

The Effect of Using Gordon's Creative Model on Learning Basic Pommel Horse Skills among Physical Education Student

Ali Shamil Hussein

Department of English, Faculty of Education, University of Samarra, Iraq

ali.shamel@uosamarra.edu.iq

Correspondensi Author

Email: ali.shamel@uosamarra.edu.iq

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ABSTRACT

The importance of this research lies in the need to adopt non-traditional teaching models that help students understand the motor pathway of a skill and grasp its components in a deeper and more flexible way. Employing Gordon's creative model in teaching horse-horse skills can contribute to simplifying complex motor concepts through the use of sensory and motor analogies, and linking the performance to the student's prior experiences. This enhances motor visualization and reduces apprehension of the apparatus. The research problem was to investigate the effectiveness of using Gordon's creative model in teaching some basic skills on a horse-horse to students, compared to traditional methods. The research objective was to identify the impact of Gordon's creative model on teaching some basic skills on a horse-horse to students. The researcher used the experimental method, and the research sample consisted of college students. In addition, the post-test results showed that the experimental group was significantly superior to the control group in the preparatory section ($t = 5.062$; $\text{sig.} = 0.00$), the main section ($t = 7.282$; $\text{sig.} = 0.00$), the closing section ($t = 6.791$; $\text{sig.} = 0.00$), and the overall movement ($t = 6.383$; $\text{sig.} = 0.00$). Thus, the Gordon Creative model was shown to be more effective in improving the technical skills of movement in saddled horses with handles than in the control group. After applying the model, the most important conclusions were reached: Gordon's creative model is a successful teaching and learning method, especially for some basic skills involving students on a horse with handles. The most important recommendation was to adopt Gordon's creative model, given its success in teaching and learning, particularly for some basic skills involving students on a horse with handles.

Keywords: Model; Gordon; Creative; Teaching; Horse with handles.

ABSTRAK

Pentingnya penelitian ini terletak pada kebutuhan untuk mengadopsi model pengajaran non-tradisional yang membantu siswa memahami jalur motorik suatu keterampilan dan memahami komponennya dengan cara yang lebih mendalam dan fleksibel. Menggunakan model kreatif Gordon dalam mengajarkan keterampilan kuda-kuda dapat berkontribusi

Jurnal Pendidikan Kepelatihan Olahraga: Pejuang

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menyederhanakan konsep motorik kompleks melalui analogi sensorik dan motorik, serta menghubungkan penampilan dengan pengalaman siswa sebelumnya. Ini meningkatkan visualisasi motorik dan mengurangi rasa cemas terhadap alat. Masalah penelitiannya adalah menyelidiki efektivitas penggunaan model kreatif Gordon dalam mengajarkan beberapa keterampilan dasar pada kuda-kuda kepada siswa, dibandingkan dengan metode tradisional. Tujuan penelitian adalah untuk mengidentifikasi dampak model kreatif Gordon dalam mengajarkan beberapa keterampilan dasar pada kuda-kuda kepada siswa. Peneliti menggunakan metode eksperimental, dan sampel penelitian terdiri dari mahasiswa. Selain itu, hasil post-test menunjukkan bahwa kelompok eksperimen secara signifikan lebih unggul dibandingkan kelompok kontrol pada bagian persiapan ($t = 5,062$; $\text{sig.} = 0,00$), bagian utama ($t = 7,282$; $\text{sig.} = 0,00$), bagian penutup ($t = 6,791$; $\text{sig.} = 0,00$), dan keseluruhan gerakan ($t = 6,383$; $\text{sig.} = 0,00$). Dengan demikian, model Gordon Creative terbukti lebih efektif dalam meningkatkan keterampilan teknis gerakan pada kuda-kuda berpelana dengan pegangan dibandingkan pembelajaran pada kelompok kontrol. Setelah menerapkan model tersebut, kesimpulan terpenting dicapai: Model kreatif Gordon adalah metode pengajaran dan pembelajaran yang sukses, terutama untuk beberapa keterampilan dasar yang melibatkan siswa menunggang kuda dengan gagang. Rekomendasi terpenting adalah mengadopsi model kreatif Gordon, mengingat keberhasilannya dalam mengajar dan belajar, terutama untuk beberapa keterampilan dasar yang melibatkan siswa menunggang kuda dengan gagang.

Kata Kunci: Model; Gordon; Kreatif; Mengajar; Kuda dengan gagang.

INTRODUCTION

Science is the main pillar in the progress and advancement of societies, as it is based on a systematic approach to research and investigation that relies on careful observation, analysis, and experimentation to reach verifiable and developed facts (Anicama & Livia, 2015; Chauhan et al., 2024). Science is not just an accumulation of information, but a continuous process of reconsidering and developing ideas in line with developments, making it an effective tool in solving problems and improving performance in various fields of life. By employing scientific foundations in the educational process, it is possible to move from randomness and imitation to conscious planning based on evidence and objective results (Abramczyk & Jurkowski, 2020; Samsudin et al., 2024).

The contemporary world is witnessing a rapid development in the fields of knowledge and teaching methods, which has made educational institutions facing a real challenge in moving from traditional methods based on indoctrination to modern educational models that focus on developing thinking, creativity and building the learner's self-experience (Abramczyk & Jurkowski, 2020; Samsudin et al., 2024). The goal of the educational process is no longer just to convey information or master motor performance automatically, but to seek to develop thinking abilities, stimulate imagination, and promote initiative and independence among students. Therefore, learning is considered as he sees it (Abdullatif Bin Hamad, Mahdi Mahmoud, 1996). "It is the occurrence of various cognitive, skillful, or emotional changes in the behavioral aspect of the individual. To gain multiple experiences, provided that these variables are carried out in ways that respect thinking The Humanitarian" (Abdel Latif, Mahdi, 1996: 225)

Jurnal Pendidikan Kepelatihan Olahraga: Pejuang

Volume 2 Nomor 3 Oktober 2026

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Creative teaching models are one of the most important contemporary educational trends that contribute to achieving this transformation, as they depend on effectively involving the learner in the educational situation, and providing an educational environment rich in mental and motor stimuli (Ferraz et al., 2024). Among these models is the Gordon Creative, which is based on the principle of using similes, metaphors, and linking divergent ideas in order to generate new solutions and ideas, which contributes to the development of innovative thinking and enhances a deep understanding of educational content. Therefore, (Yusuf sees Qatami Nayefa QatamJ, 2000) that the model Gordon " is the strategy that)Analytical, sequential, convergent, and sequential(Learners are constantly moving between identifying characteristics in familiar objects, and then balancing them with the qualities of the unfamiliar subject This strategy It seeks to help learners look at things that are unknown to them, in the light of the unknown night that they provide, and they deal with with her, and they test her (Youssef, Nayfa, 2000: 152)

It is considered a sport Gymnastics is a game that requires a high degree of neuromuscular compatibility, precision, and motor control, as well as boldness and self-confidence (Riabchenko et al., 2025; Sundgot-Borgen et al., 2013). It is a horse device With Handles are one of the most complex gymnastics machines in terms of technical performance, due to its reliance on continuous rotational movements that require high dynamic balance and special strength in the arms, shoulders, and torso. Students often have difficulties learning the skills of this device due to its complex nature and need for advanced motor perception (Ren & Ma, 2025; Yang et al., 2026).

The importance of the research is evident The need to adopt non-traditional learning models that help students understand the motor trajectory of the skill and grasp its parts in a deeper and more flexible way. Employing a model Gordon Creative in teaching horse skills With Handles can contribute to simplifying complex motor concepts through the use of sensory and motor analogies, and linking performance to the student's previous experiences, which enhances motor perception, reduces device dread, and helps achieve more effective and stable learning. The research also highlights the role of creativity in motor learning, and confirms that the development of skill performance is not only achieved by physical strength, but also requires the activation of mental processes related to perception, linkage, and motor analysis.

Research Problem:

Horse Device Skills With Handles are one of the most complex gymnastics skills in terms of motor structure and neuromuscular coordination, as they rely on continuous rotational movements that require a high degree of dynamic balance, special strength, and precision in transferring weight between the arms while maintaining the flow of movement. However, the educational reality indicates that there is a clear disparity in the level of students' performance when learning these skills, as well as the appearance of frequent technical errors that are often due to poor motor perception and lack of awareness of the correct mechanical path of movement. The adoption of traditional methods of teaching, which focus on explanation and direct presentation without the effective involvement of the student in building understanding, may contribute to slow learning and poor retention of correct performance.

Through the researcher's experience, it was found that The actual problem of the research is the question of how effective the use of a model is Gordon Creative in

Jurnal Pendidikan Kepeleatihan Olahraga: Pejuang

Volume 2 Nomor 3 Oktober 2026

E-ISSN: 3090-1278

teaching some basic skills on a horse With Handles for students, compared to traditional methods. While modern teaching models are important for developing creative thinking and deepening understanding, their use in learning gymnastics skills – especially on a technically difficult device such as a handcuff horse – is still limited. Thus, there is a need to scientifically verify the potential of this model to improve skill performance by developing motor visualization, enhancing understanding of the mechanical relationships of movement, and reducing technical errors during learning. Hence, this research seeks to address this gap by studying the effect of the Gordon Creative in teaching some basic skills on a horse With Handles for students.

Research Objective:

Identifying the effect of Gordon's creative model in teaching some basic skills on a horse with handles to students.

The Induction Hypothesis :

The existence of a positive effect of the creative Gordon model in teaching some basic skills on a horse with handles to students.

Research Areas :

1. Al-Bishri: Students of the third stage at the Faculty of Physical Education and Sport Sciences – University of Baghdad
2. Location: Gymnastics Hall at the College of Physical Education and Sport Sciences – University of Baghdad
3. Alzamani: Period from 2/11/2025 to 6/1/2026.

METHODS

Research Methodology

The experimental method was used in the method of equivalent groups (control and experimental) to achieve the research objectives and address its problem • Haider Abdul Razzaq (2015)) "The experiment looks for the cause and how it occurs, and the researcher deals with the variables of the phenomenon by studying, and in some of them there is an intentional change and controls and controls some other related variables, so that the effect of this on one or more dependent variables is reached, in other words, reaching the causal relationships between both the independent variable and the dependent variable." (Haidar, 2015: 82).

Research Population and Sample:

The research population was determined by the deliberate method They are students of the third stage at the Faculty of Physical Education and Sport Sciences at the University of Baghdad The number of them (267) Student.

I said. (20) students representing a study division were selected to constitute (7.49%) of the original community. They were divided into two groups (control and experimental) by random method and the number of each group became (10) Students, The two eyes were homogenized within each group using the coefficient of difference As in Table (1) The equivalence of the two groups using the (v) test for uncorrelated samples and as in Table (2).

Table 1. Shows the homogeneity of the eyes within the group using the coefficient of difference in body measurements

Experimental Group	Control Group
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Jurnal Pendidikan Kepelatihan Olahraga: Pejuang

Volume 2 Nomor 3 Oktober 2026

E-ISSN: 3090-1278

Divergence coefficient	on	Going to	Divergence coefficient	on	Going to	Measurement	Physical Measurements
1.088	1.864	171.3	1.019	1.745	171.2	Poison	Length
1.234	0.869	70.42	1.374	0.965	70.23	Kg	Weight
2.576	0.557	21.62	2.679	0.578	21.57	Year	Age

Table 2. Shows the homogeneity and equivalence of the control and experimental groups with the research variables

Significance Level	sig	Calculated T value	Experimental Group		Control Group		Measurement	Research Variables
			on	Going to	on	Going to		
Insignificant	0.24	0.188	0.23	0.73	0.22	0.75	Degree (2.5)	Preparatory Section
Insignificant	0.122	0.018	0.45	1.15	0.43	1.14	Grade (5)	Main Section
Insignificant	0.866	0.854	0.24	0.57	0.26	0.67	Degree (2.5)	Concluding Section
Insignificant	0.34	0.255	0.92	2.45	0.91	2.56	Grade (10)	Full Movement

Means of Information Collection:

Means of data collection:

1. Sources and references.
2. Scientific observation.

Devices and Instruments Used:

1. A regular gymnastics hall.
2. Horse Handle Device
3. 4-4 sponge mats
4. Evaluation Form
5. Device for measuring height and weight

Field Research Procedures:

Identification of Skills:

Rise The researcher determined the technical stages on the horse device with handles, which are considered within the subject of gymnastics in the curriculum followed in the faculties and departments of physical education and sports sciences.

Performance Evaluation: (Walaa, Ibrahim, 2012: 278)

The researcher relied on the evaluation of the codified performance from previous researches and studies, which relied on the technical performance evaluation form on the horse device with handles, as It involves the development of an appropriate grade to evaluate each part of the third movement, the preparatory and the main and final movement and the effect Key Mistakes that affect the performance of movements and its smoothness, and the form has obtained an acceptance rate (%80)

Jurnal Pendidikan Kepelatihan Olahraga: Pejuang

Volume 2 Nomor 3 Oktober 2026

E-ISSN: 3090-1278

Tabel 3. Shows the performance evaluation form on the horse with handles

Final Part (2.5) Degree	Main Part (5) Degree	Preparatory Part (2.5) Degree
-Incomplete rotation on landing -Touching the parts of the device when landing -Fall	-Hip angle -Hand Position -Bending the legs -Joint angle -Rotation regularity by movement	-Hip angle - The opening between the legs -Departure from the center of the base of the support - Tilt of the body backwards

Exploratory Experiment:

The researchers conducted an exploratory experiment in 2/11/ 2025 And on the gymnastics hall in The Faculty of Physical Education and Sport Sciences is based on the same sample for the purpose of regulating the exercises used and knowing the components of pregnancy and the extent of the ability to Female Players on the performance of exercises and difficulties that confront them.

Main Experience:

Pre-Exams: The Pre-Tests were conducted on 9/11/2025

Applying the Gordon Creative Model:

Educational exercises were prepared on the horse device with handles and a model was applied Gordon Creative This model included several stages: (Youssef & Dia, 2015: 158).

1. First Stage : The teacher gives basic information about the topic of the new lesson.
2. Stage Two : Direct Analogy / The teacher presents a direct analogy, and asks the students to describe the analogy.
3. Stage Three: Clarifying the Differences: Students explain where the analogy is inappropriate, i.e. explaining the difference between the two familiar or unfamiliar elements.
4. Stage Four: Exploration / Students re-explore the original topic in its terms, i.e. exploring the original topic without balancing.
5. Fifth Stage: Direct Balancing between Elements / Identifying the similarities and differences between the two elements based on the results of direct balancing and direct measurement.
6. Stage Six: Personal Analogy/ The teacher's attempt to convince the students to be themselves the direct analogy.

These exercises were applied in the main section of the educational unit during a full lesson and its three sections (see Appendix(1)) for eight weeks and in two educational units, and the program began to be applied on 10/11/2025 and ended on 5/1/2026.

Post-tests: The post-tests were conducted on 6/1/2026.

Statistical Methods: The researcher used the (SSPS) system in statistical processing of the data results .

RESEARCH RESULTS

Table 4. Shows the results of the (T) tests between the arithmetic medians of the pre- and post-evaluations of the control group

Jurnal Pendidikan Kepelatihan Olahraga: Pejuang

Volume 2 Nomor 3 Oktober 2026

E-ISSN: 3090-1278

Significance Level	sig	Calculated T value	Standard Error	Dimensional		Tribal		Measurement	Evaluation Used
				on	Going to	on	Going to		
Moral	0.00	2.81	0.274	0.35	1.52	0.22	0.75	Degree (2.5)	Preparatory Section
Moral	0.00	2.744	0.43	0.41	2.32	0.43	1.14	Grade (5)	Main Section
Moral	0.00	3.321	0.28	0.21	1.6	0.26	0.67	Degree (2.5)	Concluding Section
Moral	0.00	3.891	0.74	0.97	5.44	0.91	2.56	Grade (10)	Full Movement

Table 5. Shows the results of the (T) tests between the arithmetic medians of the pre- and post-evaluations of the experimental group

Significance Level	sig	Calculated T value	Standard Error	Dimensional		Tribal		Measurement	Evaluation Used
				on	Going to	on	Going to		
Moral	0.00	3.076	0.52	0.33	2.33	0.23	0.73	Degree (2.5)	Preparatory Section
Moral	0.00	3.303	0.784	0.42	3.74	0.45	1.15	Grade (5)	Main Section
Moral	0.00	2.613	0.662	0.23	2.3	0.24	0.57	Degree (2.5)	Concluding Section
Moral	0.00	4.169	1.42	0.98	8.37	0.92	2.45	Grade (10)	Full Movement

Table 6. Shows the results of the (T) tests between the post-arithmetic medians between the control and experimental groups

Significance Level	sig	Calculated T value	Experimental Group		Control Group		Measurement	Evaluation Used
			on	Going to	on	Going to		
Moral	0.00	5.062	0.33	2.33	0.35	1.52	Degree (2.5)	Preparatory Section
Moral	0.00	7.282	0.42	3.74	0.41	2.32	Grade (5)	Main Section

Jurnal Pendidikan Kepelatihan Olahraga: Pejuang

Volume 2 Nomor 3 Oktober 2026

E-ISSN: 3090-1278

Moral	0.0 0	6.791	0.23	2.3	0.21	1.6	Degree (2.5)	Concludin g Section
Moral	0.0 0	6.383	0.98	8.37	0.9 7	5.44	Grade (10)	Full Movement

By observing the tables (4) and (5) we found that there are significant differences Between the pre- and post-tests and for the control and experimental groups, the evaluation of the technical performance on the horse device with handles The calculated values of (v) were greater than the table. This shows the success of the two groups in education and development for the skills and for the control and experimental groups, and this is what he sees Saad Mohsen « (1996) "The educational program inevitably leads to the development of achievement, if it is built on a scientific basis in organizing and programming the process of education, using appropriate and graded methods with difficulty, observing individual differences, as well as using effective educational means under the supervision of specialized trainers under good educational conditions in terms of place, time and the tools used." (Sa'd, 1996: 98).

DISCUSSION

While (Qasim Lazam, 2005) believes that "learning within an educational curriculum that is applied objectively leads to an increase in learning and thus a development in skill in both cognitive and skill aspects" (Qasim, 1996: 56).

By observing Table (6), we found that the experimental group was better than the control group in the application of educational exercises according to the model (Gordon) which strengthened the educational aspect according to the correct creative aspect, and this is what was included in modern teaching, as you see (Ahmed Belqees et al., 1985) "The importance of modern methods in teaching." With its forms and strategies Appropriate learning and teaching as one of the basic elements of the educational process and curriculum and it has an important function in achieving the goals of teaching through the educational situations that take place between the teacher and the learners according to a specific context and curriculum (Ahmed, 1985: 35).

The choice of the model (Gordon) as he sees it (Fathi Mustafa Al , Zayyat , Waleed Kamal The cage , 2001) Seeks to overcome self-centeredness from important models that believe that the use of ideas is the best solution in Limit From the state of stopping the production of ideas and overcoming them, through personal representation, direct representation, and representation Al-Ramzi" (Fathy, Walid, 2001: 44).

In the game of artistic gymnastics on the horse with handles, the choice of model has become a major role in education, as (Mohamed Ibrahim Shehata, 2006) sees that "the sport of gymnastics depends on the ability of the learner to perform exercises and movements characterized by difficulty and at the same time in an aesthetically peaceful form " (Mohammed, 2006: 35).

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Gordon 's creative model is one of the successful methods in teaching and teaching, especially in some basic skills on a horse with handles for students.

Jurnal Pendidikan Kepelatihan Olahraga: Pejuang

Volume 2 Nomor 3 Oktober 2026

E-ISSN: 3090-1278

Creativity in the application of technical stages on the Horse Handles device requires breaking them into stages and knowing the familiar and the unfamiliar for the purpose of correcting the path for the better, and this can be done with the Gordon model.

Recommendations

1. Adopting the Gordon creative model as it is one of the successful methods in teaching and teaching, especially in some basic skills on a horse with handles for students.
2. The necessity of taking into account creativity in the application of the technical stages on the horse of the handles, which requires dividing them into stages and knowing the familiar and the unfamiliar for the purpose of correcting the path for the better, and this can be done with the Gordon model.

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Jurnal Pendidikan Kepelatihan Olahraga: Pejuang

Volume 2 Nomor 3 Oktober 2026

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