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## NEUROPEDAGOGICS: SCIENTIFIC FOUNDATIONS AND EDUCATIONAL IMPLICATIONS

**Samoilenko O.V.***c.philol.s , as.prof.*

ORCID:0000-0001-5040-874X

Donetsk national medical university

Lyman, Pryvokzalna, 27, 84404

**Abstract.** *Neuropedagogics is an interdisciplinary field that integrates neuroscience, psychology and pedagogy. The aim of this discipline is to improve educational practices by understanding how our brain works and learns. The rapid development of cognitive neuroscience has provided teachers and tutors with valuable insights into brain functioning, learning mechanisms, memory, emotions, feelings and motivation. This article explores the theoretical foundations of neuropedagogics, its core principles, methods and practical usage in modern educational systems. Particular attention is given to the role of emotions, attention, neuroplasticity and individual differences in studying processes. The work also describes challenges, limitations, and future prospects of neuropedagogical research and practice.*

**Keywords:** *neuropedagogics, neuroscience, learning, studying, brain-based education, neuroplasticity, motivation.*

### **Introduction.**

In recent decades, education has undergone significant transformation due to advances in neuroscience and cognitive psychology. Traditional pedagogical models, which often focused primarily on content transmission, are increasingly being replaced by learner-centered approaches that take into account cognitive, emotional, and social aspects of learning. Within this context, **neuropedagogics** has emerged as a promising interdisciplinary field.

Neuropedagogics is trying to find an answer for a fundamental question: *How can knowledge about the brain improve teaching and learning?* By understanding how the brain processes information, forms memories, and responds to emotional and environmental stimuli, teachers can create more effective, inclusive and engaging learning environments.

The relevance of neuropedagogics is especially evident in contemporary education systems facing challenges such as learner diversity, attention deficits, digital overload and the necessity for lifelong learning. This article aims to provide a comprehensive overview of neuropedagogics, its theoretical foundations, principles,



and applications in educational practice.

Neuropedagogics can be defined as an interdisciplinary scientific field that studies the relationship between brain functioning and educational processes in order to optimize teaching and learning. It combines knowledge from:

- neuroscience,
- cognitive and educational psychology,
- pedagogy,
- biology.

Unlike traditional pedagogy, neuropedagogics emphasizes the **biological basis of learning**, focusing on neural mechanisms which include perception, concentration of attention, memory, emotions and motivation.

The roots of neuropedagogics can be traced back to early neurological and psychological research in the late 19th and early 20th centuries. Scientists such as Ivan Pavlov, Jean Piaget, and Lev Vygotsky created important theoretical foundations by exploring learning, reflexes, development, and cognition.

However, neuropedagogics as a distinct field began to develop actively in the late 20th century due to:

- achievements in brain imaging technologies (MRI, EEG),
- increased interest in cognitive neuroscience,
- growing interaction between neuroscientists and teachers.

The concept gained popularity with the rise of **brain-based learning** approaches, which aim to build and develop educational practices according to natural brain processes.

Learning is a complex process involving multiple brain structures:

- ✓ **cerebral cortex** is responsible for higher cognitive functions such as thinking, problem-solving, and language.
- ✓ **hippocampus** plays a key role in memory formation and consolidation.
- ✓ **amygdala** is involved in emotional processing and emotional memory.
- ✓ **prefrontal cortex** regulates attention, decision-making, and self-control.

Effective learning occurs when these structures interact harmoniously, allowing



information to be processed, stored, and retrieved efficiently.

One of the most important concepts in neuropedagogics is **neuroplasticity**, the brain ability to change and reorganize itself in response to experience, learning, and environmental influences.

Neuroplasticity demonstrates that:

- learning can occur at any age,
- mistakes are part of brain development, they are natural,
- repeated practice strengthens neural connections.

This concept challenges fixed-ability beliefs and supports growth-oriented educational approaches.

Neuropedagogics studies cognitive processes. For example, memory is central to learning and includes several types: sensory memory, working memory, long-term memory.

Neuropedagogical research emphasizes that meaningful learning occurs when new information is connected to prior knowledge and emotionally significant experiences.

Neuroscience has shown that emotions are inseparable from cognition. The emotional state of a learner directly influences attention, memory, and decision-making.

Positive emotions:

- enhance motivation,
- improve memory retention,
- increase engagement.

Negative emotions such as fear or anxiety can block learning by activating stress responses in the brain.

Learning is strongly influenced by the brain's reward system, particularly dopamine pathways. Motivation increases when learners:

- experience success,
- receive constructive feedback,
- perceive learning as meaningful.



Neuropedagogics encourages the use of intrinsic motivation rather than external pressure, fostering curiosity and autonomy.

Neuropedagogics is aimed at the learner-based approach to studying and education. Neuropedagogics recognizes that learners differ in:

- cognitive abilities,
- attention span,
- memory capacity,
- emotional regulation.

These differences are rooted in both genetic and environmental factors.

Understanding brain diversity supports inclusive education, especially for learners with learning disabilities, attention disorders, emotional or behavioral challenges.

Neuropedagogical approaches help to develop flexible teaching methods that accommodate individual needs rather than enforcing uniform standards.

Effective neuropedagogical strategies include multisensory learning. This conception is closely connected with multimodality which plays a crucial role in teaching and learning. Traditional education relied heavily on written texts and verbal instruction, but contemporary pedagogy increasingly incorporates visual media, digital tools, interactive platforms, and embodied learning practices. Multimodal learning environments enhance **student engagement**, support **different learning styles**, improve **conceptual understanding** and strengthen **memory and retention**. For example, combining verbal explanations with diagrams, videos, animations, and physical demonstrations helps learners build richer mental representations. Multimodality is especially effective in teaching abstract concepts, foreign languages, sciences, and complex processes.

The other important principles of neuropedagogics are active engagement, frequent breaks to prevent cognitive overload, repetition through some particular periods of time.

The physical and social environment significantly affects learning. Factors such as lighting, noise, classroom layout, and teacher-student relationships influence brain



functioning.

Digital tools can support learning if they are used in the proper way. New technologies have significantly expanded the scope of multimodality. Online platforms integrate text, audio, video, hyperlinks, interactive elements, and virtual environments into unified communicative spaces. As a result, digital literacy increasingly overlaps with multimodal literacy.

In digital learning environments, multimodality supports interactive exploration, personalized learning paths, collaborative meaning-making and immediate feedback.

However, the abundance of modes also presents challenges. Cognitive overload may occur if multimodal elements are poorly designed or uncoordinated. Effective multimodal design therefore requires careful consideration of coherence, balance, and pedagogical purpose.

Neuropedagogics warns against excessive screen time but supports interactive and adaptive technologies which are developed to cognitive principles.

Despite its potential, neuropedagogics faces several challenges:

- oversimplification of neuroscience findings,
- emergence of “neuromyths” (e.g., rigid learning styles),
- limited direct applicability of laboratory research to classrooms.

Critics argue that educators must apply neuroscience cautiously and avoid deterministic interpretations of brain research.

The future of neuropedagogics lies in:

- deeper collaboration between scientists and educators,
- evidence-based teacher training,
- ethical use of neuroscientific knowledge.

As research progresses, neuropedagogics may contribute to more humane, effective, and adaptive educational systems.

### **Summary and conclusion.**

Neuropedagogics represents a significant step toward understanding learning as a biologically grounded, emotionally influenced, and socially embedded process. By integrating neuroscience with pedagogy, educators can create learning environments



that respect individual differences, foster motivation, and support lifelong learning. While challenges remain, neuropedagogics offers valuable insights that can transform educational theory and practice when applied thoughtfully and critically.

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