

## Ozubl theory (Ausubel) in meaningful verbal learning

Introduction The idea of the theory:

Put David Ozubl his theory by looking at education, verbal meaningful and which formed the attention of researchers in the field of curriculum and teaching methods for over twenty years and continues to be the main idea in his theory is the concept of learning a meaning which is achieved when linked to new information awareness and understanding of the learner concepts and knowledge has already found, based on the principle of common Ozubl education.

In this context, the Ozubl believe a sense of concepts and relationships associated with the material learned by the learner and knowledge related to the slim build of the most important and influential factors in the learning process as it makes learning meaningful.

Has developed Ozubl this theory and published in a series of scientific studies and research dissemination in the 1959 book entitled \ "Readings in school learning \ " and then publish in 1963 a book entitled \ "psychology of verbal learning meaningful \ ", a new organization to his ideas, as published in 1968 book entitled \ "educational psychology point of view of knowledge \ " In 1969 the publication of Ozubl in conjunction with Robinson's book illustrates the nature of this theory is titled \ "learning school \ " and it made it clear that two types of learning are learning Alastkabbala meaningful and discovery learning meaningful, however, spread this theory among researchers and educators in the late seventies of this century.

The principle of common learning Ozubl 1968:

If I want to shorten each cognitive psychology in the principle of one I say:

\ "The greatest factor influencing learning is what the learner already knows Flanthakq him and studying him based on that \".

Through the above we can say is that this theory of learning based on that of the individual installation of my mind of some kind of experience teaching and when going through a new experience, this helps to enter the new information to the arrangement above-mentioned and as a result, this structure re-formation of new through the integration of new information to become an integral part of it, and so learning is a series of recombination mental changes with each new learning.

Features of the theory

Types of learning when Ozubl:

Learning system when Ozubl depends on two main levels:

The first level is linked to the methods of learning the individual and the particular techniques or methods by which the creation and preparation of educational material to be Talmah or presented to the learner in the classroom and take these methods forms the first is the method (learning Alastkabbala) The second form is (learning Alakchave).

The second level is related to how to address the learner and the handling of the substance education before it even becomes ripe and ready for use or call in the classroom the next if the learner to retain the new information of substance education by integrating or linking slim build knowledge, a set of facts, information and knowledge organization that has been learned in the attitudes of educational earlier also means the integration and the integration of new information with the environment, knowledge of the learner and the formation of the structure of new

knowledge, the learning in this case known as learning meaningful. If the learner Bastzaar educational material and repeat without understanding even be saved without interest in finding the Association between them and the structure of knowledge, the learning in this case known as the deaf and learning here does not make any change in the knowledge structure of the learner.

Indicate that this system may be learning or Astqbaglia Akchavea this depends on the method of providing information or view the learner can also be deaf or have a meaning by way of information processing by the learner and thus reacts to submit Levels of four modes of learning:

1 Learning Alastkabbala with meaning: Meaningful reception learning

Occurs when the teacher presents material in its final form prepared and arranged logically learner who shall collect the meaning of this article and linked or integrated its expertise and its knowledge of the current.

2 learning Alastkabbala Deaf Rote reception learning

This type of learning when the teacher presents the learner's educational material or information in its final Bastzaarha learner who shall, save as it is without trying to link them with his experience or slim build integrated knowledge

3 Alakchave learning with meaning Meaningful discovery learning

This type of learning when the learner's discovery of educational material provided to him and examine the information about them and then link the experience learned from these new ideas and information of past and integrate its expertise in the structure of knowledge.

4 learning Alakchave Deaf Rote discovery learning

This is happening kind of learning when the learner's discovery of the information before it (in the educational material) and address himself Faisal solution to the problem or understand the principle or rule or dissemination of the idea and then save this solution and rote without linking him with ideas and expertise available in the structure of knowledge.

The basic concepts upon which the theory Ozubl:

A knowledge structure Cognitive structure:

Is the regulatory framework of the knowledge available at the individual's current situation and this framework consists of facts, concepts, information and generalizations, theories and issues learned by the individual and can be invoked and used in the position appropriate education, this means that the regulatory framework of good structure of knowledge is characterized by persistence of clarity and convenience in processing the contrary of that calls for the instability of information and the inability to recall and information processing, retention, leading to disability and learning disabled.

2 Article meaningful Meaningful:

The educational material to which the individual material meaningful if it is linked intrinsically and non-random structure of the individual knowledge of this correlation leads according to the theory of Ozubl to \ "learn of the meaning of \ " In contrast, the association of educational material structure of the individual's knowledge in a non-essential and random lead to \ "Learn Samuel \ " which is based on conservation.

So we find that the correlation of educational material content of thought knowledge of the learner to facilitate the emergence of meanings, concepts, new ideas may be used in educational situations or to solve new problems and this happens in a learning-based meaning.

In a sense, that Learning is characterized by several advantages:

Maintained by a brain for a long time.

By increasing the efficiency of the individual to learn more new information concepts that are associated with cognitive structure of the individual.

Close when you forget some of the basic concepts of sub-elements and retain the remaining concepts acquired new meanings and thus continue to play an important role in facilitating the entry of new information

3 reception learning Reception learning:

Is learning that it be educational material presented to the learner in its final form so that the main role in the classroom the teacher is the preparation and organization of the material and then by the learner and the limited role of the learner to receive this article.

4 discovery learning Discovery learning:

Educational material to be presented to the learner is in its initial lead so that the learner a key role in the classroom is the discovery of educational material, organization and order, and represented and integrated into the structure of knowledge.

5 Advanced organized (or organizations advanced) Advanced organizer:

Is that concepts or generalizations or rules applicable to any new ideas so that students provide them with the teacher at the beginning of the classroom to help them link the compiled information and knowledge in their structure.

Divided Ozubl organizations developed into two types:

A) systematic expounder: resort of the teacher when the subject matter is not entirely new to students in which no previous experience includes definitions of concepts and generalizations.

B) systematic comparative: resorted to the teacher when the subject matter is a whole new one to have some previous experience on the subject or some of its aspects may contribute to the integration of new information and distinguished from its predecessor and installed in the format of my mind organized by clarifying the similarities and differences between them.

Most important functions of Advanced Organizer:

1. Works to increase understanding of what the student learns the process and reduce the Misconception of the concepts through the windows and perpetuate generalizations of the concepts are correct.

2. Working to draw attention and generate interest in the student.

3. Working to remind the learner relationships between different parts of the topics studied.

4. Describes the relations between scientific concepts and principles.

6 inclusion (or integration) Subsumption:

Process is concerned with integrating the new information is present in the knowledge structure of the learner in a way is it modified that they produce new concepts and ideas concerned with the growth of knowledge structure of past and development. The process of inclusion that facilitate learning new material, install, and make them more resistant to forgetting also provide the learner strategies for effective being able to call this article in the future.

7 modulated Mahi Obliterative Subsumption:

Is a concept that demonstrates the forgetfulness that occurs after learning meaningful, to distinguish it from the forgetfulness caused by learning the deaf.

Where some elements of the concepts that entered into the knowledge structure of the

individual and this forgetfulness does not result in obstacles when learning new information concepts remaining after forgetting the secondary concepts or details are still serving to facilitate meaningful learning new unlike oblivion due to learning the deaf.

8 differentiation Progressive (Progressive) Progressive Differentiation:

It is intended Progressive differentiation of the concepts that the amendment and the continued development of the concepts held by the individual to become larger and more public, inclusive and more the individual in the learning process a sense, the concepts in knowledge structure are becoming more apparent and consistent.

9 learning epitaxial Super Ordinate Learning:

Learning takes place when the epitaxial student learns that the dog and cat and all rights of mammals also produce epitaxial also learning from the progressive differentiation of the structure of knowledge, where concepts of meta-acquired new meanings.

10 Conciliation integrative Integrative Reconciliation:

Intended that the new concept is added to the concept after the former mutate and occurs between the process of linking and integration, leading to the formation of a new concept where new and old and that this process occurs when he realizes the learner that its terms are many and varied and all describe the same concept, if realized the student the different terms that can describe the same concept may be obtained on the integration of the consensual.

11 sequential organization:

Sequential hierarchical organization means the organization of knowledge structure in the mind of the learner begins with the arrangement of the broader specifically 000 and so on.

Novak has been organized in the form of steps learning meaningful verbal reception as follows:

Learning to reconcile the sense of inclusion integrative learning epitaxial differentiation of gradual and orderly learning advanced conservation deaf.

Types of education at Ozubl:

There are four types of education at Ozubl hierarchically arranged from lowest to highest as follows:

1 Learning representative Representational:

Appear to learn the meaning of discrete symbols, where to take these symbols in the first picture of the words spoken by parents to children, and refers to things that pay attention to the child and then become the meanings given by the child's words.

2 Learn the concepts Concept:

First stage: the concept is to create a process of discovery, inductive properties of the spoken to the category of stimuli, where the child can not label the concept at this stage, although he had learned.

The second stage: it is the concept name, a type of learning where the child learns the representative that the term represents the concept that the word acquired in the first stage, and here the word acquires a property concept will also have semantic meaning.

3 learning issues Propositions Learning:

Cause it meant a rule or principle or law and examples of language syntax and may contain useful circulars for example, may be the case (wholesale) circular Kaljml the

following:

(Children love dogs) may not be following a circular Kaljmlh (our neighbor's dog biting the child Hossam).

4 discovery learning Discovery Learning:

This requires the learner to exercise such a kind of mental activity is in re-organizing and arranging the material of learning and aims to solve the problem of learning and innovation.

Incentives or motives of the collection as seen Ozubl

He stressed that there are three motives for the collection of which is associated with each other links and are changed growth of the individual and include these components:

A cognitive motivation:

This motivation is due to the need of the learner and strong desire to solve problems in daily life is offset if the learner has these characteristics, this motivation may serve to increase the educational collected.

2 Achieve Self:

Includes the motivation to get a prominent place in society and continuous success.

3 The need to belong:

Everyone feels the need to belong to the community in which they live and this may be obvious when individuals active in the community children need attention and care and encouragement of older people in their community to Ahassoa they are part of this community.

Educational applications of the theory of Ozubl

Believed Ozubl that the goal of education is student learning of content and contributed to this theory, largely in the planning of lessons, implementation, evaluation and development of teaching methods are focused on the product of science, not science processes and the focus has been focused on the facts and scientific concepts and principles and the relationship between them.

Focus attention on the importance of science teachers to identify the information that the learner in advance and then work to link new information with the older.

Interested Ozubl organizations developed and to be a general, comprehensive and interesting and the teacher to complete the study of the review easy to key concepts to make sure that the goals of the lesson and the learning process has to link the new information he knew the student before and give the student the duties and questions applied an important process to facilitate the learning process.

They have had a clear role in the emergence of strategies taught in the teaching of modern science was based on the theory of knowledge representation Ozubl:

Known strategies \ "knowledge super \ " \*\*\*\* Cognitive Strategies

A concept map.

2 networks concepts.

3 Fees planning shaped v.

4 circular diagrams of the concept.

Have come here on some of the criticisms directed to her:

- find it meaningful learning divided into two types: learning reception and discovery learning, but it gave great importance to learn the reception and missed learning

exploration.

- It also rejects the principle of reinforcement, although the satisfaction and approval of parents or teachers or individuals refers to the type of reinforcement and that the solution to the problem or complete the work required to achieve the education and competence or a sense of satisfaction that follows is a kind of reinforcement.
- focus on the linguistic point of view of ideas making it suitable for secondary and university education more than the education of children for lack of access to the stage of abstraction.
- Terczaha content when the aim of education is to teach Ozubl was content with its facts