AN ANALYTICAL STUDY OF WESTERN PEDAGOGY AND ITS COMPARISON WITH ISLAMIC TEACHINGS

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Abstract

The researcher tried to make a comparison of the western Pedagogy and corresponding Islamic teachings in a comparative form. Furthermore the especial physiognomies of Islamic system discussed separately. The western system may be looking very charming for a person, but here is a logical and rational comparison to search the reality.

Keywords: Pedagogy, Islamic Teachings, Western Pedagogy, Education sector of Pakistan, Comparison of Education System.

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1. Western Pedagogical System

The Western pedagogical system aimed to be successful in this life. This is need oriented, whereas Islamic system aimed to be successful in both, here and hereafter.

Islamic system is Goal oriented system. It saves the man from all extremes and maladjustments of personality. So that he may be able to be a true Khalifa on this earth. This system gives the man a true spiritual inspiration (Khalid, 2001). The Prophet Muhammad could not read or write. But in the first verses, he received the message of reciting (Mehmood, 2005).

These objectives are revolving around the ideology of the religion. They guide the man in his individual and collective life. The ultimate aim of Western pedagogy lies in a very attractive social and economic status, whereas the ultimate aim of Islamic system lies in the realization of the complete submission to Allah. Islamic education also tells the man about the earning an honest. For this reason, it can be understood that the core curriculum for early Muslims was the Quran (Yousuf et al., 2011).

According to Islamic view, aim of teaching is to change the behavior of a man positively (Khalid, 2001).Another aim of teaching is to polish the communication skills as the word 'Arab' means person of wonderful communication skills (Mukhtar-e-Haq, 2007). The writing of the students should be beautiful. Holy prophet said to Muaaviya bin abi Sufiyan to write beautifully with Raqash (رقش. He asked the Prophet about Raqash. Prophet replied Raqash means to write beautifully with the usage of dots (Mehmood, 2005).

Furthermore methods business documentation and written evidence were also being taught. Some professional writers were also available in Madina. The environment was highly thought provoking, blind induction of forefathers was not encouraged in this state. Comprehensive character building of the students is considered to discover the hidden qualities of man for useful purposes. Muslims were able to call the world superpowers, Byzantine and Persia for war within the 23 years of the Islamic teaching (Mukhtar-e-Haq, 2007).

Other aims are to make the people disciplined. Learning different foreign languages is suitable for the establishment of batter foreign Policy. Islamic teaching gives the knowledge about the Martials and armed. It provides the physical fitness. Islamic teachings tells the people the ways to spend the whole life according to the directive of Allah. It helps the man to create the financial resources for the individual and social lives (Khalid, 2001).

The Islamic system is suitable to make the students ready for a meaningful response in changing and dynamic situation. It lets the people to know the Islamic solution for all of their individual and social problems (Yousuf et al., 2011).

On the bases of all of the above discussions, the comparison of the teaching objectives could be expressed as below
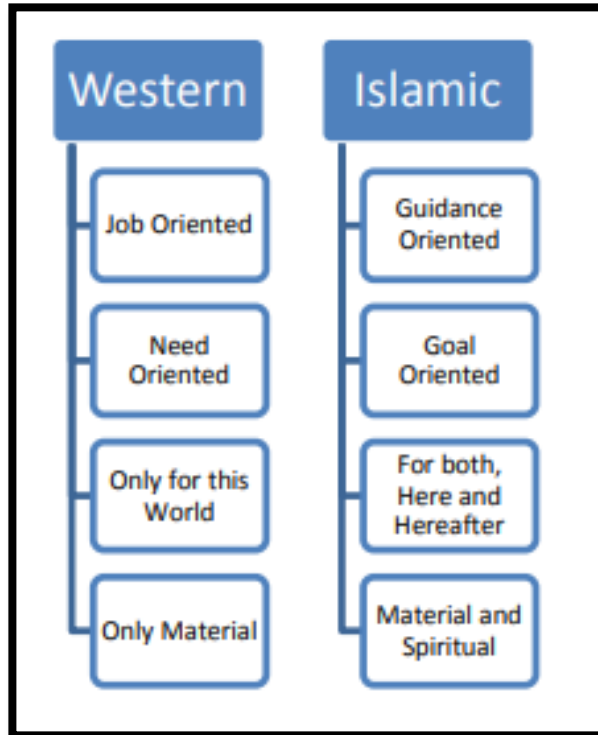
1.2 Pedagogical Principles

It is considered in current western pedagogical system that students differ widely as to their social and economic background. They also differ as to their sex, height, weight, mental and intellectual capacity, interests and tendencies and their emotional dispositions. Therefore they are grouped according to these differences in many western countries. Subject matter is usually organized in topical order. In Western pedagogical system, students are grouped according to their social, economic and mental level (Yousuf et al., 2011).

But, it is clear after the above set discussions that Islam provides a concept of equality. In Suffa University, all kind of students from different parts of the world were settled at one place without any consideration of their social and economic background, whereas in Islamic system all students with different mental levels and tendencies kept at a same place without any grouping. This principle reduced the difference between different artificial and natural classes of the society. So Muslims appeared as the best qualified personals throughout the world. This principle of equality is adopted by the Finland; therefore its pedagogical system scores first every year (Wagner, 2011). It is clear after the above set discussions that, in current western pedagogical system, subject matter is usually organized in topical and philosophical order, whereas Quran does not gives the information in topical and philosophical notation.

The notation of Holy Quran is very simply and so easily presented for understanding. In Western pedagogical system, medium of instruction is a modern language, whereas in Islamic system, the medium of instruction is mother language. Quran teaches the people in their natural environments, whereas Western system requires artificial environment. Rigid formulas and abstract thoughts that have no application in practical life would not be taught. Different types of desirable activities and experiences for the development of individuals' mind require a verity of methods to be adopted. Every class has new students with new psychological environment; it requires new method of teaching. Old methods should not be imposed to the new students.

Old methods are important to make enhance the teacher's experience. Every pedagogue has his/her own pedagogy; one must not follow other blindly. Over-organized method is not suitable for the individuality of the students. However in some typical situation, especially for a distorted student, it can be apply for some suitable and limited time. Actual knowledge comes from Quran or practical activity in actual situation. Hence natural environment should be provided to the students. Natural environment requires natural requirements.

Students must be taught during their real life experience. As Holy prophet and holy Quran taught the people during the battlefields. Therefore students must have to learn throughout the whole life. Socio-relationship between students and teachers must be strong to understand the text book for the application in the natural situation (Yousuf et al., 2011). Knowledge is given the top priority (Khalid, 2001). Environment should be tension free as an individual can develop all of his power in the free environment. Students must be allowed to use all materials and methods freely and fully to get the firsthand knowledge. Psychologically, due to the native tendencies of children, they are interested in activities.

They want to express them through the activity of construction. So they need freedom within the limits of social and Islamic shapers. Students need the concrete type of knowledge through activity method, which is useful for them in their practical and actual life. Pedagogical method must not be a long lecture method, which is a passive adoption of a static atmosphere. As actual life is growing in a dynamic and changing environment based upon the actual experience in which several possibilities are opened by trial and error. This trial and error method is suitable to create the original knowledge, because errors are a part in the building up of the experience which is the real contribution of life. Freedom of thought and originality for the achievement of something new would be appreciated (Yousuf et al., 2011). In Islamic system, teaching without tuition and fee is a principle.

 According the Islamic approach, state is responsible for teaching the people. Age of Starting the School is normally seven. Subject wise specialist teachers teach the students (Mehmood, 2005).

The curriculum should be uniform throughout the political region, other-vise the students go into the superiority or inferiority complex. The syllabus must be absolute correct, so that both, the teacher and students keep believe in it completely. Other vise the best teaching method becomes

useless. The core curriculum in the Islamic educational system is Quran and teachings of the Holy Prophet. Subject matter is organized in psychological order (Yousuf et al., 2011).
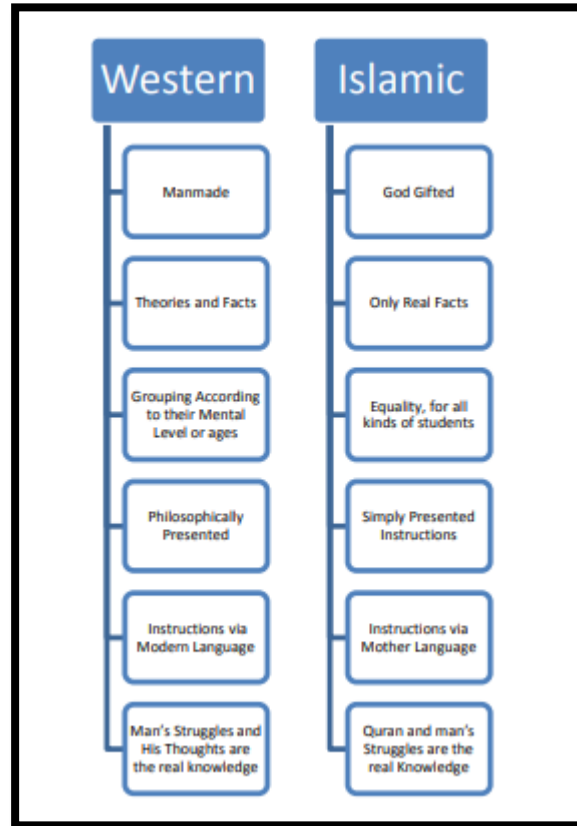
Medium of Instruction must be native language. Highly wise and talented persons are selected for the teacher (Mukhtar-e-Haq, 2007). Teachers are selected among the most talented personals, e.g. Saed Bin Al Aas was selected as a teacher by The Holy Prophet due to his highly beautiful writing. Normally ten students would be taught by a teacher in initial writing classes. Foreign languages are taught to the selected students, however it is not compulsory for all students (Mukhtar-e-Haq, 2007). The students' questions would be appreciated. There must be equality between all students regarding-less their social and economic background (Khalid, 2001).

Quran came down in the period of 23 years, which means, in average, less than one verse per day (Yousuf et al., 2011). While travelling, youngsters are educationally supervised by the old person (Mukhtar-e-Haq, 2007). Short, Direct and Clear method would be applied. The companions of the Prophet learn 10 verses at a time, including Abdullah Ibne Masoud and Uthman bin Affan (Khalid, 2001). The core subject is the Holy Quran (Hameedullah, 1401), so that students apply it on their practical lives (Khalid, 2001).

Medicine, Astrology and Genealogy were also considered in the Islamic schools (Mehmood, 2005). For purification of language, little children sent to the villages (Mukhtar-e-Haq, 2007). Avoiding to teach daily for the students who want to continue their earning process during the study (Khalid, 2001). Equality for all students must be considered. According to the Islamic teachings, all types of students, coming from lower status of life or higher status, from rich families or poor families, having different mental calibers and levels are taught in same circumstances and same place giving the same facilities to remove the artificial boundaries of the society. Schools should build near to the students' residence (Mehmood, 2005).

Using easy way of teaching is important. Subject matter should be well graded. Consideration of student's level and position is impotent. Using a verity of different teaching methods is very much usable. Quran narrate several historical examples to teach the relevant expects (Yousuf et al., 2011). Every companion has a unique tendency, Abu Hurara was expert in hadith, Ibne Masoud was expert in Fiqa, Ashari was expert in reciting the Holy Quran, and Huzafa bin Yaman was expert in Eschatology. Similar, they were deputed according to their abilities; for example: Musab bin Umar was deputed as A Qari due to his highly teaching abilities, Maaz bin Jabal was the manager of Suffa University (Khalid, 2001). The concrete exemplification is very much suitable for children (Yousuf et al., 2011).

Educational institutions must be easy approachable for all people, without any consideration of their social and economic backgrounds (Khalid, 2001). All of the above set discussion could be expressed as below:

	Western	Islamic
	Manmade	God Gifted
	Theories and Facts	Only Real Facts
	Grouping According to their Mental Level or ages	Equality, for all kinds of students
	Philosophically Presented	Simply Presented Instructions
	Instructions via Modern Language	Instructions via Mother Language
	Man's Struggles and His Thoughts are the real knowledge	Quran and man's Struggles are the real Knowledge

1.3 Pedagogical Managements

The first Islamic educational institution, Suffa was a Residential University in Madina (Mehmood, 2005). It was personally watched by the Holy Prophet Muhammad. In this school, everything was completely free, including food and residence for all students regarding less their social and economic backgrounds (Mukhtar-e-Haq, 2007). If suitable numbers of students per class would be addressed in their mother language, they manage themselves automatically. Furthermore if they would be allow to come to the school without any tuition fee, the whole environment become easier to manage. In case of any problem, the teacher's behavior is a key to manage the situation.

 Like Suffa, there were nine other schools in Madina to facilitate all students of Madina and its surroundings (Mukhtar-e-Haq, 2007). These institutions gave the people basic 'Primitive' education (Mehmood, 2005).

Grouping of students according to their mental, social and economic level is not a tradition in the Islamic system. It is a tradition in the western pedagogy. Teacher's suitable behavior is very much important for the class management as it is clear from this hadith: Abu Huraira narrated: Allah's Messenger came to us while we were debating about Divine decree. He became angry and his face turned so red as if pomegranate seed had been cracked open on his face. He asked us: Is this what,

you are commanded to do? Or, is this with which I was sent to you? Indeed, those before you perished only because they debated on this subject.

I call upon you to assure me that you will not debate on it ever (Tirmazi 2:1). From this Hadith, it can be derived that Philosophical debates that are no practical bases are prohibited in Islam. The Holy Prophet ordered the people to go to their neighbors for education (Mukhtar-e-Haq, 2007), this is suitable to manage the educational system at the basic level.

1.4 To educate the whole nation

Holy Prophet established many educational institutions like Suffa. With the passage of time in the Islamic state thousands of people embraced Islam over the area of one million square mile. It was a big task to manage the teaching system of this state. Many scholars were deputed from Madina to the big cities of this state. Sometimes, governors of cites were responsible to teach their people (Mukhtar-e-Haq, 2007). Quran, Sunna, Practice life of Holy Prophet and four Caliph's style of government provide great and strong basis for administration and supervision.

The Arabic word, تقوى denotes a quality, which is very much essential for a good manager. Self-discipline, selfcontrol, courage and thankfulness are the basic qualities to control a class. Kindness, politeness, justice and decision making are also very important in Islamic management (Yousuf et al., 2011). In Islamic system, students are very much conscious to maintain the class management. Furthermore, teacher can also use different tools for this purpose. The environment is very much natural and easy. Students sit on the carpet. Whereas Western class is managed by the rules and regulation of the school. All of the previous set discussion could be expressed as below:
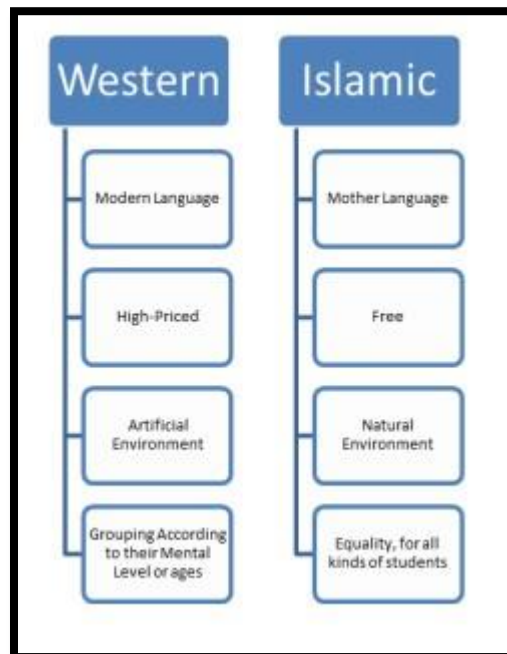
1.5 Pedagogical Methods

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The Western pedagogical methods are exemplified by some metaphors. There are following pedagogical methods in a Western school.

1. The structured pattern:

These are teacher directed and controlled by structured, used for the transmission of the fundamentals. **2. The instructive patterns:**

These are semi-flexible, used to teach complex thinking

2. Self-directed patterns:

These are students directed and release by flexibility, used for the individual growth of the students and to encourage new applications (McNeil & Wiles, 1990). Islamic method of teaching is analogous to the rainfall, teacher presents the knowledge. Student receive it according to their personal capacities and tendencies.

According to this metaphor, there are three types of ground, when rain falling on the earth, the methods of teaching in Islamic system could be described as given below:

1. Presentation methods

2. Heart oriented methods

3. Mind oriented methods

On the bases of all above set discussions, it could be said that the Islamic methods are more humanistic, whereas the western methods are looking lifeless mechanical in their nature. All of the previous discussion could be expressed as below:
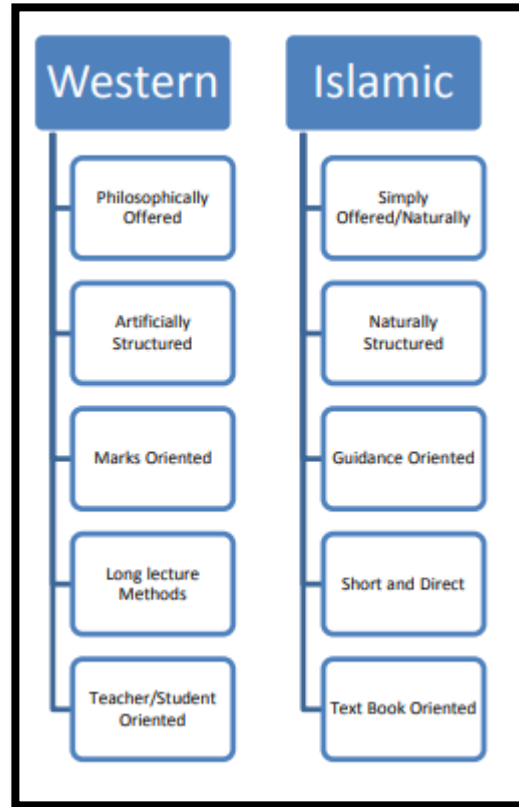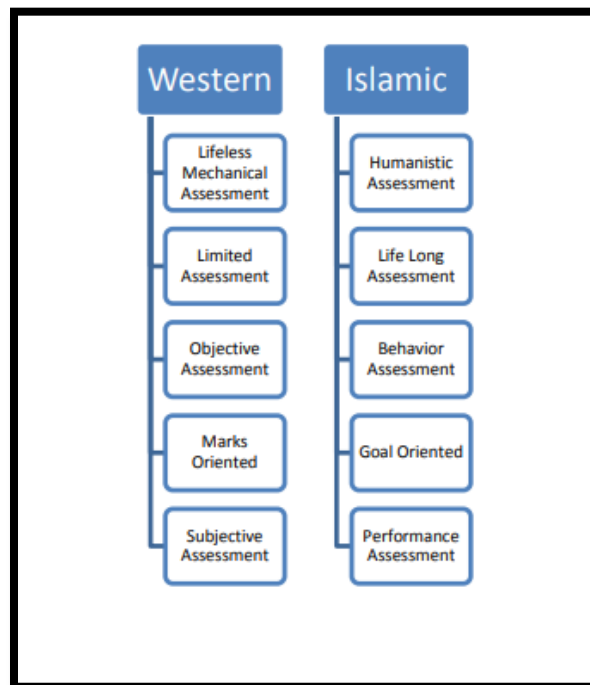
Holy prophet used to teach in Makah by Quran. As Quran came down, he presented it before the people. It was very effective method for teaching. Every question arisen by the people of Makah would be answered by the holy Quran. According to the explanatory literature of the holy Quran: Utba bin Rabia, father in law of Abu-Sufyyan asked to the leaders of Qurash for sending him to Muhammad as their ambassador with full authority, they allowed him, and Utba went to the prophet with very beautiful and attractive offers to stop him from his prophetic mission. The holy prophet started to recite the holy Quran from Sorat Fusilat.

When he completed the verses, Utba stopped him and went to his people with positive message (Rab-Nawaz, 2001). Error removal method is an important method. Teaching by giving the reference of other's experience. Quran tells the stories of the previous nations. Personal findings from others experience would be appreciated. Text book Method used to develop the habit of self-study; question answer method used to establish the creativity; storytelling method and discussion methods are also very important methods in Islamic history (Yousuf et al., 2011). Reading, understanding and memorizing the Quran is considered to be impotent. Some other method are also exists in Islam, such as discussion, demonstration, questioning and answering technique. Different people have different mental and social approaches; Allah tells the different methods for teaching all kinds of people. There is not a single method which becomes sufficient for all students. The main aim is to convey the message of Allah to the people by considering their psychological conditions. A teacher uses all of his or her personal skills for this aim. Islamic teaching methods are more closed to the human nature then the Western methods (Khalid, 2001).

1.6 Pedagogical Assessment

Islam is a compete code of life. It provides the Muslims all guidance through Quran and Sunna. Islamic assessment is not a test based evaluation. It is purpose based evaluation. According the holy Quran, it is possible for a highly knowing person to be not successful on evaluation, if he not practices according his knowledge, his degree might be cancelled if he leaves to practice the acquired knowledge.

Whereas in Western pedagogical system, there is no any this type of tradition. Western evaluation is just like a mechanical system. In the test based evaluation, students try to get more and more marks. This type of evaluation is marks oriented. Sometime this assessment is based on the finical outputs. Islamic system of evaluation is very much simple, humanistic and natural. The examples of the evaluations in Islamic history are taken place on a few events, especially on the migration and fighting in the cause of Allah. Daily, weekly or monthly evaluations were not the tradition during the prophet times, so that the evaluation would not become the 'marks oriented'. Islamic evaluation is purely based upon the God fearing and self-recognizing. It would be assessed that how much the students have the knowledge about Quran and Sunna, and how much they are acting upon this guidance (Yousuf et al., 2011). All previous discussion could be expressed as below:

Western	Islamic
Lifeless Mechanical Assessment	Humanistic Assessment
Limited Assessment	Life Long Assessment
Objective Assessment	Behavior Assessment
Marks Oriented	Goal Oriented
Subjective Assessment	Performance Assessment

1.7 Suggestions and Recommendations

1) Preschool education should be provided by parents especially by mother up to the age of seven. Which includes the following things: a. Parents do prayers for the children to protect them from Stan before and after their birth b. Breast feeding to give the experience of closeness c. Good behavior should be presented before the children d. Goodcommunication e. Reading and writing skills f. Islamic family traditions

2) 2) Medium of instruction must be the mother language as Allah said: Never have We sent a Messenger but he has addressed his people in their language that he may fully expound his Message to them. Allah lets go astray whomsoever He wills, and guides to the right way whomsoever He wills. He is the Mighty, the Wise (Quran 14:4)

3) 3) Basic and compulsory and free education for all on equality basis: Quran would be the core subject; other subjects would be hadith, Islamic history, Islamic law of inheritance and any international language without literature. Because so called literature of almost all languages is based upon the false conceptions, false theories and wrong love stories, which are not suitable for the students. Non-Islamic literature must be removed from the whole curriculum.

4) 4) Higher education: specializations in social or natural sciences, there should the Bureaucrats' Islamic Universities in which the core subject would be the Holy Quran.

5) 5) Short and fruitful: Due to fear of losing the originality of the students, over organized structural pedagogy is not much suitable for the students. They let free to choose the medium of instruction and subjects of their personal interest after the completion of their basic level. However a broad outline based upon the Islamic guidance must be drown for the teachers in the favor of Islam and nation.

6) 6) Independent and free Institution: Free equal education for all students is a key to success. Institutions must be independent.

7) 7) Western pedagogical traditions might be adopted if they are not against the overall Islamic teachings.

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