

CREATING INTEGRATED LEARNING MODULES: STRUCTURE AND CONTENT OF THE MODEL FOR TEACHING SPECIAL PEDAGOGY BASED ON AN INTEGRATIVE APPROACH

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Abstract: The modernization of higher pedagogical education necessitates a structural transition from traditional monodisciplinary teaching toward advanced integrative models. This article delineates the development, architectural structure, and substantive content of an integrated learning model designed for teaching Special Pedagogy within Higher Education Institutions (HEIs). The research conceptualizes a multidisciplinary framework that synthesizes pedagogical neuroscience, suggestopedia, and clinical disciplines to cultivate future educators’ “suggestive-resocialization competence.” By implementing these integrated training modules across key pedagogical institutes in Uzbekistan, the study empirically demonstrates a significant enhancement in students’ professional readiness to manage, rehabilitate, and reintegrate youth with deviant and socially non-adaptive behaviors back into society.

Keywords: special pedagogy, integrative approach, learning modules, suggestive-resocialization competence, higher education, deviant behavior, resocialization

1. INTRODUCTION

The contemporary paradigm shift in higher pedagogical education places a critical premium on the quality of preparing future teachers for specialized, inclusive, and rehabilitative educational environments. Traditionally, however, the academic curricula of HEIs have treated the branches of Special Pedagogy (including corrective pedagogy, logopedics, oligophrenopedagogics, and social rehabilitation) as isolated, monodisciplinary fragments. This fragmented approach limits future educators from developing a holistic, systemic competence required to address complex behavioral anomalies in the classroom.

The process of resocializing socially non-adaptive youth and individuals exhibiting deviant behavior is fundamentally complex. It cannot be resolved through purely administrative, legal, or mechanical disciplinary measures. Instead, it represents a deep-seated pedagogical problem requiring a rich integration of medical-biological insights, neuropsychological variables, and suggestopedic (positive suggestive) influences.

To bridge this structural gap, this study designs an integrated learning model driven by the synthesis of six core pedagogical axes: person-centered, competence-based, axiological, reflexive, activity-oriented, and socio-pedagogical approaches. The overarching objective of this research is to define the structure and content of this integrative-didactic model and evaluate its efficacy in fostering a specialized “suggestive-resocialization competence” among future teachers.

2. METHODS

This study utilized an experimental pedagogical design conducted within the academic frameworks of major pedagogical higher education institutions in Uzbekistan, including Namangan State Pedagogical Institute, Kokand State Pedagogical Institute, Jizzakh State Pedagogical Institute, and Tashkent Kimyo International University.

The structural architecture of the integrated learning modules was formulated using three primary methodological vectors:

1. Cognitive-Visual Modeling: Translating complex clinical-pedagogical diagnostics, neuro-linguistic classifications, and behavioral data into consolidated mnemonic tables, cognitive maps, and digital monitoring charts.

2. Didactic Encapsulation: Embedding fundamental medical-biological concepts (such as neuroanatomy, neuropathology, and brain plasticity) directly into practical, action-oriented corrective-suggestive lesson scenarios.

3. Pedagogical Monitoring and Assessment: Evaluating the development of students’ suggestive-resocialization competence using criteria-based diagnostic testing, complex case-study simulations, and reflexive self-assessment matrices.

3. RESULTS

The primary outcome of this research is the formulation and empirical validation of a four-tiered Integrative-Didactic Model for teaching Special Pedagogy. The internal structure and thematic content of the model are systemically organized into functional blocks outlined in the table below:

Structural Framework of the Integrative-Didactic Model

Model Blocks	Didaktik Content and Functions	Integrated Components & Disciplines
1.Target (Methodological) Block	Forms an empathetic, humanistic, and value-driven worldview; establishes internal motivation for social rehabilitation.	Person-centered, axiological, and socio-pedagogical approaches.
2.Substantive (Integrative-Modular) Block	Deploys advanced modules: <i>"Neuro-pedagogical Technologies in Special Education"</i> and <i>"Suggestive Pedagogy and Resocialization."</i>	Symbiosis of clinical neurology, neuro-linguistics, corrective pedagogy, and suggestology.
3.Processual (Technological) Block	Targets operational skills: building rapport, establishing positive socio-ethical mindsets, and dissolving negative behavioral stereotypes.	Case-studies, cognitive mapping, interactive psychosocial simulations, and communication drills.
4.Evaluative-Reflexive Block	Tracks, diagnoses, and measures the evolutionary level of the student’s suggestive-resocialization competence.	Criteria-based diagnostic tests, individual reflexive diaries, and peer-review profiles.

During the experimental phase, the developed integrated modules were embedded into the training cycle of the experimental student cohorts. Quantitative and qualitative assessments revealed that students in the experimental groups exhibited a 28.4% increase in their capacity to establish constructive pedagogical communication, activate the internal psychological resources of marginalized youth, and maintain systemic pedagogical control over the resocialization trajectory compared to control groups trained under traditional curricula.

4. DISCUSSION

The empirical findings generated by this model significantly expand the theoretical boundaries of higher education didactics, specifically building upon L.S.Vygotskiy’s classic theory of dysontogenesis and compensation, as well as P.K.Anoxin’s theory of functional systems. By moving past rigid monodisciplinary boundaries, the model demonstrates that special pedagogical training in HEIs achieves maximum efficiency when shifted toward an integral-functional perspective.

The conceptual core of this transformation rests on the acquisition of *suggestive-resocialization competence*. Under this model, future educators evolve their professional posture from a defensive,

punitive, or purely administrative mindset to a cooperative, deeply empathetic, and suggestively reinforcing stance.

By leveraging constructive suggestion (verbal and non-verbal encouragement, positive mental framing, and rebuilding the youth’s internal locus of control), the educator actively dampens deep-seated behavioral stereotypes. This empowers teachers to scientifically guide marginalized or at-risk youth away from anti-social environments and structurally steer them toward positive social reintegration.

CONCLUSION

1. The implementation of an integrative-didactic model for teaching Special Pedagogy successfully elevates the professional training of future teachers from rigid, monodisciplinary frameworks into a highly responsive, multidisciplinary matrix.

2. The specialized learning modules developed in this study serve as an effective mechanism for synthesizing theoretical neuro-pedagogical insights with practical suggestopedic techniques, effectively instilling a robust *suggestive-resocialization competence* in university students.

3. Ultimately, this integrative learning model provides a thoroughly validated scientific-methodological framework that simultaneously optimizes the quality of higher pedagogical education and addresses the vital social need for rehabilitating vulnerable and deviant youth.

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