

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
H.S. Skovoroda Kharkiv National Pedagogical University
SSI “Institute of Education Content Modernization” (Ukraine)
Babeş-Bolyai University (Romania)
Ludwigsburg University of Education (Germany)
Mid-West State University – UNICENTRO (Brazil)
Northeastern University of Boston (the USA)
Sinop University (Turkey)

CONFERENCE PROCEEDINGS

**IV International Scientific and
Practical Conference**

EUROPEAN STUDIES. LEARNING AND TEACHING: IN THE WORLD OF TECHNOLOGIES

»
**Kharkiv,
Ukraine –
Cluj-Napoca,
Romania
November 12,
2025**

<http://doi.org/10.5281/zenodo.17350719>



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**To the 80th Anniversary of the
University Being Named after H. S. Skovoroda**

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**Kharkiv
2025**

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
Харківський національний педагогічний
університет імені Г. С. Сковороди (Україна)
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*До 80-річчя від присвоєння
університету імені Г.С. Сковороди*

ЗБІРНИК МАТЕРІАЛІВ
IV Міжнародна
науково-практична конференція
«ЄВРОПЕЙСЬКІ СТУДІЇ.
НАВЧАННЯ І ВИКЛАДАННЯ:
у світі технологій»

(Харків, Україна – Клуж-Напока, Румунія)

12 листопада, 2025

Харків
2025

UDC 37.011:37.014.5:37.016

<https://doi.org/10.5281/zenodo.17350719>

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European Studies. Learning & Teaching: In the World of Technology :

Conference Proceedings of the IV International Scientific & Practical Conference, Kharkiv, Ukraine – Cluj-Napoca, Romania, November 12, 2025 / H. S. Skovoroda Kharkiv National Pedagogical University ; editorial board: I. Kostikova (editor-in-chief) [et al.]. Kharkiv : [s. n.], 2025. 298 p.

<https://doi.org/10.5281/zenodo.17350719>

This proceedings volume brings together research papers presented at the IV International Scientific and Practical Conference “European Studies. Learning & Teaching: In the World of Technology,” held on November 12, 2025, in Kharkiv, Ukraine, and Cluj-Napoca, Romania.

Materials are published in the author’s edition.

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УДК 37.011:37.014.5:37.016

<https://doi.org/10.5281/zenodo.17350719>

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*Рекомендовано редакційно-видавничою радою Харківського національного педагогічного університету імені Г. С. Сковороди
(Протокол № 9 від 19 листопада 2025 року)*

European Studies. Learning & Teaching: In the World of Technology :

Conference Proceedings of the IV International Scientific & Practical Conference, Kharkiv, Ukraine – Cluj-Napoca, Romania, November 12, 2025 / H. S. Skovoroda Kharkiv National Pedagogical University ; editorial board: I. Kostikova (editor-in-chief) [et al.]. Kharkiv : [s. n.], 2025. 298 p.

<https://doi.org/10.5281/zenodo.17350719>

Збірник матеріалів об'єднав дослідницькі розвідки, представлені на IV Міжнародній науково-практичній конференції «Європейські студії. Навчання та викладання: у світі технологій», що відбулася 12 листопада 2025 року в Харкові (Україна) та Клуж-Напоці (Румунія).

Матеріали опубліковані в авторській редакції.

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**DEGTIAROVA, Albina
MUKHINA, Tetiana**

<https://orcid.org/0000-0002-1758-882X>

Berdiansk State Pedagogical University, Ukraine

INTEGRATION OF DIGITAL TECHNOLOGIES IN PRIMARY SCHOOL: EUROPEAN EXPERIENCE AND UKRAINIAN PERSPECTIVES

In the modern world, digitalization is significantly transforming the educational space. Primary school faces the challenge not merely of introducing technologies but of making them a tool for developing students' critical thinking, creativity, and emotional intelligence. As Vasyl Sukhomlynsky wrote, “Childhood is not preparation for future life, but real, bright, and unique life.” Therefore, digital technologies should be harmoniously combined with the humanistic values of education.

European countries demonstrate a systematic approach to digitalization. According to P. Sahlberg, in Finland, technologies support the individual pace of learning and the development of independence among younger students. In Germany, they are integrated through interdisciplinary projects. The EU defines digital competence as one of the key skills in the DigComp framework, emphasizing critical thinking and the ethical use of information.

In Ukraine, the implementation of digital technologies takes place within the framework of the New Ukrainian School concept, which is based on partnership and a competence-oriented approach. As Liliya Hrynevych aptly notes, “We should not simply teach children to use technologies, but help them understand how these technologies are changing the world.” Sofia Rusova emphasized that education must evolve alongside the cultural progress of the nation—words that remain relevant today when technologies should serve personal development.

European experience shows that the most effective model is one where digital tools are integrated into all learning processes—from communication to creative projects. In France, students create digital stories, while in Estonia, they use individualized electronic resources. In Ukraine, interactive platforms such as LearningApps, Wordwall, and ClassDojo, as well as blended learning, are gaining popularity. As Ukrainian scholars O. Pometun, N. Morze, and O. Ovcharuk note, successful digitalization depends not on technology itself but on the teacher's pedagogical mastery.

Thus, the digitalization of primary education is not a matter of technical modernization but a deep rethinking of the essence of learning—where the primary school student remains at the center, with their emotions, interests, and abilities. The Ukrainian school, relying on European values, must unite humanity and technology so that the teacher becomes not a computer operator but a true mentor and inspirer of young learners.

Scientific Publication

**European Studies. Learning & Teaching:
In the World of Technology**

CONFERENCE PROCEEDINGS OF
IV INTERNATIONAL SCIENTIFIC & PRACTICAL CONFERENCE
(Kharkiv, Ukraine – Cluj-Napoca, Romania, November 12, 2025)

(in the English Language)

Responsible for the Release: Kostikova I.

Technical Editor: Chetveryk V.

Responsible for layout: Chetveryk V.

*The materials are published as provided by the authors.
The organizing committee may not share the authors' views.
Authors are responsible for the academic integrity, content
and accuracy of their papers.*

Signed for publication 20.11.2025.

Format 60×84/8

Conventionally printed sheet: 18.

Contact Details of the Organizing Committee:

kaf-theory-practice-english-lang@hnpu.edu.ua

conferences.dtpel@gmail.com

H. S. Skovoroda Kharkiv National Pedagogical University
Alchevskyh Str., 29, Kharkiv, 61002, Ukraine

Харківський національний педагогічний
університет імені Г.С. Сковороди
Україна, 61002, м. Харків, вул. Алчевських, 29.

