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## Integrating National Professional Standards with Islamic Teachings: A Path to Educational Excellence in Pakistan

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### Abstract

Education is a cornerstone of national development, driving social, economic, and cultural progress. In Pakistan, the implementation of National Professional Standards for Teachers marks a significant step in improving educational quality, providing a structured framework to enhance teaching methodologies. These standards are essential for guiding educators in fostering effective learning environments that benefit students and the education system as a whole. The Quran highlights the importance of education, portraying prophets as instructors tasked with imparting divine knowledge. The Prophet Muhammad (peace be upon him) regarded teaching as a vital part of his mission, emphasizing the development of intellectual and moral virtues. His pedagogical approach serves as an exemplary model, advocating for critical thinking, ethical behavior, and holistic student development. By adopting his principles, Muslim educators can create learning environments that instill values such as compassion, honesty, and integrity alongside academic knowledge, fostering responsible and ethical citizens. Aligning educational practices with Islamic teachings can contribute to societal advancement by nurturing individuals who are both intellectually proficient and morally upright. The integration of National Professional Standards for Teachers with the teaching methods of Prophet Muhammad (peace be upon him) creates a powerful synergy for educational excellence and societal progress. By upholding these standards and embodying the Prophet's compassionate teaching principles, educators can shape future generations, fostering a culture of lifelong learning, empowerment, and positive transformation in Pakistan. This approach ensures that education remains a key driver of national growth and sustainable development.

**Keywords:** National Professional Standards, Islamic teachings, Educational excellence, Moral virtues, Societal development, Compassionate teaching

### 1. INTRODUCTION

The commitment of the Government of Pakistan to enhancing the quality of education is commendable, and teacher education plays a pivotal role in realizing this objective. Recognizing the critical importance of teacher education, it has been established as a fundamental pillar of the National Education Policy of 2008. Teacher education serves as the cornerstone of educational development, as it directly impacts the quality of instruction and learning outcomes in classrooms nationwide. Well-trained and qualified teachers are essential for delivering effective instruction, fostering student engagement, and promoting academic achievement (Hashi, 2011). By prioritizing teacher education within the framework of the National Education Policy, the government acknowledges the need to invest in the professional development of educators to ensure they possess the knowledge, skills, and competencies necessary to meet the diverse needs of students in the 21st century. Teacher education encompasses various aspects, including pre-service training, professional development programs, and ongoing support mechanisms for practicing teachers (Adibah, 2013). It equips educators with pedagogical techniques, subject matter expertise, and classroom management strategies to facilitate meaningful learning experiences for students. Moreover, teacher education initiatives can also promote innovation, collaboration, and continuous improvement within the education system. By fostering a culture of lifelong learning and professional growth among educators, these programs contribute to the overall enhancement of educational quality and effectiveness (Riaz & Safar, 2018). Additionally, by aligning teacher education

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policies and programs with international standards and best practices, Pakistan can position itself as a leader in educational excellence and innovation on the global stage. This not only enhances the nation's reputation but also ensures that students receive a world-class education that prepares them for success in an increasingly interconnected and competitive world (Jones, 2008). The government's emphasis on teacher education as a cornerstone of the National Education Policy underscores its commitment to improving the quality of education in Pakistan. By investing in the professional development of educators and prioritizing excellence in teaching and learning, Pakistan can build a brighter future for its citizens and contribute to national development and prosperity.

The Policy and Planning Wing of the Ministry of Education (MoE), in collaboration with the United Nations Educational, Scientific and Cultural Organization (UNESCO), is spearheading the implementation of the Strengthening Teacher Education in Pakistan (STEP) project. This initiative is being undertaken with the financial support of the United States Agency for International Development (USAID), reflecting a collaborative effort to enhance the quality of teacher education in the country. One of the key outcomes of the STEP project is the development of Professional Standards for Teachers, which have been formulated in consultation with stakeholders from all provinces of Pakistan. These standards serve as a comprehensive framework to guide the professional development and performance of beginning teachers at the primary level. While initially designed for primary level teachers, the Professional Standards for Teachers are adaptable and can be effectively utilized for secondary level teachers and teacher educators as well (Azhar & Saboor, 2018). This flexibility ensures that the standards remain relevant and applicable across different educational contexts, allowing for consistency and coherence in teacher education practices nationwide. The development of Professional Standards for Teachers underscores the commitment of the MoE, UNESCO, and USAID to improving the quality of teacher education in Pakistan. By establishing clear benchmarks and expectations for teacher performance and professional development, these standards contribute to the enhancement of teaching quality, student learning outcomes, and overall educational excellence. Furthermore, the collaborative nature of the STEP project highlights the importance of partnerships and cooperation in driving educational reform and innovation. By leveraging the expertise and resources of multiple stakeholders, including government agencies, international organizations, and donor agencies, Pakistan can effectively address the complex challenges facing its education system and work towards achieving its national education goals (Afzal, 2018). The implementation of the STEP project and the development of Professional Standards for Teachers represent significant strides towards strengthening teacher education in Pakistan. By ensuring the availability of high-quality standards and resources for educators, Pakistan is poised to build a cadre of skilled and empowered teachers who can drive positive change and contribute to the nation's socio-economic development.

Absolutely, creating a world-class education system is essential for Pakistan's competitiveness in the global knowledge economy and the development of its human capital. At the heart of such a system are world-class teachers, particularly at the elementary level (Katchi to Grade 10), who play a critical role in instructing, informing, and inspiring students toward quality learning and scholarship. Elementary education forms the foundation upon which all subsequent learning builds. Therefore, investing in high-quality teachers at this level is paramount. World-class teachers possess not only subject matter expertise but also pedagogical skills, empathy, and a deep commitment to student success. They create inclusive and engaging learning environments where every student has the opportunity to thrive and reach their full potential. Moreover, world-class teachers continuously strive for excellence in their practice (Khan & Ali, 2018). They engage in ongoing professional development, stay abreast of best practices and educational research, and adapt their teaching methods to meet the evolving needs of their students and society. They also foster critical thinking, creativity, and problem-solving skills, equipping students with

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the competencies necessary for success in the 21st century. In addition to individual teacher excellence, a world-class education system requires supportive policies, adequate resources, and strong institutional frameworks. This includes investments in infrastructure, curriculum development, teacher training, and student support services. It also entails fostering a culture of collaboration, innovation, and continuous improvement across the education sector. Furthermore, partnerships with international organizations, educational institutions, and industry can enrich the educational experience and provide opportunities for global learning and exchange (Mahmood & Naz, 2018). By leveraging global best practices and expertise, Pakistan can strengthen its education system and position itself as a leader in educational excellence and innovation.

The term "Standards for Teachers" refers to guidelines that outline the expectations society has for educators, describing the qualities and competencies deemed necessary for effective teaching. In Pakistan, the "National Professional Standards for Teachers" (NPST) delineate the characteristics of experienced and dedicated Pakistani teachers, serving as a benchmark for professional excellence in the field of education. These standards were established by the Ministry of Education, Government of Pakistan, on February 23, 2009, with the aim of setting long-term goals for teachers and fostering continuous improvement in teaching practices. The NPST comprises 10 standards that encompass various aspects of teaching, including pedagogical knowledge, classroom management, professional development, and ethical conduct. These standards provide a framework for educators to reflect on their practice, identify areas for growth, and strive towards excellence in their profession. In addition to the NPST, it is also instructive to examine the concept of teacher standards in the light of Islamic teachings, particularly the example set by the Holy Prophet Muhammad (peace be upon him). Islam places great emphasis on the importance of education and the role of teachers in imparting knowledge and moral guidance to their students. In Hadith literature, the Prophet Muhammad (peace be upon him) is described as the "Teacher of Humanity" and the "Best Example" for mankind. His teachings and actions serve as a timeless model for educators, emphasizing the values of compassion, integrity, humility, and lifelong learning. In line with Islamic principles, teacher standards encompass not only pedagogical expertise but also moral character and ethical conduct. A teacher's commitment to honesty, fairness, and respect for diversity mirrors the prophetic model of leadership and guidance.

In Islam, the pursuit of knowledge is highly esteemed, with both the Quran and Hadith emphasizing its importance. Scholars and educators are regarded as superior to the ignorant, as stated in Surah Az-Zumar (39:9), underscoring the elevated status of those who possess knowledge. Additionally, Hadith literature contains numerous references to the significance of seeking knowledge, with traditions highlighting the divine rewards bestowed upon those who engage in the pursuit of education. For instance, it is narrated that "Whoever treads a path in search of knowledge, Allah will make easy for him the path to Paradise" (Bukhari, Muslim), emphasizing the spiritual benefits of acquiring knowledge. Moreover, the Prophet Muhammad (peace be upon him) himself exemplified the role of a teacher, stating, "I have been sent only as a teacher." This declaration underscores the centrality of education in Islam and the Prophet's mission to impart knowledge and guidance to humanity. In this light, we can derive several professional standards for teachers from the teachings of the Holy Prophet (peace be upon him). Firstly, teachers should exhibit a strong commitment to knowledge, mirroring the Prophet's dedication to learning and dissemination of knowledge throughout his life. Secondly, teachers should approach their role with sincerity and dedication, recognizing the profound impact of education in shaping the hearts and minds of their students. Thirdly, teachers should uphold high moral integrity, serving as exemplars of honesty, integrity, and compassion for their students to emulate. Furthermore, teachers should demonstrate patience and empathy towards their students, recognizing their individual needs and fostering a supportive learning environment. Effective communication skills are also essential for teachers to

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convey complex concepts clearly and effectively. Moreover, teachers should promote respect for diversity and inclusivity in their classrooms, fostering an environment that celebrates the unique backgrounds and perspectives of all students. Lastly, teachers should engage in collaborative efforts with colleagues and pursue ongoing professional development to enhance their teaching skills and effectiveness. By embodying these standards inspired by the teachings of the Holy Prophet (peace be upon him), educators can fulfill their noble role as facilitators of knowledge and agents of positive change in society.

Pakistan, as an Islamic country established in the name of Islam, strives to uphold pure Islamic principles in all aspects of its governance and society. In this pursuit, the foundation of education, including teacher training, curriculum development, and standards for teaching, holds significant importance. As the 21st century presents challenges for Muslims in the fields of science and technology, the Government of Pakistan is keen to improve the standard of education across the nation. Implementing standards for teachers is a crucial step in enhancing the quality of education in Pakistan. Ten standards for teachers have been selected to serve as benchmarks for achieving the desired educational outcomes. It is important to recognize that teaching is a profession of Prophets, and as such, it carries immense responsibility and significance. The beloved Prophet Muhammad (peace be upon him) laid the foundation of education in the first welfare state of the world, Medina. Education was made compulsory for all Muslim men and women under his leadership. The Prophet's methods of teaching were remarkably effective, emphasizing not only the imparting of knowledge but also the cultivation of moral virtues and character development. In striving to improve the standard of education in Pakistan, it is imperative to draw inspiration from the noble example set by the Prophet Muhammad (peace be upon him) in his teaching practice. His approach to education emphasized inclusivity, compassion, and the holistic development of individuals. By adhering to his teachings and adopting his methodologies, educators in Pakistan can contribute to the creation of a more enlightened and prosperous society. These are the following 10 standards for teacher to improve quality education in Pakistan.

## **1.1.SUBJECT MATTER KNOWLEDGE**

The importance of subject matter knowledge in teaching has long been recognized as a fundamental aspect of effective pedagogy. As Peters (1977) aptly stated, "If anything is to be regarded as a specific preparation for teaching, priority must be given to a thorough grounding in something to teach" (p. 151). Indeed, understanding the content being taught is essential for teachers to fulfill their role in facilitating student learning. Teaching inherently involves guiding others in the process of learning, and a deep comprehension of the subject matter forms the cornerstone of effective instruction. This understanding enables teachers to perform a myriad of tasks essential to the teaching process, including selecting appropriate learning activities, providing clear explanations, posing insightful questions, and assessing student progress. Without a robust grasp of the content, teachers would struggle to carry out these tasks effectively. Buchmann (1984) further emphasizes the importance of subject matter knowledge by illustrating the practical implications for teaching. For instance, a teacher tasked with planning a lesson on writing reports in science must possess a solid understanding of both writing skills and scientific concepts. Without this foundational knowledge, the teacher would struggle to design meaningful learning experiences and accurately assess student performance in writing science reports (Buchmann, 1984, p. 32). In essence, subject matter knowledge is indispensable for effective teaching. It serves as the scaffolding upon which teachers build their instructional practices, enabling them to facilitate meaningful learning experiences for their students. By prioritizing the development of subject matter expertise, teachers can enhance their effectiveness in the classroom and ultimately contribute to improved student learning outcomes.

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## **1.2.THE ROLE OF SUBJECT MATTER KNOWLEDGE IN TEACHING**

Teaching goes beyond simply imparting facts and information; its ultimate goal is to empower students with the intellectual resources needed to actively engage in various domains of human thought and inquiry. This entails fostering a deep understanding of subject matter that goes beyond mere knowledge acquisition. Students should not only know about different topics but also be able to critically analyze and apply concepts in real-world contexts. The major domains of human thought and inquiry encompass various aspects of life, including the past and its relevance to the present, the natural world, cultural beliefs and values, spatial and quantitative dimensions, aesthetics, and more. True understanding involves the ability to utilize intellectual ideas and skills as tools to solve everyday problems effectively. Students should perceive themselves as capable individuals who can independently or collaboratively tackle challenges using the knowledge and skills they have acquired. Whether it's applying mathematical principles to solve a problem, investigating the origins of social policies, interpreting literary works, understanding physical forces, or expressing thoughts and experiences through writing, students should feel empowered to navigate complex situations and make informed decisions. Furthermore, students should develop critical thinking skills that enable them to question and evaluate information critically. They should be able to scrutinize political speeches, analyze statistical data, and articulate their opinions effectively through various forms of communication, such as writing letters to the editor. A conceptual mastery of subject matter coupled with the ability to critically assess knowledge itself equips students to become active participants in their environment. By fostering a deep understanding of diverse domains of knowledge and encouraging critical thinking and problem-solving skills, educators can empower students to become informed and engaged citizens capable of making meaningful contributions to society.

## **1.3.HUMAN GROWTH AND DEVELOPMENT**

Islam places great emphasis on learning and teaching, as evidenced not only by the Quran and the teachings of the Prophet Muhammad (peace be upon him) but also by the broader Quranic paradigm that emphasizes intellectual contemplation and critical thinking. This paradigm, as articulated by Thomas Kuhn in "The Structure of Scientific Revolutions" (1955), highlights the importance of independent inquiry and reflection rather than blind adherence to authority. According to the Quranic paradigm, man's most significant activity is intellectual contemplation and reflection. Rather than unquestioningly accepting beliefs or ideas based on tradition or authority, individuals are encouraged to critically and realistically ponder them. The Quran contains numerous verses that urge believers to reflect on the wonders of creation and to seek knowledge as a means of deepening their understanding of the world. In line with this Quranic perspective, teachers are tasked with the responsibility of being well-informed about developments in both the sciences and social sciences. They should possess a broad understanding of educational theory and methodology, keeping abreast of new trends and innovations in the field. By staying informed and continuously updating their knowledge and skills, teachers can effectively meet the evolving needs of their students and foster a dynamic and enriching learning environment. In essence, Islam promotes a holistic approach to education that encompasses both religious and secular knowledge. By encouraging critical thinking, intellectual curiosity, and a commitment to lifelong learning, Islam empowers individuals to engage with the world around them thoughtfully and responsibly. Teachers, as facilitators of learning, play a vital role in nurturing these qualities in their students and helping them fulfill their potential as informed and engaged members of society.

## **1.4.ISLAMIC VALUES AND ETHICS**

The teachings of the Prophet Muhammad (peace be upon him) emphasize the importance of learning virtues and passing them on to others. He stated, "Those who learn virtues and teach it to others are the best among humankind" (Al-Bayhaqi). The Prophet Muhammad (PBUH) served as the epitome of virtue

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and morality, exhibiting qualities such as modesty, truthfulness, kindness, patience, loyalty, honesty, courage, generosity, and wisdom. His exemplary character serves as a model for all humanity, providing valuable lessons on how to lead a righteous life. Teachers, in particular, have a significant responsibility in embodying and imparting these virtues to their students. By studying the Prophet's life and adhering to his teachings, educators can cultivate their own character and serve as positive role models for their students. They should strive to emulate the Prophet's noble traits in their interactions with others, both inside and outside the classroom. In the context of Pakistan as an Islamic country, there is a pressing need for education that is grounded in Islamic values and ethics. The educational curriculum, system, and teaching methodologies should be aligned with Islamic principles to preserve the cultural heritage and moral fabric of society. By incorporating Islamic values into the education system, Pakistan can protect its youth from the negative influences of Western media and instill in them a strong sense of identity rooted in Islamic teachings. Teachers in Pakistan play a crucial role in fostering Islamic values among the younger generation. It is their professional responsibility to introduce Islamic ethics and morals to students from an early age, instilling in them a sense of piety, compassion, and integrity. By nurturing a generation that embodies Islamic principles, teachers can contribute to the development of a society that is truly reflective of Islamic ideals.

## **1.5. INSTRUCTIONAL PLANNING AND STRATEGIES**

In today's rapidly changing world, it is imperative for Pakistan to make strategic plans to effectively combat foreign cultural and educational influences. By incorporating the latest methodologies, techniques, and research into our education system, we can enhance the standard of education while also preserving our cultural and Islamic values. One approach is to integrate innovative teaching methods and technologies into classrooms. This could include interactive digital learning tools, online resources, and multimedia presentations to engage students and make learning more dynamic and effective. Additionally, incorporating project-based learning, experiential learning, and collaborative activities can foster critical thinking, creativity, and problem-solving skills among students. Furthermore, investing in teacher professional development programs is essential to ensure educators are equipped with the necessary skills and knowledge to implement modern teaching methodologies. Continuous training and support can empower teachers to adapt to changing educational trends and effectively integrate Islamic values into their teaching practices. In parallel, research plays a crucial role in informing educational policies and practices. By conducting research on educational best practices, curriculum development, and pedagogical approaches, we can identify effective strategies for promoting Islamic values while meeting the demands of a modern education system. Collaboration with universities, research institutions, and international partners can facilitate knowledge exchange and innovation in education. Moreover, curriculum development should prioritize the integration of Islamic principles and values across subject areas. This can be achieved through the inclusion of Islamic studies, moral education, and ethics courses, as well as incorporating Islamic perspectives into existing curriculum content. By contextualizing learning within Islamic teachings, students can develop a strong foundation in their faith while acquiring academic knowledge.

## **1.6. ASSESSMENT**

Assessment methods and requirements hold significant influence over students' learning processes and outcomes, often surpassing the impact of teaching materials. As Boud (1988) asserts, the manner in which students are assessed can profoundly shape not only what they learn but also how they learn it. Indeed, assessment serves a multifaceted role beyond merely assigning grades or degree classifications. According to Sainsbury and Walker (2007), assessment acts as a pivotal force that directs students' attention and propels their learning forward. In essence, the assessment process itself can drive and shape the learning journey of students.

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## **1.7.LEARNING ENVIRONMENT**

Modern learning environments have evolved to support strengths-based teaching practices, fostering flexibility, openness, and access to resources for both students and teachers. By providing educators with an open and flexible learning environment, opportunities are created for collaborative inquiries, interventions, and reflections based on both self and peer observations. This approach fosters the development of a robust and continuously improving community of practice. In such environments, teachers are encouraged to leverage their strengths and expertise to enhance student learning experiences. Flexibility in teaching methods allows educators to adapt their approaches to meet the diverse needs and learning styles of students. Moreover, openness to new ideas and approaches fosters innovation and experimentation in teaching practices. Collaboration is a cornerstone of modern learning environments, with educators working together to devise interventions and strategies to support student learning and address challenges. By sharing insights, experiences, and resources, teachers can collectively enhance their instructional practices and improve student outcomes. Reflection is another essential component of a strengths-based teaching approach. Teachers engage in ongoing reflection on their teaching practices, student learning outcomes, and professional growth. By critically examining their experiences and seeking feedback from peers, educators can identify areas for improvement and refine their teaching strategies accordingly.

## **1.8.EFFECTIVE COMMUNICATION AND USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES**

Core Skills play a fundamental role in enabling individuals to effectively apply their knowledge, skills, and understanding in diverse contexts, be it in education, training, work, or everyday life. These skills are not only essential for personal development but also serve as a foundation for lifelong learning and success. Communication skills, both verbal and written, are paramount for expressing ideas, clarifying thoughts, and fostering effective interactions with others. Whether articulating thoughts orally or conveying them through written means, strong communication skills are vital for collaboration, learning, and professional success. Numeracy skills, encompassing the ability to process, interpret, and communicate numerical information, are indispensable for problem-solving and decision-making across various domains. From analyzing data to making informed predictions, numeracy skills are essential for navigating complex challenges and scenarios. Proficiency in information and communication technology (ICT) has become increasingly essential in today's digital age. Competence in using technology for obtaining, organizing, and communicating information is critical for staying informed, efficient, and productive in academic, professional, and personal spheres. Furthermore, interpersonal skills are crucial for effective collaboration and teamwork. These skills enable individuals to work harmoniously with others, navigate social dynamics, and achieve shared goals in personal, learning, and professional contexts.

## **1.9.CONTINUOUS PROFESSIONAL DEVELOPMENT AND CODE OF CONDUCT**

Continuing Professional Development (CPD) is a vital aspect of professional growth and maintenance, involving the systematic enhancement and maintenance of knowledge, skills, and personal qualities essential for executing professional duties throughout one's career. CPD encompasses a range of formal and informal learning activities aimed at ensuring professionals remain competent and current in their respective fields. CPD entails learning through various means that contribute to fulfilling present and future roles more effectively, maintaining high standards of professional competence, and remaining competitive in a dynamic job market. This includes participating in courses, attending conferences, engaging in self-directed study, and involvement in committees, among other activities. Teachers, being integral to the education system, play a pivotal role in shaping the quality of education at all levels. Therefore, there is a pressing need for trained and professionally competent educators to drive

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advancements in the education sector. However, teacher development cannot occur in isolation. Teachers must also consider their obligations to their families, institutions, and communities. Hence, teacher training should be accompanied by the development of conducive environments for academic excellence, as well as research and development in education. The professional knowledge of teachers is reflective of their disposition, encompassing values, commitments, and professional ethics that influence their interactions with students, families, colleagues, and communities. Dispositions also encompass personal qualities and characteristics such as attitudes, beliefs, interests, values, and modes of adjustment. These dispositions profoundly impact student learning, motivation, and development, as well as the educator's own professional growth. CPD is essential for teachers to continuously enhance their knowledge, skills, and dispositions, ensuring they remain effective and responsive to the evolving needs of their profession and the students they serve. Through ongoing professional development, educators can contribute to the continuous improvement of education and student outcomes.

## **1.10. TEACHING OF ENGLISH LANGUAGE**

In Pakistan, English is predominantly treated as a second language (L2), and efforts by the government are underway to enhance its status and usage. The National Professional Standards for Teachers in Pakistan now mandate practical measures to elevate the standard of English across the country. Consequently, the teaching of English communication skills is on the rise, fueled in part by the widespread availability of the internet, which has propelled English to its status as a global language. This trend is particularly notable in third-world countries like Pakistan, where the rapid development of science and technology has facilitated increased access to English language learning through various media channels. Multimedia technology, in particular, has played a significant role in fostering student engagement and enhancing teaching effectiveness in English communication classes. Technological innovations have revolutionized communication, with the internet serving as a catalyst for the growth of English proficiency. The ubiquity of computers and multimedia devices has democratized access to English language resources, ensuring that language learning is no longer confined to a privileged few. Embracing these technological advancements is crucial for keeping pace with global trends and ensuring competitiveness in English proficiency. Multimedia technology enables teachers to deliver more dynamic and engaging lectures, thereby enhancing student motivation and interest in language learning. By creating immersive learning environments, multimedia tools promote active student participation and facilitate the development of communicative competence. Looking ahead, the integration of multimedia technology is expected to further evolve, leading to more student-centered and efficient English language learning experiences. As teaching methods become increasingly interactive and accessible, the quality of instruction is anticipated to improve, resulting in enhanced communicative skills among students. However, the effective implementation of multimedia technology in English language teaching requires adequate teacher training and support. Initiatives such as Computer Assisted Language Learning (CALL) and Mobile Assisted Language Learning (MALL) hold immense potential for advancing English language education at all levels. Therefore, investing in teacher training to impart the latest techniques in L2 teaching is essential for harnessing the full potential of multimedia technology in English language education. Despite some challenges, such as financial constraints, multimedia technology holds promise as a transformative tool in English language classrooms, paving the way for more effective and engaging language learning experiences.

## **2. TECHNIQUES OF HOLY PROPHET (PBUH) FOR TEACHING HIS COMPANIONS**

The teaching methods employed by our beloved Prophet Muhammad (PBUH) offer valuable insights into effective pedagogy, particularly through His Hadith, which exemplify simple yet highly impactful instructional strategies utilized in educating the students of Suffaha (young companions). One of the



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remarkable qualities of the Prophet (PBUH) was His ability to captivate the attention of His audience without inducing boredom. This trait holds significant implications for teachers, emphasizing the importance of delivering engaging and compelling lessons that sustain student interest throughout the class. Furthermore, the Prophet (PBUH) tailored His teaching to the intellectual level of His audience, adapting His language and content to suit their mental, cognitive, and age capabilities. This personalized approach to instruction underscores the need for teachers to gauge and accommodate the diverse needs and abilities of their students, ensuring that information is communicated effectively at their level of understanding. Another noteworthy aspect of the Prophet's teaching methodology was His use of questioning and debate to stimulate critical thinking and active engagement among His students. Incorporating such interactive elements into classroom instruction fosters a dynamic learning environment where students are encouraged to participate actively, ask questions, and engage in meaningful discourse. In light of these teachings, the National Professional Standards for Teachers in Pakistan should advocate for the adoption of effective pedagogical techniques inspired by the exemplary practices of our Holy Prophet (PBUH). Emphasizing engaging instruction, personalized learning experiences, and interactive teaching methodologies can contribute to the development of competent and impactful educators who are dedicated to nurturing the intellectual growth and development of their students.

### 3. USE OF ANALOGIES

The incorporation of audiovisual aids (AV aids) in teaching has garnered significant attention in contemporary educational theories, emphasizing their potential to enhance learning experiences at all levels. Just as our Holy Prophet utilized diagrams to elucidate concepts pertaining to Islam and worldly matters, effective usage of AV aids should be considered a requisite skill for teachers. It is imperative that teachers receive comprehensive training in this regard to proficiently prepare and utilize educational materials suitable for students at various levels of learning. Gestures were commonly employed by the Holy Prophet during His lectures to convey messages effectively to His companions. The utilization of gestures serves as an invaluable tool for teachers in the classroom, facilitating clearer communication and enhancing student engagement. Thus, the National Professional Standards for Teachers in Pakistan should encompass provisions for training teachers in the effective use of gestures to augment instructional delivery. Furthermore, the practice of providing examples to elucidate complex concepts, as demonstrated by our Prophet, remains a cornerstone of effective teaching. Teachers should adeptly employ relevant examples to elucidate difficult concepts and enhance student comprehension. Clarity in subject matter is essential for effective teaching. Teachers should furnish students with comprehensive and detailed information, serving as guiding stars in their educational journey. Moreover, fostering an environment where students feel encouraged to share their thoughts and feelings with classmates can bolster their confidence and interpersonal skills. As highlighted by the teachings of our Prophet, students are akin to empty vessels awaiting knowledge. Hence, teachers must judiciously utilize their time to impart not only academic but also moral, cultural, and ethical values to students, nurturing well-rounded individuals capable of contributing positively to society. Teachers serve as role models for their students and wield significant influence over the younger generation. Therefore, it is incumbent upon them to present themselves as exemplary individuals, embodying Islamic values and principles in their demeanor and interactions. Repetition, translation, and explanation of new words, as emphasized by our Prophet, should also be integral components of language instruction, facilitating language acquisition and comprehension among students.

## 4. CONCLUSION

In conclusion, teaching is not merely a profession but a noble human service, and the Government of Pakistan's efforts to elevate the standards of teachers at the school level are commendable. However, as Muslims, it is imperative that we adhere to the teachings of Prophet Muhammad (PBUH), who serves as the ultimate guide for all aspects of life. By integrating some of the basic elements of the Prophet's teachings, we can enhance the standards for teachers at all levels. His teachings provide invaluable insights into effective teaching practices and serve as a cornerstone for teacher development. In alignment with the National Professional Standards for Teachers in Pakistan, several recommendations can be made. Firstly, teachers should be provided with ample opportunities for continuous education and training to ensure they remain abreast of the latest advancements in their field. Additionally, adherence to the golden rules laid down by Prophet Muhammad (PBUH) should be prioritized, guiding teachers in their interactions with students and shaping their instructional practices. Ultimately, the continuous improvement of teachers through ongoing education policies is pivotal for the success of the education system. Empowering teachers with the necessary knowledge and skills not only benefits the individual educator but also lays a strong foundation for the nurturing and development of the nation's youth.

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