30, 36, 25) are techniques respectively, thus the number of teaching techniques of the four types is (105)

4-The questionnaire was presented to a group of experts specialized in educational and psychological sciences to take their opinions and directions on the appropriateness of classification, questions and answering alternatives to achieve the objectives of the research, as shown in Tables (3) and (4)

Table (3)

The results of the chi-square test for expert opinions, agreeing or disagreeing with the validity of the questionnaire items

Statistical significance	chi-square value		number of experts				number of paragraphs	Paragraph numbers
	tabular	calculated	%	disapproves	%	Agrees		
Automated audio and display technologies								
function	3.84	12	0	0	100	12	7	14 ,12 ,8 ,7 ,6 ,4 ,3
		8.33	8.33	1	91.67	11	7	13 ,11 ,10 ,9 ,5 ,2 ,1
3D printing, painting and 3D technologies								
function	3.84	12	0	0	100	12	24	,21 ,20 ,19 ,18 ,17 ,16 ,15 ,28 ,27 ,26 ,25 ,24 ,23 ,22 ,40 ,39 ,37 ,36 ,33 ,32 ,31 ,44 ,42 ,41
		8.33	8.33	1	91.67	11	6	43 ,38 ,35 ,34 ,30 ,29
Activities techniques								
function	3.84	12	0	0	100	12	22	,51 ,50 ,49 ,48 ,47 ,46 ,45 ,61 ,59 ,58 ,55 ,54 ,53 ,52 ,73 ,71 ,70 ,67 ,64 ,63 ,62 ,74
		8.33	8.33	1	91.67	11	10	,72 ,69 ,66 ,65 ,60 ,57 ,56 ,80 ,79 ,75
		5.33	16.66	2	83.33	10	4	78 ,77 ,76 ,68
educational technology innovations								
function	3.84	12	0	0	100	12	23	,87 ,86 ,85 ,84 ,83 ,82 ,81 ,94 ,93 ,92 ,91 ,90 ,89 ,88 ,102 ,101 ,100 ,99 ,98 ,96 ,105 ,104 ,103
		8.33	8.33	1	91.67	11	1	95
		5.33	16.66	2	83.33	10	1	97

Table (4) The results of the chi-square test of expert opinions of agreeing and disagreeing experts on the validity of the answer alternatives

Statistical significance	chi-square value		number of experts			
	tabular	calculated	%	disapproves	%	Agrees
function	3.84	5.33	16.66	2	83.33	10

5-Tool instructions: The researchers prepared the tool's instructions to show the way in which the examinee answers the paragraphs in which he is guaranteed to get the best answer. Therefore, when preparing it, it should be simple, understandable and appropriate to the level of understanding of the members of the sample.

6- Exploratory Application: The researchers conducted a survey application with the aim of: determining the extent to which the examinees understood the tool, its clarity, calculating the time taken for application, as well as training on how to conduct the individual application of the tool. The tool and how to avoid some difficulties. The exploratory sample included (23) male and female teachers, with the reality of (a) male and female teachers who teach Sharia sciences in the Department of Quranic Sciences and Islamic Education according to each scientific title according to its availability and as indicated. In Table No. (5), the results of the exploratory application showed that the tool is clear and understandable for the members of the research faculty, and it was found that the response time ranged between (10-20) minutes, and the average duration of the research sample was (15) minutes. Table (5)

Distribution of the exploratory application sample members by university, college, gender and job title

total summation	Total		The scientific title						sex the college		the University	
	a	NS	Mr		Assistant Professor		Teacher		assistant teacher			
			a	NS	a	NS	a	NS	a	NS		
6	3	3	1	1	1	1	1	1	-	-	Education - IbnRushd	Baghdad
6	4	2	1	1	1	1	1	-	1	-	Education	

											for girls	
6	3	3	-	1	1	1	1	1	1	-	Education	Al-Mustansiriya
5	2	3	-	1	1	1	1	1	-	-	Education for girls	Iraqi
23	12	11	2	4	4	4	4	3	2	-	4	Total

7- Psychometric indicators of the search tool

Validation Tool

The researchers relied on content validity to validate their tool, as it indicates the degree to which test items are appropriate and represents the range of content that the test is designed to measure (Al-Hamdani et al.). , 2006: 273) This can be achieved using:

A - Default validity

The survey must be explicit from the outside, as it must appear explicit for its intended purpose (Ari et al., 2009: 504)The researchers verified the apparent validity of the research tool by presenting the tool to a group of experts in educational and psychological sciences.

NS- construction sincerity

Which is the saturation of the test with meaning (Al-Nimr, 2008: 74), and the researchers extracted indicators of the validity of the hypothesis of the current research tool by applying the tool to a sample of (50) male and female parameters. From forensic subjects, their data depended on calculating correlation coefficients, and using point correlation coefficient. Bicerial (Ferrickson, 1991: 515) with data analysis software (SPSS) the results were as follows:

Paragraph score and overall score of the questionnaire

The researchers used the Point Pacerial correlation coefficient to find the correlation coefficient between the paragraph score and the overall score of the questionnaire. When testing for significance using a t-test, the t-value was taken as an indicator of the association of each item by comparing it with the tabulated t-value (2) with the degree of freedom (49) at the significance level. (0.05) the two paragraphs (5, 6) were in the techniques of sound and automated presentation and the paragraphs (21, 24, 25, 26, and 28) were in the techniques of prints, 3D paintings and paragraphs. (2, 3, 16) were not statistically significant in activities techniques, and paragraphs (8), 24.

Paragraph score and total points for the field it belongs to

The researchers used the point correlation coefficient to find the correlation coefficient between the paragraph score and the overall score for the domain to which it belongs. And at the level of significance (0.05) the two paragraphs (5, 6) were in the techniques of sound and automatic presentation, and the paragraphs (21, 24, 25, 26, 28) in the techniques of prints and paintings, and thirdly: the dimensions and paragraphs (2, 3, 16) in the techniques of activities, Paragraphs (8, 24) are not statistically significant, and therefore the questionnaire in its final form consists of (93) techniques.

Field Degree by Field

The researchers used the Pacerial Point Correlation Coefficient to find the correlation coefficient between the domain score with the domain, and when testing its significance using a t-test, the t-value was taken as an indicator of the correlation of each domain by comparison. With the tabulated t-value (2) with a degree of freedom (49) at the significance level (0.05)

Total points for the field and the overall score of the survey

The researchers used the Point Pacerial correlation coefficient to find the correlation coefficient between the total domain score and the overall accuracy score, and when testing their significance using a t-test, the t value was taken as an indicator of correlation. For each domain by comparing it with the tabular t value (2) with a degree of freedom (49) at the significance level (0.05) as shown in Table (6)

Table (6)Correlation coefficients between the total field points and the overall degree of accuracy using the Basil point correlation coefficient

T value	correlation coefficient	technology type (the field)
2.58	0.349	Automated audio and display technologies
3.45	0.446	3D printing, painting and 3D technologies
11.42	0.855	Activities techniques
9.93	0.82	educational technology innovations
	1	total

Check tool stability

Stability is one of the conditions that the measurement instrument must meet (Yunus, 2008: 97), as the survey data must be stable in order to achieve its usefulness. If the respondent's answers are inconsistent, the validity of the research is questionable (Ari et al., 2009: 318, 504). In order to reach the importance of the tool's stability and the effectiveness of its paragraphs, the researchers randomly pulled (50) a questionnaire for teachers of

forensic sciences within the research sample. 335), using the Kewder-Richardson equation (KR-20 (Alam, 2013: 176), stability coefficient for the four types of instructional technologies: audio and automatic presentation techniques, prints, paintings, 3D techniques, activity techniques, and innovations in educational technologies (0.774), 0.842, 0.742, 0.745) respectively, and this indicates a correlation between the four types of educational methods, and the reliability coefficient was (0.882) for the tool as a whole, which is high.

8. Final application

The researchers applied the research tool to the teachers of Islamic sciences subjects in the Department of Quranic Sciences and Islamic Education who were included in the research. The researchers applied their research tool for the period between (14/2/2021 - 30/4/2021 AD), and therefore the application took about two and a half months.

9. Correct the tool and give the result

Answer alternatives (used, unused) are given when correcting scores (1, 0), respectively.

Fifth: Statistical means

1. Chi-square test to find out the significance of the difference between the opinions of experts and to know the validity of the questionnaire vocabulary and the alternative answers (Al-Badri and Najm, 2008: 174).
2. Bass point correlation coefficient for finding the construct validity of the instrument (Adass, 2013: 183).
3. T-test to test the significance of the point base correlation coefficient (Al-Bayati and Athanasius, 1977: 347).
4. The Kewder-Richardson equation (KR-20) to extract the reliability coefficient for each of the four types of educational technology together (Abbas et al., 2013: 269).
5. Percentage as an arithmetic means to find the percentage of arbitrators who agreed and those who did not agree to judge the validity of the educational technology questionnaire paragraphs by arbitrators, and to determine the percentages of teachers' use of each of the arbitrators. . Four types of teaching techniques, in addition to finding the most used technology for each type (Abbas et al., 2013: 293).
6. The weighted means of knowing the order of the types of educational methods used in teaching students of the Department of Quranic Sciences and Islamic Education from the point of view of teachers (Al-Najjar, 2009: 167).
7. The relative weight to indicate the relative value of each paragraph of the questionnaire (Al-Bayati, and Athanasius, 1977: 76).
8. One-way analysis of variance to test the significance of the differences in the educational methods used in teaching students of the Department of Quranic Sciences and Islamic Education according to the variable of the job title (Al-Jadari and Abu Al-Helou, 2009). . : 452).
9. The deviation coefficient of the research sample according to the gender variable (Al-Badri and Najm, 2008: 150).
10. Two independent samples of unequal size t-test to determine the significance of statistical differences. Teaching methods used in teaching students of the Department of Quranic Sciences and Islamic Education by gender variable (Al-Bayati and Athanasius, 1977: 76).

Chapter Four: Presenting the results

In order to achieve the first goal, which was devoted to identifying the educational methods used in teaching Islamic science subjects to students of the Department of Quranic Sciences and Islamic Education from the point of view of teachers:

First: The researchers relied on calculating the frequencies of their answers, the weighted mean, the standard deviation, and the percentile weight for all the items of the questionnaire, and since the answers to them were by a binary scale, the two answers (used, not used) are standard values (1, 0) respectively Accordingly, the researchers relied on numerical divisions as criteria to interpret the results, whether or not the technique was used, according to the lowest ratio and upper bounds for each cell. As shown in Table No. (7)

Table (7) Lower and upper bounds and the corresponding percentage for each cell

the level	percentage	average
Not used	%49-0	0 - 0.49
Used	%100-%50	0.50 – 1

The following is a presentation of the educational techniques used in teaching Islamic law subjects to students of the Department of Quranic Sciences and Islamic Education from the point of view of teachers, as shown in Table No. (8)

Table (8) Frequency, weighted mean, standard deviation, and relative weight of the teaching methods used in teaching Islamic science subjects to students of the Department of Quranic Sciences and Islamic Education from the point of view of teachers (n = 82)

the level	weight	standard	weighted	Not used	used	vertebrae	NS	education
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	percentile	deviation	mean	%	NS	%	NS			technologies
Not used	14.63	0.36	0.15	85	70	15th	12	the radio and educational cassette	1	First: automated sound and display technologies
Not used	6.1	0.24	0.06	94	77	6	5	dark display	2	
Not used	14.63	0.36	0.15	85	70	15th	12	View transparencies	3	
Not used	41.46	0.5	0.41	59	48	41	34	slideshow	4	
Not used	13.41	0.34	0.13	87	71	13	11	Educational Television Systems: Open Circuit Television System	5	
Not used	13.41	0.34	0.13	87	71	13	11	closed circuit television system	6	
Not used	21.95	0.42	0.22	78	64	22	18	cable system	7	
Not used	20.73	0.41	0.21	79	65	21	17	microwave system	8	
Not used	15.85	0.37	0.16	84	69	16	13	satellite broadcasting system	9	
Not used	35.37	0.48	0.35	65	53	35	29	Multimedia display LCD) (10	
Not used	29.27	0.46	0.29	71	58	29	24	Multifunctional video display	11	
Not used	48.78	0.5	0.49	51	42	49	40	smart board	12	
used	56.1	0.5	0.56	44	36	56	46	Publications: Still Images	13	Second: Techniques of prints, paintings and 3D printing
Not used	34.15	0.48	0.34	66	54	34	28	Fees: Graphs	14	
Not used	4.88	0.22	0.05	95	78	5	4	caricature	15th	
Not used	39.02	0.49	0.39	61	50	39	32	Infographics	16	
Not used	29.27	0.46	0.29	71	58	29	24	schematics: organization schematics	17	
Not used	24.39	0.43	0.24	76	62	24	20	classification chart	18	
Not used	19.51	0.4	0.2	80	66	20	16	timeline chart	19	
Not used	34.15	0.48	0.34	66	54	34	28	table chart	20	
Not used	12.2	0.33	0.12	88	72	12	10	Thinking Maps :Circle Map	21	
Not used	1.22	0.11	0.01	99	81	1	1	bubble map	22	
Not used	2.44	0.16	0.02	98	80	2	2	double bubble map	23	
Not used	29.27	0.46	0.29	71	58	29	24	tree map	24	
Not used	24.39	0.43	0.24	76	62	24	20	analysis map	25	
Not used	3.66	0.19	0.04	96	79	4	3	flow map	26	
Not used	4.88	0.22	0.05	95	78	5	4	Multiple flow map	27	
Not used	4.88	0.22	0.05	95	78	5	4	bridge map	28	
Not used	9.76	0.3	0.1	90	74	10	8	Panels: electrical panel	29	
Not used	4.88	0.22	0.05	95	78	5	4	magnetic plate	30	
Not used	2.44	0.16	0.02	98	80	2	2	lint painting	31	

Not used	26.83	0.45	0.27	73	60	27	22	news board (display board(32	Third: Activities techniques
Not used	7.32	0.26	0.07	93	76	7	6	flip plate	33	
Not used	9.76	0.3	0.1	90	74	10	8	3D: samples	34	
Not used	7.32	0.26	0.07	93	76	7	6	Forms: open forms	35	
Not used	7.32	0.26	0.07	93	76	7	6	Demountable and mountable models	36	
Not used	12.2	0.33	0.12	88	72	12	10	training models	37	
Not used	26.83	0.45	0.27	73	60	27	22	demo	38	
Not used	3.66	0.19	0.04	96	79	4	3	Pedagogical acting: short acting	39	
Not used	3.66	0.19	0.04	96	79	4	3	long charade	40	
Not used	3.66	0.19	0.04	96	79	4	3	historical representation	41	
Not used	6.1	0.24	0.06	94	77	6	5	social representation	42	
Not used	3.66	0.19	0.04	96	79	4	3	psychological drama	43	
Not used	8.54	0.28	0.09	91	75	9	7	Educational games	44	
Not used	15.85	0.37	0.16	84	69	16	13	Educational trips to the sites: natural	45	
Not used	15.85	0.37	0.16	84	69	16	13	civilization	46	
Not used	23.17	0.43	0.23	77	63	23	19	Exhibitions	47	
Not used	19.51	0.4	0.2	80	66	20	16	Museums	48	
Not used	32.93	0.47	0.23	67	55	33	27	educational computer technologies Knowledge building tools: flash program	49	
changed used	35.37	0.48	0.35	65	53	35	29	Photoshop program	50	
used	53.66	0.5	0.54	46	38	54	44	power point program	51	
used	51.22	0.5	0.51	49	40	51	42	writing software	52	
Not used	17.07	0.38	0.17	83	68	17	14	a program)Lecture Maker2.0(53	
Not used	18.29	0.39	0.18	82	67	18	15th	a program)Course Lab(54	
Not used	46.34	0.5	0.46	54	44	46	38	Knowledge acquisition tools: Interactive private tutoring	55	
used	54.88	0.5	0.55	45	37	55	45	Exercise and practice	56	
Not used	48.78	0.5	0.49	51	42	49	40	computer simulator	57	
used	71.95	0.45	0.72	28	23	72	59	problem solving method	58	
used	57.32	0.5	0.57	43	35	57	47	computer resource	59	
used	78.05	0.42	0.78	22	18	78	64	Knowledge	60	

								dissemination tools: Communication tools: E-mail		
used	50	0.5	0.5	50	41	50	41	Communication tools: discussion forum	61	
used	57.32	0.5	0.57	43	35	57	47	Communication tools: IM dialogue)chatting(62	
Not used	40.24	0.49	0.4	60	49	40	33	blogging	63	
Not used	24.39	0.43	0.24	76	62	24	20	wiki	64	
used	57.32	0.5	0.57	43	35	57	47	Content and learning management system: the teacher's use of the computer: learners' records	65	
used	51.22	0.5	0.51	49	40	51	42	Distribution of learners	66	
used	74.39	0.44	0.74	26	21	74	61	scheduling lessons	67	
used	67.07	0.47	0.67	33	27	67	55	Lists of learners' names	68	
Not used	48.78	0.5	0.49	51	42	49	40	library system	69	
used	57.32	0.5	0.57	43	35	57	47	Learners' calendar	70	
used	74.39	0.44	0.74	26	21	74	61	Types of e-learning: Synchronous e-learning	71	
Not used	41.46	0.5	0.41	59	48	41	34	Asynchronous e-learning	72	
used	70.73	0.46	0.71	29	24	71	58	blended e-learning	73	
used	50	0.5	0.5	50	41	50	41	Electronic educational activities: comprehension activities: presentation	74	
Not used	39.02	0.49	0.39	61	50	39	32	Telling the story	75	
used	54.88	0.5	0.55	45	37	55	45	reading	76	
Not used	46.34	0.5	0.46	54	44	46	38	Electronic educational activities: implementation activities: exercises	77	
Not used	7.32	0.26	0.07	93	76	7	6	Games and simulation	78	
Not used	41.46	0.5	0.41	59	48	41	34	Web-based electronic educational	79	

Fourth:
Developments in
educational
technologies

								interactions within the educational environment between: the learner and the content	
used	63.41	0.49	0.63	37	30	63	52	teacher with learner	80
used	56.1	0.5	0.56	44	36	56	46	learners with each other	81
Not used	48.78	0.5	0.49	51	42	49	40	teacher with teacher	82
used	53.66	0.5	0.54	46	38	54	44	teacher with content	83
Not used	37.8	0.49	0.38	62	51	38	31	content with content	84
Not used	21.95	0.42	0.22	78	64	22	18	Virtual Reality	85
Not used	47.56	0.5	0.48	52	43	48	39	virtual library	86
used	79.27	0.41	0.79	21	17	79	65	E-Book	87
Not used	46.34	0.5	0.46	54	44	46	38	smart classes	88
used	71.95	0.45	0.72	28	23	72	59	Mobile Learning Services: SMS	89
used	73.17	0.45	0.73	27	22	73	60	Multimedia	90
Not used	31.71	0.47	0.32	68	56	32	26	what's up	91
Not used	19.51	0.4	0.2	80	66	20	16)MSN (mobile	92
Not used	31.71	0.47	0.32	68	56	32	26	bluetooth	93

From the observation of Table No. (8) the educational methods used in teaching Sharia science subjects to students of the Department of Quranic Sciences and Islamic Education from the teachers' point of view were as follows:

First: automated sound and display technologies

Not all audio and machine display techniques were used in paragraphs (1-12) by teachers in teaching Sharia sciences to students of the Department of Quranic Sciences and Islamic Education, as their frequencies ranged between (42 - 77) and their percentages. It ranged between (51% - 94%) with a weighted average between (0.06 - 0.49), its standard deviations between (0.24 - 0.5) and its weight ratio between (6.1 - 48.78)

Second: printing techniques, drawing and 3D printing

The teaching method in paragraph (13) was the only method that teachers used to teach Islamic law subjects to students of the Department of Quranic Sciences and Islamic Education, with its frequency being (46) and the percentage (56%) as a weighted average. (0.56) and its standard deviation (0.5). And her weight percentile (56.1). While the teaching techniques in paragraphs (14-37) were not used by them, as their frequencies ranged between (50-81), percentages between (61% - 99%), their weighted average between (0.39 - 0.01), and their average. weighting. averages. The standard deviations range between (0.49 - 0.11) and their ratio ranges between (39.02 - 1.22)

Third: Activities techniques

The teaching techniques in paragraphs (51, 52, 56, 58-62, 65-68, 70) were used by teachers in teaching Islamic science subjects to students of the Department of Qur'anic Sciences and Islamic Education, as their frequency ranged between (41). -. 64) And their percentages range between (50% - 78%), their weighted mean between (0.5 - 0.78), their standard deviation between (0.42 - 0.5) and their weights between (50 - 78.05). While they did not use the teaching methods mentioned in paragraphs (38-50, 53-55, 57, 63, 64, 69), as their frequency ranged between (42-79)The ratio ranges between (51% - 96%) and its weighted average ranges between (0.04 - 0.49) and its standard deviations range between (0.5 - 0.19) and its ratio ranges between (3.66 - 48.78)

Fourth: Developments in educational technologies

The teaching techniques given in paragraphs (71, 73, 74, 76, 80, 81, 83, 87, 89, 90) were used by teachers in teaching Islamic science subjects to students of the Department of Quranic Sciences and Islamic Education. Re. It ranged between (41 - 61). Its percentage ranges between (50% - 74%), its average value is between (0.5 - 0.74), its standard deviation is between (0.44 - 0.5), and its weight ratio is between (50 - 74.39). While they did not use the teaching methods mentioned in paragraphs (72, 75, 77, 78, 79, 82, 84, 85, 86, 88, 91, 92, 93), as their

frequency ranged between (42-76), and their ratios ranged between (51% - 93%), its weighted average is between (0.49 - 0.07), its standard deviation is between (0.26 - 0.5), and its weights are between (7.32 - 48.78) Second: The researchers arranged the educational methods used in teaching Islamic science subjects for students of the Department of Quranic Sciences and Islamic Education from the teachers' point of view, according to frequency, percentages, weighting means, standard deviations, and relative weight. As shown in Table No. (9) Table (9) Descending order of the types of educational methods used in teaching Islamic science subjects to students of the Department of Quranic and Islamic Education from the point of view of its teachers according to weighted averages, standard deviations, and percentage weights for the sample as a whole. = 82)

ranking	the weight percentile	standard deviation	weighted mean	Not used		used		Types of educational technologies
				%	NS	%	NS	
4	17	0.32	0.17	%83.51	68	%16.49	14	Automated audio and display technologies
3	23.17	0.4	0.23	%77.03	63	%22.97	19	3D printing, painting and 3D technologies
2	36.59	0.42	0.37	%62.90	52	%37.10	30	Activities techniques
1	48.78	0.47	0.49	%51.80	42	%48.20	40	educational technology innovations
	25.61	1.61	0.26	%74.39	61	%25.61	21	total

From the observation of Table (9) that the educational methods used in teaching Islamic science subjects to students of the Department of Quranic Sciences and Islamic Education according to the sequence (1, 2, 3, 4) were as follows: (Educational innovations, activities techniques, printing techniques, three-dimensional paintings and sound techniques and automated presentation) where their weighted averages were (0.49, 0.37, 0.23, 0.17) and their standard deviations were (0.47, 0.42, 0.4, 0.32), and their weighted ratios were (49, 37, 23, 17), respectively.

Suggestions

1. Conducting a similar study examining the educational methods used by teachers of Sharia sciences in teaching students of the Department of Quranic Sciences and Islamic Education in private universities and colleges.
2. Conducting a similar study looking at the educational methods used by Sharia science teachers in teaching students of the Department of Holy Quran and Islamic Education according to other variables such as academic qualification, age of teaching, years of service, and specialization.
3. Conducting a comparative study looking at the educational methods used by Islamic science professors and teaching materials and supporting sciences in teaching students of the Department of Quranic and Islamic Education Sciences.
- 4.

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