

Analytical study of the professional qualifications of the teacher in the Arab World

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Abstract

Aimed this study to analyze previous studies on professional competence of teachers in the Arab world, and to achieve this goal, use the curriculum qualitative analytical sample consisted of analysis of (30) research study, and applied this study the research and studies that could be obtained in this area and published During the period from 1986 - 2010. study found that research and studies that were analyzed and auditing, monitoring and classification, pointed out that the most important professional competence required for the Arab teacher is following competencies:

Planning, and implementation of the lesson, and Calendar, human relations, and has the entrepreneurial spirit, and a member of one of the associations of educational scientific, and be able to follow up patrols and journals, and uphold culture Alasalamahalthagafah public and depth of specialization, and the ability to express good, and deal fairly and equally, and accept all students Regardless of their characteristics social and commitment of time, and work schedules and realize the importance of time, self-learning and renewal of knowledge, Calendar, and erudition on science and knowledge in multiple areas, and mastery of the material and methods taught, and community service, and active participation in the councils of parents and teachers, and linking the scientific material reality of life, and the importance of higher sound audio, and hygiene and good-looking, and the smiling face.

The researcher recommended the following: training sessions, workshops and research seminar on professional competence necessary and that the teacher must possess. And take advantage of international experience in the development of teacher performance on the ways and methods of teaching, and the calendar and mastery of professional competence. And work to provide capabilities and equipment inside the classroom, including appointed teacher to use the latest methods and techniques of teaching. Development of laws and regulations that make professional development in-service requirement to continue in the teaching profession, and where progress. put him to keep teachers that quality standards are part of the conditions necessary to upgrade teacher from one rank to another.

Key words: professional competence, the teacher, the Arab world, education

Introduction of the study and background:

Of the most important elements of the public education system is the teacher upon which mainly in the application of the quality system in education for the quality of high-quality students, it is stated in the report of DFEE "The learning can output treasures inherent to all of us, and in the century atheist twenty is the knowledge and skills The key to success .. and the teacher outstanding which uses effective methods in teaching is the key to access to high quality standards and confirms Sammon "that the objective of the school is teaching and learning process aimed, but this gives a lot of educators and greater weight to the role of the teacher and play in the classroom in the process of educational change as says Fullan, "The educational change is supported to a large extent on what he believes the teacher and he does" (3), high-quality education is linked to efficient teacher who owns a personal and technical competencies and professional that make it able to provide a quality education excellence. It is here to be setting standards for the quality of teacher performance and seek to possess the necessary skills that make it able to implement these standards and their application in the performance (Anzi, 2007).

The development of teacher performance should be in the form of a continuous cycle begins his desire to work teaching profession and set up in colleges of education through the acquisition of basic skills for the advancement of the educational process.

Given the changing nature of the roles of the teacher in the educational process and multiplicity had to be offset by changes similar in content programs prepared and trained, resulting in the emergence of many attempts to develop teacher education programs and training, in order to improve their performance and raise the competencies, and promote and upgrade their level because conventional methods in the preparation of teachers no longer able to keep up with the changes in the role of the teacher in the learning process, and as a result appeared several global trends in contemporary teacher preparation and training; keep most of the changes, and the challenges facing the educational process was highlighted style breeding teachers based on competence, which stems from the belief that performance Educational proper teacher inside the classroom and outside includes a set of competencies of public and private; "no teacher can be exercised roles different only if he had a collection efficiencies basic linked and affect his performance in the classroom" (Gad Club, 1987).

There are various aspects of the role of the teacher and the change with attitudes posed by globalization and the revolution in communications and information technology and scientific progress and technological development and educational innovation, and this is confirmed by Wal-Falk Folk saying: "There are many aspects to the role of the teacher contemporary as far as adding innovations new educational fields ie role multiple aspects, according to What add innovations educational longer mirror the changes scientific, technological and economic secreted by the new world order as the local system is part of the global system. therefore not easy to determine aspects of the roles of teacher, which must be performed because it is renewable and constantly changing, plus they tangled with each other and complement each other and the teacher performance more by the time (Anzi, 2007).

In order for the teachers, in turn, is important and delicate competently, they must have sufficient capacity and educational competencies. So that the function of the teacher is no longer limited to provide students with information and facts as in the past, but surpassed that process has become a comprehensive educational for all aspects of personal growth of the student in the forms: physical, mental, psychological and social (Abdullah Hudhali, 1995).

It is based education on patterns of effective teaching, and the quality of education determines their effectiveness skill teacher and his proficiency in creating climate teaching to learning, and create excitement's mental students, and positive communication between him and them, in addition to the nature of relationships that may assist in raising the motivation and do Maldém abilities and motivating For outstanding scientific achievement, which in turn will be reflected at the level of their giving, and how positive interaction (India Alkhthelh, 2000).

The characteristics of knowledge and professional, emotional and personality traits teacher played an important role in the effectiveness and efficiency of the educational process, they are for students constitute a entrances educational task that affect the output achievement has, in its lifetime, and in the level of self-concept academic has as the most important elements targeted in the educational process, and the beneficiary first to offer him a mentor of knowledge and role models and model. then Teacher and learner are two main axes in the educational process, and reflects the attention to the teacher attention to the educational process, and successful teacher is one who steers this process properly and achieve the expected goals.

And the importance of the role of the teacher and the need to impart professional competence necessary for his work teaching given by many of the university teacher preparation institutions represent prominent attention in training courses on professional competencies. And occupies teacher hub in any education system, as a actors and influential in achieving the goals that they remain limited effect if there is no efficient teacher who prepared prepared educationally and specialty well, in addition to enjoying capabilities creative able to adapt to innovations educational, and Tnumeihmath and update his information constantly .

The process of evaluating teacher performance helps educational institutions to achieve a set of goals, including measuring progress or delay in his work according to objective criteria and judgment to harmonize the requirements of the teaching profession and teacher qualifications and characteristics psychological and cognitive and social, as well as disclosure of the strengths and weaknesses of the teacher's performance, which

can the educational institution to take measures to ensure that the development level of performance and enhanced. says Huars Mann Horace Man a Educators "The teaching is the most difficult arts and deeper science, which in his case optimal requires full knowledge Baldarc and the correct way of teaching and that affect it." If you choose the teaching profession you have to examine carefully competencies that must be met for success in this profession.

The development of teacher performance should be in the form of ring connected to begin his desire to work teaching profession and set up in colleges of education through acquisition of basic skills for the advancement of Balamlahaltalimah (McNeil, 1985). Given the changing nature of the roles of the teacher in the educational process and multiplicity had to be offset by changes similar in contents of programs prepared and trained, resulting in the emergence of many attempts to develop teacher education programs and training, in order to improve their performance and raise the competencies, and promote and upgrade their level because conventional methods in the preparation of teachers are no longer able to keep up with the changes in the Doramwalim in the educational process (Subaie, 2003). As a result, appeared several global trends in contemporary teacher preparation and training keep most of the changes, and the challenges facing the educational process was highlighted style breeding teachers based on competence, (Zyoud, 1997), which stems from the belief that performance Educational proper teacher in the classroom and outside includes a set of general and specific competencies; "The teacher can not be exercised his various roles only if he has a core competencies, linked and affect his performance in the classroom (Gad club, 1987).

The movement of Education based on the entrance educational competencies Performing movements of modern educational relatively Perhaps the most important characteristic of movement education based on entrance educational competencies Performing attention to performance and the ability to work in order to acquire these skills (Maree, 1993) has indicated (Abu Harb, 2005) that way of teacher preparation based on mastery of skills characterized by the other methods several advantages including: they follow a systematic plan organization in identifying competencies, and develop programs for training them, and depend on the views of learners and teachers as a basis for judging the success or failure of the educational process, and make what students learn the teacher and functionally to reflect on his performance and clearly, and benefit of this method of most educational innovations known and used in order to achieve their goals, and this method is suitable for the preparation of the collective and individual teacher.

The task of improving the teaching and learning process of the priorities of many countries, whether developed or developing, to the prevailing belief that this process make a real contribution to achieving the objectives of these countries and their hopes for the future. The teacher preparation of the most important factors that will help to achieve the desired educational renaissance that lead to a renaissance in all aspects of society, and efficient teacher is a teacher capable of achieving the objectives of the educational community effectively and proficiently (Ghazioat, and others 0 200). Countries that are trying to achieve a comprehensive renaissance in all aspects of life you need to possess the qualifications of teachers many, including: planning arbitrator, calendar and effective teaching methods and modern, and successful management of the row. Believe (Ghazioat, 1999) that the reform and development of the education process requires strenuous efforts and serious, successful Teacher is a teacher who can address many of the errors that can appear in the elements of the teaching-learning process, effectively and efficiently. One of the major challenges faced by many countries in the modern era: Preparation for teacher education programs rely sufficiently effective to suit the requirements of the times, and meet the needs of students, teachers. Where is the teacher a basic elements and actors in the educational process, and represents the key to success for any program or curriculum educational offers for students, is responsible for achieving the educational goals and objectives for each educational material, and so the teacher in turn important and delicate ably should enjoy as much as enough capacity and skills teaching, where the teacher that the profession is no longer limited to provide students with information and facts, but transcended to become a comprehensive educational process for all aspects of personal growth (Maegene, 1998). Has been interested in the Arab world teacher and skills that need to possess when I was studying teaching competencies as an educational trend prevailing during teacher preparation programs, this trend has been known education based on

competencies (Competency - Based Education) and the end of the last century. As a result, been doing a lot of studies and field research to identify the most important skills teaching and learning should be available to the teacher.

And returns the first appearance of the lists of competencies in teacher education programs through what he had done Dudol (Dodl, 1973), which indicated that the first use of such lists is Kenny (Kinney) in 1952 through its cooperation with the Council of California to prepare teachers, and to follow up and evaluate the performance of teachers in stages of public education (Jassar, 1991). And have passed lists competencies in teacher education programs with a number of modifications since its inception, in the sixties of the last century has been a trend in teacher education programs known as Education based on competencies (Competency - Based Education) where spread this trend is widespread in the United States and took him many colleges and teacher training institutes. Especially that he was supported by a lot of empirical research, such as studies (Stanford, 1976, and Young and Young 1969, Oaillems 1977, and Jama 1983) where she focused these studies on the importance of this trend in the development of teaching competencies desired in the performance of the teacher (Jama, 1984). - P.67 (Arabic teacher competencies)

And numerous studies and research which touched for classifying educational competencies in the form of multiple areas, including: study Houston (Houston, 1973) where it was stated a number of competencies, which divided into seven areas: calendar learner, and lesson planning, preparation and recruitment التريس, and administrative performance, and communication and interaction, and the development of personal skills and self-development.

As Houston (1974 Houston) list provided by the University of Toledo for the most important teaching competencies needed by the teacher, which is divided into (49) the adequacy of teaching divided into four areas: planning, teaching materials, methods, Calendar, and receipt with the learner. (Abdel Fattah 1994), and some studies that the properties of the teacher successful lies in the following areas: the academic field (properties Academy), field emotional (characteristics emotional), social (social characteristics). (Qraczh 1996,) and Bent (Fatlawi 2003,) that there are several areas or dimensions should be available in a teacher effective, as follows: the moral dimension dimension academic (scientific), and distance education, and skills prior to teaching, and efficiencies of teaching, and efficiencies evaluate the results of teaching, and interaction and social relations and humanitarian. The Department (exclusive Enezi 2000), competencies into two main pillars: efficiencies Actions: inadequate planning for the lesson, and inadequate implementation of teaching, and the adequacy of management chapter, and efficiencies specialized: a skills for Arabic, and was the most important: to absorb the nature of language and its characteristics, and Using language dictionary teacher, teacher and use vocabulary and linguistic expressions, and understanding of concepts and terminology contained in the curriculum, and hire the rules of the English language properly utilize. Conducted Blake (Plake, 1993) study on the required competencies for teachers in the United States. The sample of the study explained, consisting of (555) teacher for management capacity, and record the results, and analysis of the tests at the highest rate, but sufficiently related to connecting with others has got the lowest percentage.

He also stressed Trog (Truog, 1998) in his study to identify the most important teaching competencies of teachers novice on several competencies essential and important, namely: diversify teaching methods, and collaborator with the students, and versed of scientific material, and uses of computers in teaching, and diversifies teaching aids.

And Cao (Tsao, 2000) in his study the most important teaching competencies needed by teachers secondary vocational education to competencies necessary for the teacher are: professional competence to teach, and skills development curriculum, communication skills, and the use of computers, and has got enough technology education on the importance of large among secondary teachers from the other. Competencies. The study also showed that it is not the sex variable impact or difference on these skills while variable academic level and variable experience had a greater impact on that, and I got the sample with long experience on the large percentage of your side familiarize themselves with Article scientific and teaching methods. The study by Chan (Chan , 2001) about the most important skills that are necessary to the outstanding teachers in the city of Hong Kong has agreed with some skills shown by the results of a study Janine (Janini), and these skills: teaching methods, and lesson planning. Chan also identified Chan ((39 adequacy got some high: charismatic teacher, and

teaching methods, and guiding students, and the relationship between student and teacher.

In light of the analysis of empirical studies that looked at the attributes teacher effective and standards rehabilitated and prepared and carried out by Rice ((Rice, 2003) concluded that there are five criteria that can contribute quality teacher and improve its performance which the following criteria: experience, preparation programs and degrees, type certificate obtained by the teacher, and materials that were studied during the period of preparation for the

profession, and the amount of marks obtained in the examinations.

The study Wayne and Youngs ((Wayne & Youngs, 2003)) has had scans estimates teacher trainees in colleges as well as checking their grades and their degrees obtained during the study, and examining the materials they studied, and reached to the conclusion that: students are learning more than teachers with specific characteristics, and that teachers differ greatly in their effectiveness and efficiency, and that difference teachers with high educational qualifications for teachers with qualifications minimum was slightly different does not mention that there are other factors contributing to the achievement of higher students more than qualifications alone. in the United States U.S. showed a study entitled "educational qualification for success: Properties Each teacher must possess", and these qualities can help teachers pre-and in-service in the development and improvement of their performance. It is Bal_khasas following: Justice, and the positive direction, preparation and preparation, and personal relationship, and good humor, humor, creativity, and the desire to accept mistakes, tolerance, and respect, and expectations, and high, and passion, and belonging. (Thompson et al, 2004). A study by Jacob (2005) about the professional competence and personal qualities to reach the most important competencies are: erudition on science and knowledge in multiple areas, and mastery of the material and methods taught, and linking scientific material reality of life. The competencies in the personal dimension demonstrated including: the importance of higher sound audio, and hygiene and good-looking, and the smiling face, and the balance in the emotional responses, and order and firmness in the

making, and commitment to the customs and traditions prevailing in the country.

The main characteristics of the students' teacher objectionable: Bias in the deal, and Time pout, and the use of dull, cruelty and lack of compassion, lack of interest in clothes and grooming, shape, and yelling Permanent If a student makes a mistake, and loss of control on the front row. The qualities desired in a teacher are: justice and equality, and compassion, friendliness and kindness, and fun, and tranquility, friendship and good to listen to the students, and the thrill in the presentation of lessons, and concern for the environment descriptive comfortable, safe and cooperative,

and time activity, and enjoy working. (Ac.Kgoz, 2005)

As on the characteristics of teacher effective "show that most of these properties are in encouraging students - especially new ones - and mentored and concern for them, and improve their behavior, and meet their needs, and a good knowledge of textured teaching, relationships communicate good with students and parents, administration and colleagues teachers, and show positive trends towards the teaching profession and enthusiasm to it, and a commitment to Bokhalakietha, stir motivation of students, improve their self-confidence, and classroom management and control, and the investment of time, creativity, and openness. The main characteristics of the implementation, good planning for the lesson to execute the best picture, and then evaluate student achievement, and to provide opportunities for learning continuous. (Roberts & Dyre, 2007)). has also developed (Kellough, 1971) model measures the characteristics of teacher successful dubbed model tasks or duties evolutionary (Developmental tasks According to this model, the teacher who performs the following functions is one of the good teachers: see Article scientific, and possess the skills transfer scientific material for his disciples, and possession of an assessment of its work and the work of the disciples, and the development of philosophy makes the first goal of education and

the realization of human rights education.

And gather a large number of researchers on some of the features and the main characteristics of a teacher effective and which are the following: cooperation and democracy, taking into account individual differences, kindness and compassion and pity, poise and warmth and affection, patience and endurance, personal

appearance decent, fun sense of humor, justice and impartiality and favoritism, attention problems pupils, consistency in behavior, use of reward and punishment with a focus on the reward, excellence in the subject of specialization, and enthusiasm, humanity, and the ability to communicate with others, and the establishment of democratic relations and cooperation with students and teachers, and the ability to exercise restraint in embarrassing situations, and enthusiasm, seriousness and dedication to work. Love of the profession and the desire to work, and openness to the community, and the ability to listen, and good moral character, and setting a good academic and professional, and erudition, access and diversity. Possess ample information about students. And to ensure sustainable growth, and experience in education, and a good knowledge of the characteristics of the learner in different stages of study, owning strong and broad interests in social issues, literary and artistic. And possess a high level of verbal or abstract intelligence, and positive attitudes towards the teaching profession, and a good example. And attention to students and the subject of specialization, and lenient with the students, and listen closely and carefully, and the ability to self-expression, and honesty, and a desire to learn the knowledge and self-renewal. And self-confidence, and easy to talk with the teacher or meeting, and utilize classroom space well, and motivate students to learn, and the ability to occupancy students, and possess the skill of classroom management. And a good knowledge of ways and different teaching methods, and the use of a variety of teaching methods, and a good understanding of the methods of evaluation and appropriate methods

, Ac.kgoz (2005), Haskvitz (2007) (

He also stressed the Conference of Ministers of Education and knowledge in the Arab world, which was held during the period from 27 - 28 - 2000, which was held in Damascus in order to discuss the issue (School of the Future), the importance of the role of teachers in any development educational future, and the need to reconsider the methods groomed in colleges Education, and the participation of the Ministries of Education and knowledge in the development of skills and theoretical and applied research programs, and improve their standard of living (Jwayhan

and Mazahreh, 2001).

In the framework of cooperation and coordination between the UNESCO and the International Labour Organisation held Regional Symposium on the conditions of teachers in the Arab States (WSOP) at the Faculty of Educational Sciences - University of Jordan, in the period of 5-8 October 1997 and targeted episode include: a set of proposals, actions and recommendations to improve the situation teacher, and to strengthen its role and position in education, and one of the main recommendations: to develop teacher preparation pre-service, and encouraging trends Arab states toward adopting teacher preparation programs, and duration of at least four years after high school, and support the teaching of the Arabic language, and the introduction of the subject of human rights and democracy In the configuration cultural teacher, and coordination between the education science faculties and colleges of specialization, and approach in the educational preparation between theory and practice, and increased attention to education process, training and rehabilitation during Alkhaddmaozlk developing laws and regulations to achieve this

(Massad, 1997.)

And took the International Education Conference, which was held in Geneva from 5-9 - and even 05/10/1996 Recommendation No. ((9 in its decisions after the conclusion of its work in the promotion of competencies and training teachers: to strengthen the roles of teachers and in-service training requires joint efforts at the national and regional and international organizations, and the development of networks of information centers, and teacher training institutions, and educational research, and encourage in-service training courses, and improve the conditions

of teachers in order to uphold the prestige of the teaching profession (Jwayhan, 1997).

The development of Arab teacher for the same constantly necessities, they are religious necessity, and the need for psychological and social necessity, if the teacher builds the nation's future in thought and action, which is the custodian of the heritage and values which is capable of successful education or failure, learner trusts the mentor more than confident his parents, He certified never was incumbent on this, who leads the nation into the future to continue to grow knowledge, and professional, so shall teach other people, knowledge and facts, experience

and skills, which this takes social role is important social, himself well including assumed this role to play effectively and the Secretariat, and will not come to him only if a moratorium on new experiences and gained useful skills, and briefed on the knowledge and methods of motivation move and motivate learners to acquire knowledge and experience clear desire to succeed. The teacher who stands to other milestone, either to come up with something new and useful, Finale acceptance and respect, or enhance what they knew and confirmed, or be without them in the

experience and knowledge Fessae him and lose prestige (Holiday, 1999).

The recent trends calls for a new understanding of the role of the teacher, and considering the teaching profession a combination of a sense of artistic taste and practices based on scientific foundations and pillars, and to give teachers the freedom and independence that would enable it to design learning environments that fit the special needs of diverse learners. It should create programs and new patterns to train teachers interested Balmertkzac following: supporting growth and self-direction of the teacher, and the development of creative thinking, and to consider the learner-centered education - learning and attention challenges facing the human race, and the perception of the educational process, and focus on accountability and Educational Evaluation (Imad Eddin, 1994).

Problem of the study:

Confirmed most of the research and studies that the teacher is the key factor and influential in the educational process, is considered the most important inputs of the educational process and a major hub for them, therefore dealing with issues, and determine roles, and evaluate and update the methods and formulas prepared and trained, contributing no doubt in educational reform, and in changing the status quo Traditional operations setup in general, and of the methods and formulas training in particular, since any work parenting depends on the presence of a teacher who possesses skills needed to do its work and transfer his ideas easily and effectively, and suggesting that there may be better programs and curricula and teaching materials, and may not the desired effect occurs if those particular teachers did not understand the objectives of the subjects they have studied during academic and professional preparation, and they are unable to organize the learning process, or is Mmtlkin skills that will help them use existing materials and means at their disposal.

The teacher is the most important pillar of the educational process, and can not be any development that pays off if omitted the role of choice and teacher preparation and training and assessment. The teacher is one of the major forces driving the process of education in particular and in the educational situation in general, how much of the curriculum does not take into account the nature of the psychological development of pupils turned educational tool task in the hands of a teacher Kadeer, while it may turn curriculum educational in the hands of a teacher incompetent to experience disjointed no value her (symbolic curious, 1996). Due to the teacher often student proficiency or

stumbling.

In order for the teachers, in turn, is important and delicate competently, they must have sufficient capacity and educational competencies. So that the function of the teacher is no longer limited to provide students with information and facts as in the past, but surpassed that process has become a comprehensive educational for all aspects of personal growth of the student in the forms: physical, mental, psychological and social (Abdullah Hudhali, 1995).

It is based education on patterns of effective teaching, and the quality of education determines their effectiveness skill teacher and his proficiency in creating climate teaching to learning, and create excitement's mental students, and positive communication between him and them, in addition to the nature of relationships that may assist in raising the motivation, do Maldém abilities, and motivating for outstanding academic achievement, which in turn

will be reflected at the level of their giving, and how positive interaction (India Alkthelh, 2000).

The characteristics of knowledge and professional, emotional and personality traits teacher played an important role in the effectiveness and efficiency of the educational process, they are for students constitute a entrances

educational task that affect the output achievement has, in its lifetime, and in the level of self-concept academic has as the most important elements targeted in the educational process, and the beneficiary first to offer him a mentor of knowledge and role models and model. And then Teacher and learner are two main in the educational process, and reflects the attention the teacher attention to the educational process, and the teacher is successful who steers this process properly and achieve the goals expected of them. Given the importance of the role of the teacher and the need to make it professional competence necessary for its work teaching, came this study where lies the problem The current study to know the professional competence for Arab Nutsslait teacher to light through research and studies on the performance of Arab teacher and educational K vayate.

Objectives of the study:

Seeks current study to achieve the goal of the President, is to assess and analyze the research and studies conducted on professional competence of teachers Arab, and monitoring its findings of those studies of the results, and access to the drafting of proposals and recommendations contribute to the improvement and development of professional competencies and performance faculty members in educational institutions in Arab world.

The importance of the study:

1 - is an objective evaluation of the performance of Arab teacher essential and important role in the improvement and development of quality performance and improving performance and educational services and academic institutions of education in the Arab world.

2 - The importance of this study stems from the importance of your category, a category of faculty members, which bear the largest burden in achieving the goals of education.

3 - Also stems importance of this study as well as the importance of the same subject, a professional competence of the Arab teacher.

4 - enlighten decision-makers and those interested in how the integrity of the educational process.

5 - Benefit from the results that will be reached by the study.

6 - through this study can work to develop or modify some of the decisions or the development of new courses in the curricula of teacher preparation.

7 - the need to evaluate the performance of faculty in educational institutions in the Arab world in order to raise their efficiency, and develop their skills and abilities.

8 - There are cries launched by the intellectual elite in the Arab world on the decline of the role of educational institutions in the events of the Renaissance and the development and achieve comprehensive development, and therefore there is a heavy burden falls on the Arab teacher who leads the education process.

Terms of the study:

Professional competence: is a set capacity and result from the knowledge, skills and attitudes possessed and exercised the teacher and enable it to perform its work and roles and responsibilities of good performance and go unnoticed and evaluates students, and can have an impact directly or indirectly on the educational process (Rizk and Shehata, 2002).

Teacher: the teacher is an educational leader who leads the process of connecting experiences and educational information, and to steer behavior of learners who will teach them.

The limits of the study:

Characterized studies on evaluating the performance of Arab teacher diversity, therefore, was the application of this study to professional competence of teachers Arab through research that could be obtained in this area, which was published during the period from 1986 - 2010, which dealt with professional competence and knead for Spbn:

: First: try to access modern and contemporary studies in this area, through the knowledge of what has been

produced over a time span allows the analysis, interpretation, and follow-up.

Second: that this period saw the development and prosperity rapid education sector in the Arab world, and the creation of a lot of scientific institutes, colleges and universities in many Arab countries, which have become graduated thousands of students and a large section of them join the teaching profession, and then there is a trend towards education policies Higher at the international level - including Arab states - to review the accreditation standards of universities and institutions of higher education and developed, to ensure academic

quality, and the importance of focusing on the possession of professional competence in graduates alike, in response to developments and economic and social challenges, and the knowledge revolution and information and communication and then longer this study a step towards evaluation of research and studies on professional competence of teachers Arab, and shed light upon and discuss the main findings of the rut of research and studies on the most important professional competence required for the teacher Arab, through the analysis of Dell studies and research, and to reach recommendations and proposals to overcome them.

Previous studies:

Conducted Abdul Hamid (1981) study in the State of Qatar for the actions of a sample of primary school teachers experience and qualifications and estimates directors and routers.

It was concluded that: 1 - years of experience and teaching are not linked to varying recognition in educational positions up and down. Perhaps it is due to the homogeneity of the group in terms of experience. The difference between the educationally qualified teachers, and other qualifications in educational practices scores was statistically

Dalla at (., .2).

1 - the pattern Alastjaba for this sample of parameters Qatari primary in identifying the educational situation approaching contemporary role of the teacher within the reality of education in Qatar, in the Arab world, and recognition in the educational situation if jazz education from this sample is high is evident from the average grades on the scale used in the search.

2 - Increasing the educational qualification and in-service training develops the ability of teachers to good behavior in the educational situation, and this is evident from the existence of differences between the holders of educational

and non-educational.

The Azza Gad (1987) conducted a study entitled "core competencies Performing and availability in the kindergarten teachers," whose purpose was to identify key performance competencies and identify the availability of kindergarten teachers in the Arab Republic of Egypt. The study in addition to determining the list of competencies Performing the necessary background for teacher kindergarten, and to point out that kindergarten teachers are not available have competencies Performing basic extent that pleases him specialists and that there is no relationship between the number of years of work experience in kindergarten, and the availability of skills Performing the basic parameters.

The Hajj (1986) study aimed at revealing the personal qualities that distinguish a teacher effective for the teacher is effective in Jordanian schools, has chosen researcher main stage for this purpose, and the study tried to identify personal factors associated with effective teacher and determine the relative impact of all these qualities in addition to sex teacher, and his years of experience and quality of education qualifications on the degree of practice teaching, and study sample consisted of (300) teachers and one-third of the male and the rest female because the study population was divided between males and females by (1:2) and after the introduction of sex, experience and level of academic qualification and professional for teachers as independent variables results showed that sex did not change contributes done little to explain the contrast between the teacher effective and non-effective so continue to rely on the effectiveness of teacher training and practice on his years of experience and educational qualification academic and educational. The more years of teacher experience, became effective at the level of the best education, as well as the educational level to qualify.

He also held (Subaihi, 1987) study aimed to investigate the effect of experience and Degree in the practice of social studies teachers for educational competencies, and its impact on their students' achievement in the basic stage in the city of Irbid. The study sample consisted of two categories: a sample of teachers, and the number (27) teachers, and a sample of students and the number (309) students, where he developed a researcher questionnaire consisted of (55) paragraph, composed of the following areas: (objectives, methods, and motivation, and activities, and means) The results showed that: there were statistically significant differences in the practice of teachers for efficiencies, due to the degree, and in favor of campaign Diploma in Education and Bachelor, and the presence of the impact of a statistically significant in practice teachers for competency education, attributed to the experience, and the presence of the impact of a statistically significant in the collection primary school students for social studies, due to the

exercise of their teachers for teaching competencies.

It has been found Rajab (1988): The level of primary teachers in Bahrain weak skills to set up and use achievement tests.

Also targeted study Madkour and conducted in (1988): to examine the extent and clarity of objectives Setup teachers Faculty of Arabic Language and Education, King Saud University and its impact on the program components (linguistic, cultural and vocational), has applied study on a sample of students, teachers and graduates in 1406/1407 AH and number (26) student teacher, and the results indicated that (31%) of students teachers see that the objectives of cultural Setup achieved a low degree, and (48%) of teachers and (52%) of the student teachers believe that professional goals achieved moderately The academic objectives sees 42% of teachers and 25% of the student teachers she realized a low degree, has been interpreted by the researcher that the predominance of the theoretical

aspects on practical aspects of the process, and rely on dumping and indoctrination in teaching

Has conducted (Mari 1990) study aimed at achieving educational competencies learning necessary for teacher primary school in Jordan, in order to identify the extent of appreciation teachers need all the adequacy of these skills and the degree of exercising them, and how they need more training on efficiency. The study sample consisted of (467) male and female teachers in the city of Irbid. Researcher has developed a questionnaire consisted of (85) adequacy, spread over six areas: subject, activities, calendar, planning, teaching methods, and achieve the same teacher. The study found some important results, as he came arrange activities and teaching methods in the first

place, and achieve the same teacher in second place, and planning for education in last place.

Study rumen (1990) aimed to recognize the reality of the presence of educational competencies required in Riyadh parameters in light of the evaluation criteria and to reach some of the proposals that contribute to the improvement of this fact, The study sample consisted of 22 of 19 kindergarten teacher. The researcher used questionnaire to determine the required competencies for kindergarten teachers should be available to them. The study found the following results: lack of educational qualification parameters which make them unable to teach children reading, writing and some arithmetic operations. Ratio performance parameters in the field of child-rearing religious and moral medium due to the origination of religious parameters. Education kinetic and physical of children received less than average and it is due to the weakness of the parameters in how to raise children physically. Education mental got a rate less than the average and it is due to the lack of conviction and knowledge parameters important to play and first-hand experience in the development of Perceptions child mental health. having a distinct lack of how performance parameters for activities music and reading the story, library, theater and activities morning. Finally, the study found that the parameters take care clearly in child care psychologically and emotionally through the

relationship keenness to create a relationship filled with love and compassion among them.

Study Zarrad (1990): and which focused on scientific and professional competence of teachers primary and attitudes towards the experience of the chapters deals in the United Arab Emirates, which concluded that:

- Teachers distinctive chapters do not have previous experience in the field of education of students who suffer from the problems of study, ie that their study does not qualify them to deal with students with special needs. - That the proportion (46%) almost from teachers in the sample passed the educational training courses have nothing to do directly academic retardation or learning disabilities and proportion (54%) of teachers have not passed any educational training course. 3 - that a large proportion of teachers (35.11%) do not use teaching aids in their education. Of the most important issues that top the concerns of the teacher in the classroom: the double motivation of Education (71.99%). Neglect homework household (9.44%). Family's lack of cooperation with the school (8.85%). Congestion grade pupils ratio in the classroom (7.79%) effort without improvement (6.49%). 5 - that teachers and classroom teachers special see in distinctive chapters some experience positive emotions and positive trends.

In a study of Abdul Aziz, Abdel Moneim Ibrahim (1990) to identify the level of teaching competencies of a random group of teachers during the experience to determine the impact of global experience and qualifications in their teaching competencies. The results showed weakness of the overall level of in-service teachers for the macro-scale and sub-axes, the study also found some results related to the impact of factors of experience and qualified enough but were not clear because of the general low level of teachers

He also held Melhem and pigment (1991): a study to determine the skills that are necessary to the parameters of Saudi women in the teaching of social in high school, and to assess the her Atkanan, and propose a training program based on the educational competencies to improve their skills. The study sample consisted of (79) a teacher at the secondary level in Riyadh studying history, geography, sociology, psychology, has been prepared list efficiencies teaching consists of (139) adequacy cover four main areas: planning (31), and the implementation of the lesson (62), and Calendar (10), and human relations (36), was from the results of the study, the average performance parameters for these skills is high (ranging between 4.5 for the calendar, 4.58 Planning (5) is the latest). And on the contrary.

Conducted Affash (1991) study to identify the teaching competencies that teachers need educational rehabilitation programs during the service in Jordan, and the study sample was (121) teachers who enrolled in rehabilitation programs in-service education in the teacher training college senior in Irbid. The results of the study showed that the most important areas of teaching competencies of the study sample management grade the first prize, and came in second calendar, and ranked third in the implementation of the lesson, the field of guidance and counseling was

ranked fourth, followed by the planning and preparation of the lesson.

Study Rehab (1994) aimed to determine the extent of the growth of teaching competencies and identify the incident change in anxiety teaching and learn-based relationship between the growth of key competencies and change the incident in the case of teaching concern for student teachers during the period of field education. Card has been applied Note to determine the level of performance of the student teachers for teaching competencies and scale to identify the degree of concern the student teachers associated with the teaching process. The researcher found the presence of growth relative improvement significant performance study sample of efficiencies faculty as a result of passage experience teaching in their training period during field education, as well as a correlation inverse between growth teaching competencies and the degree of concern from teaching in the sample during the education field at

the end.

In his study on the most important teaching competencies necessary for the student teacher (Field education students) explained Babtain (1995) the importance of (53) the adequacy of teaching sub-categorized under five areas. Have agreed the study sample consisting of 181 students, 33 Musharraf to arrange areas of importance as follows: preparation of the lesson. Implementation of the lesson. Academic and professional growth. Human relations and classroom management. Calendar. The study showed the presence of statistically significant differences between respondents in terms of function, and for the benefit of the supervisors of the students practical education and that was in the preparation and implementation of the lesson. The study also showed no statistically meaningful difference in one area is the area of human relations and classroom management between supervisors and students.

Study Queen Hussein Saber (1996) titled "Imagine a proposal to increase the effectiveness of a teacher of mathematics intermediate stage for the adequacy prepare lessons," The primary goal of this study is to identify the most important skills that should be trained by the student in order to increase its effectiveness for adequacy prepare the lesson, and the researcher Status of the proposed visualization and that his goal is to help the student teacher during the education process, and the study found the importance of skills in improving students' performance parameters in the preparation of the lesson.

Study Tamar (1996) study entitled: building card to evaluate the teaching competencies for teachers of mathematics in general education in Kuwait. "This study concluded importance teaching competencies five key as follows (efficiencies personality - efficiencies planning lessons daily - efficiencies teaching - efficiencies teaching aids - efficiencies Calendar) for mathematics teachers in general education, so as these competencies of importance to the upgrading of the tasks teaching of mathematics teacher and development professional and academic, and through the identification of positive points, promote and identify weaknesses and treatment, which is reflected impact undoubtedly on the achievements of students and their attitudes towards mathematics.

In a study carried out by the province (1994), aimed to determine the reasons for the failure of students first grade secondary education in Karak, where study sample consisted of (254) student and student, have shown results of the study that the school examinations, and characteristics of school, particularly those relating to teachers such as: lack of justice some teachers, lack of continuity of teachers with expertise and efficiency in the work at the school has a clear impact on the low level of teaching competencies in schools and its impact on student achievement and performance. except that the study Nejadi (1996), which aims to identify the most important teaching competencies required of the technical education teachers intermediate stage in the Kingdom of Saudi Arabia, in line with the study of Al-Babtain in determining the most important skills needed by the teacher in the classroom and outside. The study sample consisted of (130) Art Educator intermediate stage and (8) mentors. The study sample agreement on the importance of most of the teaching competencies that fall under the: Academy efficiencies. Efficiencies of planning and preparation. Implementation efficiencies. Cultural competencies. Personal competencies and Adariaoukd won personal skills and a high administrative and competencies establishing a friendly relationship with others, and control and management chapter.

As class Hammadi (1996) in his study on the most important teaching skills necessary for teachers in the State of Qatar. You have identified skills in the following: determining educational goals, content analysis and organization, analysis of the characteristics of the learner, lesson planning, use of teaching aids, use teaching methods appropriate, raise students' motivation, reinforcement, communication and interpersonal humanitarian with students and colleagues, classroom management and organization, the lesson, use of appropriate classroom questions, use of references and sources use the calendar in its different forms. However, views differed male and female on the degree of importance of the skill of learning objectives for the benefit of females and skill enhancement in favor of males. As different point of view of their teaching experience on the degree of importance of the skill of the goals for the benefit of those who have more teaching experience.

Conducted (Alawinnena 1996) study aimed to find out the extent of owning social studies teachers in southern Yemen for them with the necessary competencies from their point of view, and the extent of the exercise of these competencies in their estimation. The study also sought to know the impact of the experience and sex in the possession of these competencies. The study sample consisted of (56) teachers. Researcher has developed a questionnaire that contained (84) adequacy, divided into the following areas: planning for the lesson, activities and methods, calendar, and personal teacher, and objectives. The study showed the following results: The most educational competencies highest degrees by teachers are the most exercise by them, and were less educational competencies highest degrees are the least exercise, had occupied the field goals came first, and took the field personal teacher second, while third place was occupied by the planning The field of personal tutor was ranked fourth. This study also showed no statistically significant differences in the extent that teachers possess the competencies in the exercise of these competencies attributed to years of educational experience.

And conducted (Almnazel and Alwan, 1996) study aimed to determine the impact of teacher training programs on the new social studies curriculum in educational practice skills, and relationship scientific Palmahl. The study sample consisted of (180) male and female teachers in northern Jordan, where a questionnaire was developed to measure the competencies of learning consisting of efficiencies planning, teaching methods, and classroom management, calendar, and reinforcement, motivation, and individualized instruction. The study showed that

there is statistically significant differences in the practice of educational competencies attributed to lesson planning, classroom management, and that there are significant differences attributable to qualified scientific, for the benefit of those with a bachelor's degree

Also targeted study Babtain (1995): Identify the educational competencies necessary for students in nine disciplines of study, and applied to a sample of students education field and the number (181) students and the number (33) supervisor assistant professor and lecturer, has concluded researcher list includes (53) adequacy cover five areas: preparing lessons (9), and the implementation of lessons (11), and academia (10), human relations and classroom management (11), and Calendar (12), has pointed out the researcher that student teachers apply these skills to a low grade which refers to the lack of efficiency in teaching for graduates of the College of Education.

Study Hudhali (1995):, which aimed to identify the (much qualitative and quantitative) of the availability of educational competencies of teachers social studies at the elementary level in the Kingdom of Saudi Arabia, as seen by supervisors educators study sample and the number (34) honorable educationally in ten educational areas in the Kingdom Researcher found that most of the teaching competencies (21 -33) adequacy exercised by teachers (sometimes), and due to the researcher deficiencies in teacher preparation program social subjects. In a study conducted by judges (1997), to trace the sex and Qualification, experience and education in student achievement "here take that achievement influential indicators of success teaching competencies" on a sample of (1061) students from grade students three basic first in the provinces north of the Hashemite Kingdom of Jordan Madras male and female, has shown results that there are significant differences in the first row attributable to sex teacher in favor of females and highly experienced, and second grade there were statistically significant differences for the interaction of sex and experience for the benefit of students who Adershm teachers and teachers experience high.

Conducted Shahrani (1997): A study to identify the point of view of science teachers study sample and the number (128) milestone phase moderate in the Asir region educational Saudi Arabia, the sources teaching skills, through identification consisting of (76) skill teaching, and concluded that the relative weight as determined Teachers to contribute pre-service program acquire these skills as follows: 23% for the skills to use teaching aids, 27.5% for calendar skills, 20% of classroom management skills, 22% of the skills scientific and professional growth, 33% of practical skills.

He also held Abdul Hamid (1402) study in the State of Qatar for the actions of a sample of primary school teachers experience and qualifications and estimates directors and routers. He concluded that:

1 - years of experience and teaching are not linked to varying recognition in educational positions up and down. Perhaps it is due to the homogeneity of the group in terms of experience.

The difference between the educationally qualified teachers, and other qualifications in educational practices scores was statistically Dalla at (\cdot , .2).

2 - the pattern Alastjaba for this sample of parameters Qatari primary in identifying the educational situation approaching contemporary role of the teacher within the reality of education in Qatar, in the Arab world, and recognition in the educational situation if jazz education from this sample is high is evident from the average grades on the scale used in the search.

3 - Increasing the educational qualification and in-service training develops the ability of teachers to good behavior in the educational situation, and this is evident from the existence of differences between the holders of educational and non-educational.

Study (Mahmoud Ghazioat, 1998) a specialty Field Teacher Community, at the University of Muta, from the standpoint of social studies teachers collaborators in schools Karak / Jordan and its impact on student achievement school, purpose of this study is to identify the most prominent competencies available to students / teachers - majoring teacher Community, at Muta University, from the point of view of social studies teachers

collaborators in Karak governorate schools. researcher used the descriptive method, used to identify and developed after confirmation of the truthfulness and reliability which reached (., 78) by re-application, the researcher used averages, ratios and tests (T.Test) relevance to the objectives of the study, has distributed a questionnaire to the community study, which consisted of 40 cooperative of teachers. The results of the study revealed that social studies students need some skills, such as the renewal of human cognitive, and self-organizing learning, classroom management, and the use of modern teaching methods. The study recommends providing students with teachers some skills, such as: modern teaching methods, and the adequacy of the calendar, and the adequacy of self-directed learning, and insufficient regeneration cognitive and humanitarian, and inadequate classroom Administrative.

The study addressed Bakhom (2000) to identify the most important needs and competencies psychological and professional teacher as perceived by primary school teachers and junior high and high school and technical, as well as students of the College of Education and queens, has resulted in the agreement sample study on the importance of the needs and competencies psychological following the teacher: moral values - mutual respect - the perceived adequacy of teacher - skills and abilities - values - attitudes towards the teaching profession. The study also showed no statistically significant differences between males and females in the perception variables under study.

Study Kamal and free (2003) to identify priority areas of teaching competencies and needs faculty for primary teachers in public education in Qatar, from the point of view of teachers and mentors according to a number of variables are: experience, sex, stature functional, scientific specialization, academic qualifications. The study sample consisted of (493) male and directed. The result of the study resulted in the respondents recognize the importance of teaching competencies and teaching needs. The order of those competencies as follows: educational philosophy, scientific specialization and professional growth, preparation and planning, the lesson, climate classroom and human relations, management lesson, classroom management and system, calendar growth students, self-evaluation. Study showed no statistically significant differences between the sample in the sex variable and functional status and academic qualifications. However, there were statistically significant differences between respondents in a variable experience and growth in calendar adequacy students and self-evaluation and classroom management system and was in favor of the most years of experience.

A study by Abu Harb (2005) to learn teaching competencies necessary for teachers kindergarten in the light of the development of models curriculum-century atheist twenty from the viewpoint of 48 director and teacher, has been the researcher prepared a list of competencies faculty numbered "85" adequacy over five competencies President is : inadequate planning and organizing activities included (18 adequacy) subsidiary, and the adequacy of linking ideas and information and use it in education and included (16 adequacy) subsidiary, and the adequacy of problem solving and working with others and contained (20 adequacy) subsidiary, and the adequacy of the collection and organization of data and analysis included (16 adequacy) subsidiary, and the adequacy of use included (15 adequacy) subsidiary, and the results of the study showed the urgent need parameters for all the proposed teaching competencies.

Study Jacob (2005) entitled "professional competence and personal qualities desired in a university professor from the viewpoint of students Teachers College in environment (Saudi Arabia)" has been used to identify developed for the purpose of study, and distributed to a sample study of college students mentioned, where it was the most important competencies professional, according to the results of the study: erudition on science and knowledge in multiple areas, and mastery of the material and teaching methods, and linking scientific material reality of life. The competencies in the personal dimension demonstrated including: the importance of higher sound audio, and good-looking, smiling Valuge, balance is in emotional responses, the system and the packages in the decisions and commitment to the customs and traditions prevailing in the country.

And conducted Anzi (2007) study entitled "Development of competencies teacher in the light of quality standards in public education, and study aimed to develop competencies of new teachers in the light of quality standards in public education, the study found machine to identify a set of professional competence required for the teacher, including: patience and the length of self, and to identify the types of human behavior, and the spirit of leadership positive, and feel his students safe, love and appreciation, and encouragement to brainstorm, and learn various sources of knowledge, and listening to the ideas of students, and interacting with the changes and developments, and self-learning continuing, and interact with students, and diversification in teaching methods, and the example and ideal for students, and flexibility, strengthen the value of work, analyzing the content of the lesson, and linking material to other materials, formulating questions develops thinking, and create a climate of scientific and encouraging creativity, and the development of problem solving skills, and mastering the different applications of the computer, and instilling positive trends in the hearts of students, and has entrepreneurship, and a member of one of the associations of educational scientific, and be able to follow up patrols and scientific publications, and community service, active participation in the councils of parents and teachers, and has a number of books and scientific references by specialization, and access to world cultures, and adherence to Islamic culture, and the ability to correct interpretation of events , building bridges of trust between him and his boss.

Study Abu accuracy and Arafa (2007), which is entitled "Accreditation and Quality Assurance for teacher preparation programs: Experiences Arab and international" whose purpose was to examine the reality of the teaching profession in Palestine and showed that this fact needs to be repaired to improve the quality level of education, and that there is no comprehensive national program to prepare teachers , as it is not available harmony between the huge number of graduates and the number of vacancies available in most disciplines. The study showed that entrances to the development of several academic programs, including what is linked to academic drawing and which is linked to learning outcomes assessment at the level of the different programs. The study also offered some experiences and expertise related to development in teacher preparation programs, and the experiences of some countries in the world in quality assurance in higher education and academic accreditation standards for education programs.

The study Abu Awad (2008) entitled "properties teacher outstanding from the standpoint of school teachers fundamental in the area south of Amman UNRWA international", aimed exposes properties teacher outstanding or teacher that we want in the basic schools in the area south of Amman from the point of view of teachers, and learn whether these characteristics vary depending on a number of variables such as: sex teacher qualifications, specialization and years of experience. The study sample consisted of (164) teachers. Among the most important findings of the study is the lack of statistically significant differences in the properties of outstanding teacher attributed both sex and academic qualification and the number of years of experience, while I found significant differences are attributed to and for the benefit of teachers of specialty grade teacher

The study Matrafi (2009) study entitled: "the achievement of a comprehensive quality in programs preparing science teachers colleges teachers in Saudi Arabia," whose purpose was to identify the extent to which the overall quality standards in preparation programs science teacher, and the impact of each of the Qualification and scientific expertise in the responses faculty members. To achieve this, has been selected a sample of (190) members of the faculty faculties teachers, study results showed that the degree of verification comprehensive quality standards in the Setup science teacher was moderate, and that the existence of obstacles to achieve a comprehensive quality in this program achieved a degree OK, and accounted for (75%) of the sample, also found statistically significant differences at the level ($\alpha = 0.01$) and ($\alpha = 0.05$) between the mean of the sample due to the variables (Qualification, scientific expertise), and no significant differences when level ($\alpha = 0.05$) and ($\alpha = 0.01$) of the general rate of impediments to quality standards due to the variable (Qualification, scientific expertise), and was the highlight of the study's **recommendations:**

1. Reconsider the science teacher preparation program commensurate with the current standards of quality local and global in the light of modern educational trends.
2. The need to adopt comprehensive quality standards in teacher preparation programs in all scientific

disciplines and literary institutions of higher education.

3. Need for attention to the entrance of the overall quality and employed in higher education institutions as a modern administrative method contributes to the development of these institutions

Study jeweler (2009) entitled "teacher how to be prepared," The purpose of this study reveal weaknesses and shortcomings in teacher preparation in colleges of education different and then make recommendations and proposals to avoid deficiencies in these programs and thus access to improve teacher preparation and training and then Showing some scientific methods to ensure that the teacher retains its ability to outstanding performance. Was presented at the end of his list of characteristics and competencies required of the teacher, the following: first - characteristics and personality traits, including: 1. General culture and depth of specialization. - 2 Ability to express good language learning .3. Dealing fairly and equally and accept all students, regardless of their social characteristics .4. Commitment of time and work schedules and recognize the importance of time 5. Collaborative work with colleagues .6. Positive attitudes towards the teaching profession in general and toward specialization. Secondly - professional competencies: 1. Efficiency subject 2. Competencies of teaching methods .3. Public education competencies 4. Efficiencies of self-learning and innovation cognitive .5. Adequacy Calendar

Foreign Studies:

Put (Kellough, 1971) model measures the characteristics of teacher successful dubbed model tasks or duties evolutionary (Developmental tasks According to this model, the teacher who performs the following functions is one of the good teachers: see Article scientific, owning skills transfer scientific material for his disciples, and owning assessment its work and that of his disciples, and the development of philosophy makes the first goal of education and the realization of human rights education.

He Trog (Truog, 1998) in his study to identify the most important teaching competencies of teachers novice on several competencies essential and important, namely: diversify teaching methods, and collaborator with the students, and versed of scientific material, and uses of computers in teaching, and diversifies the means educational.

And Cao (Tsao, 2000) in his study the most important teaching competencies needed by teachers secondary vocational education to competencies necessary for the teacher are: professional competence to teach, and skills development curriculum, communication skills, and the use of computers, and has got enough technology education on the importance of large among secondary teachers from the other. Competencies. In her study on the basic skills of middle school teacher.

Explained Janine (Janini, 2000) in her study that the most important basic skills of the teacher are: interest in business ethics, teaching methods, lesson planning, knowledge of scientific article, the ability to Calendar, familiarity with communication skills with others. The study also showed that it is not the sex variable impact or difference on these skills while variable-level academic experience variable had a greater impact on that, and I got the sample with long experience on a large proportion of your side scientific article literacy and teaching methods.

The study by Chan (Chan, 2001) about the most important skills that are necessary to the outstanding teachers in the city of Hong Kong, and these skills: teaching methods, and lesson planning. Chan also identified Chan ((39 adequacy got some high: charismatic teacher, and teaching methods, and guiding students, and the relationship between student and teacher.

In light of the analysis of empirical studies that looked at the attributes teacher effective and standards rehabilitated and prepared and carried out by Rice ((Rice, 2003 concluded that there are five criteria that can contribute quality teacher and improve its performance which the following criteria: experience, preparation programs and degrees, type certificate obtained by the teacher, and materials that were studied during the period of preparation for the profession, and the amount of marks obtained in the examinations.

The study Wayne and Youngs (Wayne & Youngs, 2003)) has had scans estimates teacher trainees in colleges as well as checking their grades and their degrees obtained during the study, and examining the materials they studied, and reached to the conclusion that: students learn more from teachers with particular characteristics, and that teachers differ greatly in their effectiveness and efficiency, and that the different teachers with high educational qualifications for teachers with lower academic qualifications was slightly does not mention that there are other factors that contribute to higher achievement for students more than qualifications alone.

The characteristics of the twelve are the following: Justice, and the positive direction, and the setup and preparation, and personal relationship, and good humor, humor, creativity, and the desire to accept mistakes, tolerance, and respect, and expectations, and high, and passion, and belonging.

And reach a whole cone (Ac.Kgoz, 2005) in his study that highlighted the qualities of the teacher hated among students: Bias in the deal, and Time pout, and the use of dull, cruelty and lack of compassion, lack of attention to clothing and grooming, shape, and yelling Permanent If erred student, and loss of control on the front row. The qualities desired in a teacher are: justice and equality, and compassion, friendliness and kindness, and fun, and tranquility, friendship and good to listen to the students, and the thrill in the presentation of lessons, and concern for the environment descriptive comfortable, safe and cooperative, and time activity, and enjoy working.

The Haskvis (Haskvitz, 2007) in an article entitled "A tenth feature of teacher quality" to the existence of common features combine teachers discerning and including: erudition and knowledge, and the continuity of learning and the search for new, developing rules to deal with the students, and find out what they need present and in the future, and the high expectations of them, and they tend to make their best, and therefore happiness their achievements, and help them to be independent and self-esteem, and the ability to communicate, and flexibility in dealing with them, and simplify the educational material, kindness and fun to use stories entertaining attractive to their attention, and diversification in styles, and provide activities that remove the monotony and boredom, and increase motivation and make them permanent willingness to learn, and to provide fast and precise calendar for their business.

Conducted Roberts and Dyer (Roberts & Dyer, 2007) study on the characteristics of teacher effective "show that most of these properties are in encouraging students - especially new ones - and mentored and concern for them, and improve their behavior, and meet their needs, and a good knowledge of textured teaching, relationships communicate good with students and parents, administration and colleagues teachers, and show positive trends towards the teaching profession and enthusiasm to it, and a commitment to Bokhalakietha, stir motivation of students, improve their self-confidence, and classroom management and control, and the investment of time, creativity, and openness. was the most prominent properties in the implementation, good planning for the lesson to be implemented with the best image, and then evaluate student achievement, and provide opportunities for continuous learning.

Omadrash Fiala and Kwinkela (Vialla & Quigley, 2007)), where the results showed that the properties of choice for students, and the listener to them, and understanding المتقبل for the study sample are: teacher friend open and of their needs and abilities, and encouraging them, who is keen to create an environment descriptive fun, and education fun kindness, and use of the various ways and methods and thought-provoking, and the possession of communication skills, and familiarity with the material studied, and package it in his work, and invest time to learn.

Method and procedures:

The type of study and its methodology:

This study is one of the descriptive studies, which seeks a researcher from which to monitor the results of studies and research on professional competence of the Arab teacher, including the view of the outcome of this topic studies, through analysis and monitoring, and look at the literature study and previous studies. Were used qualitative analytical method.

The study sample: The study sample consisted of (40) research and scientific study dealt with professional competence of teachers in the Arab world, the study sample was selected in the manner accessible (available), which took place in the hands of a researcher from the Court of published studies.

Study tool: the researcher on the survey instrument studies and analysis, and included a card analysis the following elements:

. **Objective of the study.**

. **Curriculum.**

. **Study sample.**

. **Study tool.**

The results of the study.

The recommendations of the study.

Study Procedures:

To achieve the objectives of the study researcher followed the following:

- 1_ collect the largest possible number of studies and research on professional competence of the Arab teacher.
- 2 - assessment, analysis and monitoring and classification of competencies of professional competence of the

Arab teacher. Through research and evaluation studies on professional competence of the Arab teacher.

3_ know the most important and most professional competence through the monitoring of the results of previous studies pertaining Bhada matter.

4 - to formulate a set of recommendations to develop and improve the professional competence of the Arab teacher, for better performance and faculty in educational institutions in the Arab world.

Results of the study:

First: Results of the first question

To answer the question which stated: What professional competence required for teachers in the Arab world?

Show the researcher through analysis and evaluation, monitoring and classification studies and research on professional competence of teachers Arab, monitoring the following results and of the most important professional competence required, and can be summarized as follows: planning, implementation lesson, calendar, and human relations, and has the entrepreneurial spirit, and a member of one of the associations educational scientific, and be able to follow-up periodicals and journals, and adherence to Islamic culture, and the ability to correct interpretation of events, building bridges of trust between him and his boss.

The general culture and depth of specialization, and the ability to express good, and deal fairly and equally, and accept all students, regardless of their characteristics social, and commitment of time, and work schedules and realize the importance of time, and collaborative work with his colleagues, and the positive trends towards the teaching profession in general and about specialization, and self-learning and renewal of knowledge, Calendar, and erudition on science and knowledge in multiple areas, and mastery of the material and methods taught, and community service, active participation in the councils of parents and teachers, and linking scientific material reality of life, and the importance of loud audio, - and hygiene and good-looking, and the smiling face, and the balance in the emotional responses, and order and firmness in making and commitment to the customs and traditions prevailing in the country.

, Organizing activities, and connect ideas and information and use it in education, problem solving and working with others, and collect, organize and analyze data. And adherence to Islamic culture, and the ability to correct interpretation of events.

Educational philosophy, and scientific specialization and professional growth, and the preparation and planning, and view the lesson, and classroom climate, and human relations, and management of the lesson, and classroom management system, and evaluate the growth of the students, and self-evaluation. And continuous self-learning, and interaction with the students, and diversification in teaching methods, and the example and ideal for students, and flexibility. And has a number of books and scientific references by specialization, and look at the world cultures.

Moral values, and mutual respect, diversity of skills and abilities, and values attitudes towards the teaching profession, and renewal of knowledge and humanitarian, and the organization of self-learning, classroom management, and the use of teaching methods modern, and the use of teaching aids, and skills Calendar, and growth of scientific and professional, and practical skills. And prepare lessons, and implement lessons, and human relations, calendar, and establish a friendly relationship with others, and control and management chapter. The students feel safe and love and appreciation, and encouragement to brainstorm, and learn various sources of knowledge, and to listen to the ideas of the students, and interact with changes and developments.

Daily lesson planning, and self-realization, and education planning, and preparing lesson. Implementation of the lesson. And professional growth and academic .., calendar, and implementation of the lesson, and guidance and counseling, and care students psychologically and emotionally, and love and compassion, and respect Alkaroq individual, patience and the length of the soul, and to identify the types of human behavior, and the spirit of leadership positive, and interact with students, and diversification in teaching methods, and the example and ideal for students, flexibility, and the consolidation of the value of work, and analyzing the content of the lesson, and linking material with other materials.

And formulate questions develops thinking, and create a climate of scientific and encouraging creativity, and the development of problem solving skills, and mastering the different applications of the computer, and instilling positive attitudes among students.

Second: Results related to the second question

To answer the second question of the study, which stated: "What are the aspects that contribute to the development to improve the professional skills of teachers in the Arab world?" Were analyzed recommendations that emerged from the study of studies on professional competence of teachers in the Arab

world and can **monitor the following recommendations:**

- 1 - holding training courses and workshops for teachers to introduce them to the most important teaching skills and methods acquired or developed and trained to do so.
- 2 - emphasis on the faculties of education and teacher training reconsider the number of teachers and programs developed in the light of the skills-based education.
3. Need for the Ministries of Education represented the guidance and supervision of an ongoing educational calendar for teachers' performance based on the core teaching competencies.
4. The need to provide teachers directory contains a list of competencies (personal - preparing for a lecture and implementation - human relations - Activities Calendar - scientific and professional mastery - reinforcement methods and catalysis).

5. Need to provide help for the teacher to perform effectively lectures such as the provision of education techniques and amplifiers, tools, hardware and activate existing ones in the classroom to provide teacher effort and release Kvyate unleashed professional.

6 .. need thoughtfulness teacher competencies professional favored by the students to be able to master these professional competence, which may be by holding annual training courses and in Doriafa field of professional competence, with the beginning of each year for a period of three weeks, provided Department of Educational Sciences, Faculty of Education and with the support from the faculties of science and education.

7. Specialized hardware configuration for quality in public education, and this device will be able to application and implementation, and evaluation of educational outputs required and continuously, to determine the function of each individual on this team.

8. Establish clear criteria and well known to all of the results of education that we aspire to him at every stage of the educational levels and comparable to international standards.

9. Develop criteria for measuring teacher's job performance.

Third: In light of the findings, the researcher recommends the following:

1. training sessions and workshops and research seminar on professional competence necessary and that the teacher must possess.

2. Take advantage of international experience in the development of teacher performance on the ways and methods of teaching and assessment and mastery of professional competence.

3. Work on the means and equipment inside the classroom, including teacher assigns to use the latest methods and techniques of university teaching.

4. The development of laws and regulations that make professional development in-service requirement for the continuation of a career in education and progress.

5. Put him to keep teachers that quality standards are part of the conditions necessary to upgrade teacher from one rank to another

6. Shift from the concept of in-service teacher training framework limited to the concept of professional development as a general framework includes all employees in the education sector on the one hand, and its multiple institutions and agencies responsible for the professional development of the other.

7. Improve teachers' motivation towards continuous in-service training through the provision of incentives dimensional, and the renewal of the content of training programs, and developing methods for implementation.

8. Work ongoing training for educational supervisors to follow up the application and implementation of quality standards in teacher performance continuously.

9. Creating the atmosphere in and outside the school to accept and spread the culture of quality in education.

10. Can activate self-directed professional development by the teacher himself through the following:

- accustom teacher on how to estimate its needs through

:

- The practice of meditation (Reflection) where process relies self-esteem needs of professional development programs to the extent to which the teacher of meditation practice so think position teaching and its components, and how performance and objectives to be achieved and then it is prescribed in the planning for this situation, and then come back and practiced thinking after the implementation of the lesson and assessment usefulness, and deal with the gap between what was targeted by the theory, and what is actually achieved through the lesson. Where is this gap problem should be diagnosed and professional access to treat professional development.

- Teacher skill development in reading and analyzing reports and data and the results of his students and other sources of information that serves as the quantitative and qualitative indicators on the deficiencies and weaknesses in its performance.

- Self-growth through the use of learning resources through the following:
- Encourage the teacher to prepare research procedural about the problems that come from within the classroom where one of the most important and richest sources of learning and professional growth self It allows teachers the opportunity to test knowledge and professional skills, and out another modified and improved by reality, and not through theoretical writings only.
- The formation of a professional society of learning includes educational supervisor and colleagues within the school can be relied upon and interact with.
- Professional growth Comparative Comparative Professional Development baptizing teacher to compare the performance of (the same) including allow them to see the typical lessons, or from the writings of documentary about the successful experiences through professional development networks.
- to monitor progress and to overcome the problems and is done through:
- Establish standards for teacher performance and professional mastery, so that the teacher can evaluate the offer in light of the performance standards and monitoring deficiencies can diagnose problems and obstacles that hinder progress.
- The need for a network of information related to the professional growth of teachers and standards and levels of growth.

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