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## **Theoretical Didaxis of Assertive Communication as a Way of Social Integration in University Learning Spaces in the light of Postmodernity**

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### **ABSTRACT**

The new demands imposed by world scientific development make educational policies an aspect that needs to be addressed, where integration is seen as spaces of connection and source of social transformation. That is why, the purpose of this research is to generate a theoretical didaxis of assertive communication as a means of social integration in the spaces of university learning in the light of postmodernism, framed in the Postpositivist paradigm, a conformed epistemic route was described for a session of theories that constituted the epistemic floor of this investigation. In this sense, the research was framed in a qualitative study, supported by the phenomenological method, where the researcher relied on hermeneutics to make the interpretations and understandings based on the data cemented by the units of analysis that corresponded to 7 (seven) key informants. The in-depth interview and participant observation were used to collect the information; They were then analyzed and interpreted to give rise to the categories which were represented in matrices that allowed triangulation of information sources. The Investigation concluded that the Praxiología of the same is framed in a training program that contains as a central axis the socioeducational actions that support the deployment of a formative proposal, which is made up of teachers and students where they can adhere to this training to materialize the curricular, pedagogical and didactic ideals that systematically allow the theory generated to be achieved, achieving the full development of the personality and with it a successful social integration in the university context.

**Descriptors:** Assertive Communication, Social Integration, University Learning Spaces, Postmodernity.

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