

The effect of using (Gagne's and Ausubel's) Teaching Models on the high school student's achievement in Biology

**"An Experimental study on the second Year,
Secondary School students at Damascus countryside"**

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Abstract

The study aims at studying the effect of using Gagne's and Ausubel's Teaching Models on the high school student's achievement in Biology at all knowledge levels and at each of retention, comprehension and application levels.

The experimental method was adopted to meet the study requirements. And the study sample was tested through the purposive method by the second year, high school students, where the number of the members of the first experimental group (who studied according to Gagne's method) amounted to (60) male and female students, and also the number of the second experimental group (who studied according to Ausubel's method) amounted to (60) male and female students. And the study reached the following results:

- there is a statistical difference (at 5%) between the achievement of the first experimental group students (who studied according to Gagne's method) and the achievement of the second experimental group students (who studied according to Ausubel's method) at all of the knowledge levels in favor of the second experimental group.

- there is a statistical difference (at score 5%) between the achievement of the first experimental group students (who studied according to Gagne's method) and the achievement of the second experimental group students (who studied according to Ausubel's method) at each of the retention, comprehension and application levels in favor of the second experimental group.

It is suggested to conduct similar studies dealing with the effect of using Gagne's and Ausubel's Teaching Models together on other variables such as the development of critical thinking, development of scientific thinking and development of creative thinking.