

The learning model in the teaching and learning process according to David Ausubel's theory

نموذج التعلم في العملية التعليمية التعلمية وفق نظرية ديفيد أوزبل

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Abstract : "Ozbel" begins in his "meaningful learning" theory when the information he already has in his knowledge structure is linked, and it is one of the most important and influencing factors in the learning process. He presented a classification of learning based on the way information is presented by reception or discovery and the way the learner connects new knowledge to his knowledge structure with understanding or memorization. According to his theory, a specific strategy is proposed that uses the advanced experience organizer: whether they are advanced explanatory organizations or comparative advanced organizations, and the learning system has two major levels: the first level: it relates to the methods of preparing and preparing the educational material to be learned or presented to the learner in the educational position, according to the method Forward learning or exploratory learning. The second level: relates to how the learner deals with and addresses the educational material presented, which is prospective or exploratory.

Key words: model, educational learning process, Özbel's theory

الملخص:

ينطلق "أوزبل" في نظريته "التعلم ذو المعنى" عندما ترتبط المعلومات الموجودة لدى المتعلم فعلا في بنيته المعرفية، وهي من أكثر العوامل أهمية وتأثيرا في عملية التعلم. وقدم تصنيفا للتعلم يقوم على طريقة تقديم المعلومات بالاستقبال أو الاكتشاف وطريقة المتعلم في ربط المعرفة الجديدة ببنيته المعرفية بالفهم أو الحفظ. ويقترح وفقا لنظريته استراتيجية معينة تستخدم منظم الخبرة المتقدم: سواء كانت منظومات متقدمة شارحة أو منظومات متقدمة مقارنة، وتعتمد منظومة التعلم

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عنده على مستويين رئيسيين هما: المستوى الأول: يرتبط بأساليب تهيئة وإعداد المادة التعليمية المراد تعلمها أو عرضها على المتعلم في الموقف التعليمي، وفق أسلوب التعلم الاستقبالي أو التعلم الاكتشافي. والمستوى الثاني: يرتبط بكيفية تناول المتعلم ومعالجته للمادة التعليمية المعروضة الذي يكون استقباليا أو اكتشافيا.

الكلمات المفتاحية: النموذج، العملية التعليمية التعلمية، نظرية أوزيل

Introduction:

The field of education in the Arab world in general, and in Algeria in particular, faces numerous challenges that impact the teaching and learning process. Since education plays a fundamental role in shaping the individual, and as a planned process aimed at fostering harmonious development, it is imperative to implement effective mechanisms that guarantee the success and efficiency of educational work. This implies the use of more effective pedagogical models and methods, capable of adapting to global developments and changes, thus contributing to the progress of the educational process. This is particularly true for strategies for knowledge construction in students, targeted by new educational reforms through competency-based teaching.

The educational process is a set of procedures and activities taking place in the classroom, aimed at equipping learners with theoretical knowledge, practical skills, and positive attitudes. It is a cognitive system composed of inputs, processing, and outputs. The inputs are the learners themselves; Processing is the coordinated process of organizing, understanding, interpreting, and relating information to prior knowledge; and the outputs are represented by the graduation of competent and knowledgeable students.

Many philosophers, thinkers, and psychologists, individually or collectively, have developed theories of thought and education that contribute, directly or indirectly, to the formation and evaluation of thinking. By exploring these methods and attempting to apply them, we systematize our work, implement the fundamental objective of didactics, and translate it into practical teaching. Traditional teaching has proven ineffective and will almost certainly remain so in our time. The massive influx of modern information demands clearly defined frameworks and systematic plans that guarantee

results, at least in their general form and structure. Several researchers and philosophers have emerged, including Jean Piaget, John Dewey, Bruner, Vygotsky, Hang, and David Ausubel, whose contributions to education have been significant thanks to his concept of meaningful learning, just as important as those of Piaget and others. Despite the West's lead in implementing these methods and strategies within its schools and institutions, and even in some Arab countries (Jordan, Morocco, etc.), thanks to the efforts of certain educators in Algeria, these methods have been applied and teachers trained in their use. In this research, we seek to shed light on one of these important methods (constructivism) in order to verify its applicability in the educational field at all levels: meaningful learning according to Ausubel's theory.

Problem Statement: This study falls within the field of cognitive psychology, a scientific branch of psychology that posits that thought is an information-processing process. The cognitive perspective focuses on the study of intelligence, the origin of knowledge, and the cognitive strategies employed for understanding, memorizing, applying knowledge, and processing information in memory and language, through the lens of brain function. This branch of psychology emerged within the context of the cognitive revolution that began in the mid-20th century. In this context, cognitive psychology established itself as a new discipline primarily focused on the study of an individual's internal mental activities, as opposed to external activities subject to direct observation, which traditionally constituted the meaning of behavior. It thus represented an epistemological break, at least thematically, with the behavioral psychology that had prevailed for decades. Psychology, with its cognitive perspective, has shifted from the study of observable and measurable behavior to the study of various psychological problems primarily related to mental activities and the mechanisms of mental functioning (Belhaj, 2005, p. 56). Many educators believed that direct verbal instruction did not promote memorization and recitation, in line with Piaget's work. Therefore, in many countries, school curricula were designed around discovery learning and practical exercises. However, Ausubel emphasized the importance of relevant verbal instruction and urged teachers to develop more meaningful direct teaching methods. Through his theory of education, he justified the use

of direct instruction and explained how to organize lectures to make learning more meaningful for the student. He compared direct instruction learning to discovery learning and emphasized that, in the former, information is presented to the learner in its final form; they then simply need to understand it and integrate it into their cognitive structure to be able to recall it more easily later. As for discovery learning, the student must first discover the information and then evaluate it (Al-Maamouri, 2018).

Many psychologists and educators, from various schools of thought, notably constructivism, have sought to establish the foundations and principles of the learning process. The work of Piaget (1960) and Bruner (1990) emphasizes that acquired knowledge is constructed by the individual through discovery, highlighting the processes of assimilation and accommodation. The meaning attributed to learning is thus linked to the individual's subjective interpretation. Dewey, for his part, asserts that knowledge is acquired through activity and experience, through relating things and interacting with the environment, including its social aspects. Learning is an active process of construction, not simply the acquisition of knowledge. Knowledge is not limited to mental states but extends to the experience of relationships between things; it only has meaning in relation to these relationships.

From another perspective, Vygotsky presents social constructivism, which emphasizes the influence of the cultural and social context on learning, through children's interactions with their peers, parents, and teachers, within the framework of cognitive development. Hung argues that constructivism conceives of learning as an active and constructive process, not as a passive acquisition of knowledge. Knowledge is constructed within a social context. Moreover, its interpretation depends on two factors: prior knowledge and beliefs stored in memory, and the cultural and social context in which it is constructed (Al-Madani, 2013).

Theorists of cognitive constructivism have sought to offer pedagogical perspectives that teachers can use in their interactions with learners. These perspectives serve as starting points for a systematic construction of knowledge, moving away from traditional learning methods focused on

stimulating and conditioning learning. The application of these theories has developed in the field of education, particularly in Algeria, since the implementation of competency-based education. This approach considers the learner as an active participant in their learning, fostering creativity and stimulating critical thinking. It avoids presenting ready-made learning content to be memorized, instead encouraging learners to construct it through diverse and enriching activities. This approach is based on the principle that while rote learning can be forgotten, what is discovered autonomously never is. Ausubel's method is clearly evident in the development of the new school curricula resulting from the education reform, alongside the contributions of constructivist theorists, notably Piaget, and the work of educators since Dewey. Ausubel focused on demonstrating to teachers that learning is not simply the accumulation of new information added to existing knowledge. Rather, it occurs when individuals connect this information to their existing knowledge base. This foundation constitutes the framework encompassing each individual's current knowledge, composed of general and intermediate concepts, thus giving each person a unique knowledge environment.

The importance of this study lies in our desire to draw the attention of educators and the education sector in general to the need to use this theoretical approach and its applications in the field of education. This includes leveraging the principles of meaningful learning theory, viewing the learner as a constantly evolving being, and avoiding traditional rote learning methods. The goal is rather to make the learner pragmatic in their learning process by connecting it to their reality, thus enabling them to benefit from it both in the production and application of knowledge. The importance of this study also lies in the fact that meaningful learning is central to competency-based pedagogy, as is Piaget's constructivism, and that teachers should use all constructivist approaches in knowledge acquisition. Furthermore, it aims to revitalize Ausubel's theory in the field of education.

Therefore, this study aims to achieve several objectives within the Algerian educational context:

- To familiarize teachers and education stakeholders with the importance of meaningful learning in Ausubel's theory.
- To enable teachers to use this constructivist approach in their lessons.

- To facilitate the integration of meaningful learning theory into competency-based teaching, as introduced by educational reforms in Algeria. - It encourages teachers to focus on the information and knowledge students possess, acquired through their environment.
- It leads teachers to recognize that all learning results from environmental influences, whether physical or social.
- It raises teachers' awareness of the importance of an introduction at the beginning of each lesson, as this allows them to understand the learner's intellectual background, the main objective of the competency-based approach.

We will address the concept, characteristics, historical development, principles, cognitive structure of Ausubel, the laws of learning in teaching, levels of learning, concept maps, their use in building learner knowledge, and the role of the teacher in all these contexts.

- How is knowledge acquired in the teaching and learning process according to the Ausubel approach?

1- The Theory: Its Concept and Main Characteristics:

This theory has several names among educators. It is called advanced theories, introductory theories, receptive learning, explanatory learning, or meaningful learning. Some of these names emphasize the method of presenting information, hence the terms "introductory theories," "advanced theories," "receptive learning," and "explanatory learning." Others focus on the method of processing information, such as meaningful learning, which means that this theory aims to give the learner a comprehensive understanding of the concept.

The central idea of Ausubel's theory is meaningful learning, which occurs when the learner consciously and deliberately connects new information to their existing knowledge within their cognitive framework. In other words, learning is not limited to the accumulation of new information and its addition to already acquired knowledge, but rather occurs when the learner connects new information to existing concepts within their cognitive structure. The learner's cognitive structure refers to the general framework that encompasses their current knowledge and to which they can add new

information. This structure consists of a set of general concepts, followed by intermediate concepts, then sub-concepts, and so on. However, each individual possesses their own unique cognitive structure.

Cognitive structure is unique to each individual.

2- Ausubel's Unified Principle of Learning (1968):

Ausubel summarized all of cognitive psychology in a single principle: "What most influences learning is what the learner already knows. Let's verify it and teach based on it." From the above, we can say that this learning theory is based on the idea that an individual possesses a mental structure of learning experiences. When faced with a new experience, new information is integrated into this structure. Consequently, this structure is remodeled by incorporating the new information, which becomes an integral part of itself. Thus, learning becomes a series of mental restructurings that evolve with each new learning experience. (Lewis, J., 2008)

3- Historical Development of the Theory: David Ausubel, a psychologist interested in cognitive learning, developed his theory of meaningful verbal learning. This theory has been central to research in science and education for over twenty years and continues to be so. Its main idea rests on the concept of meaningful learning, which occurs when the learner consciously and deliberately connects new information to their pre-existing knowledge and concepts. This principle is based on the work of Ausubel, a unifier of education, who considered the learner's understanding of the concepts and relationships related to the subject matter, as well as their integration into their cognitive structure, to be one of the most important and influential factors in the learning process, thus giving meaning to learning. Ausubel developed and disseminated this theory through a series of studies and scientific articles. In 1959, he published "Readings in School Learning," followed in 1963 by "The Psychology of Meaningful Verbal Learning," a new organization of his ideas. In 1968, he published "Psychology of Education: A Cognitive Perspective," and in 1969, he co-authored with Robinson a book entitled "School Learning," which clarified the nature of this theory. In it, they explained two types of learning: meaningful receptive learning and meaningful discovery learning. However, this theory did not spread among researchers and teachers until the late 1970s.

4- The Cognitive Structure of Academic Subjects According to David Ausubel's Theory:

Ausubel argues that each academic subject possesses a unique organizational structure that distinguishes it from others. In each structure, the most general ideas and concepts occupy a prominent place, followed by less general ideas and concepts, and then detailed and specific information. He believes that the cognitive structure of any subject is formed in the learner's mind in the same order, from the most general to the least general. Consequently, Ausubel perceives a similarity between the information processing structure of each subject and the cognitive structure that forms in the learner's mind from that subject.

Ausubel posits that learning occurs when the subject matter is organized according to principles similar to those that govern the organization of knowledge in the learner's mind. He believes that the learner receives verbal information and connects it to previously acquired knowledge and experience. In this way, new knowledge, in addition to previous information, acquires specific meaning for the learner.

5- Ausubel's Types of Learning:

5-1- The Concept of Learning:

Ausubel defines learning as the process of perceiving and creating relationships and connections between new information presented to the learner and the information already present in their cognitive structure. The learner's existing knowledge significantly influences what they can add to their cognitive structure and, consequently, what they can learn (Al-Kinani & Al-Kandari, 1992, pp. 546-547).

However, if a learner memorizes information without establishing a link with their existing cognitive structure, the learning becomes ineffective. Therefore, Ausubel believes that the speed and effectiveness of learning depend on the following factors (Al-Otaibi & Nayef, 2008):

- 1- The extent to which the new information acquired by the learner is related to their prior knowledge.
2. The extent to which the information acquired by the learner is organized and interconnected within their cognitive framework.
3. The extent to which

the student is able to acquire new meanings, implications, and essential information.(Al-Farhan, 2008).

6- The fundamental concepts underlying Ausubel's theory:

1) Cognitive structure:

This refers to the organizational framework of knowledge available to an individual in a given situation. This framework includes the facts, concepts, information, generalizations, theories, and issues that the individual has learned and can recall and use in an appropriate learning situation. A good organizational framework for cognitive structure is characterized by its stability, clarity, and ease of processing. Conversely, a weak or inconsistent framework leads to information instability and an inability to remember, process, or retain information, which hinders and disrupts learning. (Al Farhan Abdullah, 2008)

2) Meaningful material:

The learning material to which an individual is exposed is considered meaningful if it is substantially and not randomly related to their cognitive structure. According to Ausubel's theory, this connection leads to "meaningful learning." Conversely, a superficial and haphazard link between learning materials and an individual's cognitive structure leads to rote learning based on memorization. We therefore observe that establishing a link between learning materials, content, and the learner's cognitive thinking fosters the emergence of new meanings, concepts, or ideas applicable in real-world situations. This new pedagogical approach, or problem-solving, is part of a meaning-oriented learning framework.

Therefore, meaningful learning offers several advantages:

- a) It is retained in the long term.
 - b) It increases an individual's efficiency in learning new information related to the concepts that constitute their cognitive structure.
 - c) When forgotten, basic concepts lose some of their sub-elements, but they retain the newly acquired meanings, thus continuing to play an important role in facilitating the integration of new information.
- 3) Receptive learning: In this type of learning, the educational content is presented to the learner in its final form. The teacher plays a leading role in

the learning situation: they prepare and organize the content, then present it to the learner. The learner's role is limited to receiving the content.

4) Discovery learning: The educational content is presented to the learner in its initial form; the learner therefore plays a leading role in the learning situation. The student discovers, organizes, structures, assimilates, and integrates the educational content into their cognitive framework. 5) Prior Organizer(s):

These are the concepts, generalizations, or rules that apply to any new notion introduced by the students. The teacher presents them at the beginning of the lesson to help students connect and organize the information within their cognitive structure.

Ausubel distinguishes two types of prior organizers (Youssef, Majed, Qatami, & Naifeh, 2000, p. 347):

a) Explanatory Organizer:

The teacher uses this when the lesson topic is entirely new and the students have no prior experience. It includes definitions of concepts and generalizations (Al-Zaghloul & Emad, 2001, p. 306).

b) Comparative Organizer:

The teacher uses this when the lesson topic is not entirely new, but students already have some experience with the topic or some of its aspects. It allows for the integration of new information, its differentiation from prior knowledge, and its consolidation within a structured mental framework by clarifying similarities and differences. (Marai, Tawfiq, and Al-Hila, Muhammad, 2002, p. 174). Among the most important functions of a preliminary organizer are:

- It improves students' understanding of the material and reduces misinterpretations by providing generalizations and conceptual frameworks.
- It captures students' attention and stimulates their interest.
- It reminds learners of the connections between the different parts of the topics being studied.
- It clarifies the links between concepts and scientific principles.

6) Subsumption (or Integration):

This is a process of integrating new information into the learner's existing cognitive structure, thereby modifying it and resulting in new concepts and ideas that contribute to the growth and development of that structure. Subsumption facilitates the learning and memorization of new information, making it more resistant to forgetting. It also provides the learner with effective strategies for recalling this information later.

7) Obliterative Subsumption:

This concept refers to forgetting that occurs after meaningful learning, distinguishing it from forgetting resulting from rote learning. Some elements of the concepts integrated into the individual's cognitive structure are forgotten. This type of forgetting does not hinder the learning of new information, because the remaining concepts, after the forgetting of secondary concepts or details, still facilitate further meaningful learning, unlike forgetting resulting from rote learning.

8) Progressive Differentiation:

Progressive differentiation of concepts refers to the ongoing modification and development of an individual's concepts, making them broader, more general, and more comprehensive. As the individual pursues meaningful learning, the concepts within their cognitive structure become clearer and more stable.

9) Superordinate Learning:

Superordinate learning occurs when a student learns that dogs, cats, and humans are all mammals. It also results from the progressive differentiation of cognitive structures, where superordinate concepts acquire new meanings.

10) Integrative Reconciliation:

This is the process of adding a new concept to a previously modified one, creating a new concept that integrates both the old and the new. This process occurs when the learner realizes that there are many different terms to describe the same concept. When the student understands these different terms that can describe the same concept, they achieve harmonious integration.

11) Sequential Organization:

Hierarchical organization refers to the organization of cognitive structure in the learner's mind, from the general to the specific.

Novak organized the learning of meaningful verbal reception into a series of stages:

(Meaningful Learning – Implication – Integrative Adaptation – Metacognition – Progressive Differentiation – Prior Organizer – Rote Memorization). (Mar'i Tawfiq, Lahlia, Muhammad, 2002, p. 172)

10- Types of Learning According to Ausubel:

Ausubel identified four types of learning, hierarchically ordered from the simplest to the most complex:

10-1- Representational Learning:

This involves learning the meaning of discrete symbols. Initially, these symbols represent the words spoken by parents to children; then they refer to things the child pays attention to; and finally, they acquire the meaning the child attributes to the words.

10-2- Conceptual Learning:

The process of learning concepts comprises two main stages:
Stage 1: Concept Formation. This is the inductive process of discovering the characteristics of a category of stimuli. At this stage, the child cannot name the concept, even if they have learned it.

Stage 2: Naming the Concept. This is representational learning where the child learns that the word represents the concept acquired in the first stage. The word then acquires the property of the concept and a semantic meaning.

10-3 - Learning Propositions:

A proposition is a rule, a principle, or a law. In language, meaningful sentences, which can contain generalizations, are examples. For instance, a proposition (sentence) can be a generalization, such as:

(Children like dogs). It can also be a non-generalization, such as: (Our neighbor's dog bit Hossam).

10-4- Discovery Learning:

This type of learning requires the learner to engage in mental activity involving reorganizing and restructuring educational content. It focuses on problem-solving and innovation. 11- Motivations or Incentives for Success According to Ausubel:

Ausubel highlighted the existence of three interdependent and evolving motivations for success as an individual develops. These motivations are as follows:

11-1- Cognitive Motivation:

This motivation stems from the learner's deep need and desire to solve the problems they encounter daily. If the learner possesses these qualities, this motivation can contribute to greater academic success.

11-2- Self-Actualization:

This need encompasses the motivation to achieve a prestigious position in society and ensure continued success. 11-3- Need for Belonging:

Every individual feels the need to belong to the society in which they live. This need is particularly evident among active members of society. Children, for example, need attention, care, and encouragement from the elders in their community to feel fully integrated. (Ahmed Al-Hakmi)

12- Pedagogical Applications of Ausubel's Theory:

- Ausubel considered the goal of education to be the acquisition of knowledge by students. This theory has significantly influenced the planning, implementation, and evaluation of lessons, as well as the development of teaching methods. It emphasizes scientific outcomes, not processes, and prioritizes scientific facts, concepts, and principles, as well as their interrelationships.

- It underscores the importance for science teachers to identify learners' prior knowledge and then connect new information to that knowledge.

Ausubel emphasized the importance of preliminary organizers, which should be general, comprehensive, and engaging. Teachers should conclude their lessons with a brief review of key concepts to ensure that learning objectives have been met and that learning has been facilitated by connecting new information with students' existing knowledge. Providing students with practical exercises and application questions is also essential for facilitating learning. This theory played a pivotal role in the emergence of modern teaching strategies in science and mathematics, based on Ausubel's theory of cognitive representation:

1. Concept maps.
2. Concept networks.

3. V-charts.

4. Concept pie charts.

The process of planning and organizing concepts in the chosen teaching materials, sequentially from general to specific as explained by Ausubel, includes the following steps for constructing concept maps:

1. Identify the general concept or topic for which the concept map is to be created.
2. Identify the sub-concepts related to the main general concept, in descending order from generality to specificity.
3. Define the relationships between the concepts by connecting them with lines.
4. Identify the linking words or letters that express the nature of the relationships between the concepts.

13- Concept Mapping Strategy:

13-1- The Concept of a Concept Map:

Concept maps are diagrams that illustrate the relationships between concepts. They aim to reflect the conceptual organization of a knowledge domain. These diagrams can be one-dimensional or two-dimensional. One-dimensional maps present a set or list of concepts, generally arranged vertically.

Two-dimensional maps combine the advantages of both vertical and horizontal dimensions, thus allowing for a more comprehensive representation of the relationships between concepts.

In short, concept maps are two-dimensional diagrams that illustrate the sequential relationships between the concepts in a knowledge domain.

13-2- The Importance of Concept Maps:

- 1- They reduce learner anxiety and change their perception of difficult concepts.
- 2- They help connect new concepts to the learner's existing knowledge.
- 3- They stimulate learner creativity.
4. They facilitate the hierarchical organization of information and its effective use.
5. They provide learners with a summary of what they have learned.

6. They help the teacher assess critical thinking. 7. They are useful for review.

13.3. Steps for constructing a concept map:

1. Choose a short excerpt of text. The initial text should be concise so that the concept map is not too long and does not contain too many concepts.
 2. Identify the relevant main concepts, i.e., the scientific concepts, either by underlining them in the paragraph or by noting them separately on index cards.
 3. Classify the concepts from the most general to the least specific, ending with examples that form the basis of the map.
 4. Begin drawing the concept map by placing the most general concepts at the top, followed by the immediately lower concepts, and so on until all the concepts are included. The examples then form the basis of the map, while the intermediate concepts are situated between the most general concepts and the basic examples. Next, establish links between the concepts. Use lines to connect them, writing a specific expression on each line to indicate the relationship between two concepts.
- 14- Steps in Teaching with Concept Maps:

14-Teaching with concept maps takes place in several steps:

14-1- Identifying the Concept:

In this step, the teacher presents the concept to be learned to the students using different presentation methods and compares it to their prior knowledge to avoid any misunderstandings.

14-2- Identifying the Concept:

In this step, the teacher proceeds as follows:

- 1- Analyze the lesson content and extract the main concepts and sub-concepts that relate to the main concept to be learned.
- 2- Rank the concepts in descending order of generality, that is, from the most general to the least general.
3. Create links between the main concept and sub-concepts using appropriate linking words or conjunctions.
4. Develop the concept map. It may be necessary to revise the concept map for optimal organization, ensuring that the number of concepts on the horizontal axis does not exceed seven.

14-3 - Relationships between concepts:

At this stage, the teacher proceeds as follows:

1. Discuss with the students the relationships of each concept (if applicable) with other concepts at the same level of the cognitive hierarchy.
2. Discuss with the students the relationships of each concept (if applicable) with higher-level concepts in the cognitive hierarchy.
3. Ask the students to create a concept map in their notebooks. (Ahmed Al-Hakmi)

Recommendations:

- We suggest that researchers conduct comparative studies among the leading figures of constructivist theory.
- Those involved in education should give significant importance to Ausubel's approach to knowledge formation.
- Curriculum developers should integrate Ausubel's approach into their teaching methods, given the current dominance of Piaget's approach.
- Teachers at all levels should be introduced to this approach through seminars and coordination sessions, both among themselves and with inspectors.
- Education officials should move beyond Piaget's influence and embrace other related ideas, such as those of John Dewey, Vygotsky, and Bruner.

Conclusion:

Despite the concepts and pedagogical applications offered by Ausubel's theory, it has been the subject of much criticism. Here are a few examples: - Ausubel's theory neglects the learning of motor skills, as it is based on cognitive learning, and Ausubel is considered a representative of the cognitive school of thought. The pedagogical implications of Ausubel's theory were limited to language acquisition in young children through spontaneous learning, because at this age, children do not rely on discovery learning due to a lack of sufficient information.

Ausubel's theory distinguished between two types of learning: receptive learning and discovery learning. However, it placed particular emphasis on receptive learning, without minimizing its importance. Ausubel highlighted the essential role of receptive learning in the development of problem-solving skills, even though significant learning can occur without it.

The pedagogical implications of this theory were limited to students who could read and possessed sufficient background knowledge in their field of study, since receptive learning relies on the individual's prior knowledge.

Learners following the meaningful receptive learning model could be accused of passivity. Indeed, this model does not contribute to the discovery of pedagogical content, and its role is limited to the reception and connection of old and new ideas (Al-Kinani & Al-Kandari, 1992).

Teaching abstract concepts before concrete ones can prove difficult for the learner to assimilate, as it requires preparation and mental responsiveness (Muhammad Jassim, 2004, p. 213).

- Ausubel's theory of learning is a specific theory because it focuses on language learning and emphasizes the use of language as a means of presenting ideas.
- Ausubel's theory includes hypothetical concepts that are difficult to define operationally and test scientifically.
- This theory values intrinsic motivation and, among these, prioritizes the cognitive component of motivation for achievement. However, its distinction between self-improvement and the need for belonging remains unclear, as both aim to maintain an individual's social position and status.

This theory rejects reinforcement, but the question remains whether solving a problem or completing a task constitutes a form of reinforcement, whether internal or external. Isn't the acceptance of an individual by society a form of social reinforcement?

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