

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**



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

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**Kharkiv
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Редакційна колегія:

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**POLISHCHUK, Kateryna
MUKHINA, Tetiana**

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

Berdiansk State Pedagogical University, Ukraine

VIRTUAL AND AUGMENTED REALITY IN TEACHING NATURAL SCIENCES IN PRIMARY SCHOOL

In today's digital world, children are immersed in innovative technologies from an early age, opening up new horizons for learning and development. Thanks to VR and AR, they can “travel” into space, ‘observe’ dinosaurs, or “conduct” scientific experiments without leaving the classroom. The teacher's task is to channel this natural curiosity into cognitive development, forming a lasting motivation to learn.

Virtual reality (VR) and augmented reality (AR) technologies transform the study of natural sciences into an exciting, dynamic, and realistic process. Immersive learning combines visuality, interactivity, and safe modeling of complex phenomena. In a virtual environment, students can explore the structure of the human body, the structure of the Earth, the movement of planets, or the processes of the microcosm – things that are difficult or impossible to demonstrate in a regular classroom.

During such activities, younger students are not passive listeners: they interact with the learning material, conduct experiments, visit virtual laboratories and museums, and observe natural phenomena. This promotes the development of investigative thinking, the formation of hypotheses, and the ability to draw conclusions based on their own observations.

VR and AR also open up new opportunities for inclusive education, allowing the educational process to be adapted to the individual needs of students with special educational needs. This provides a comfortable environment and equal access to knowledge.

Modern VR and AR educational platforms that can be used when teaching science in elementary school:

- *MozaBook – MozaWeb* – an interactive platform with 3D presentations, videos, photos, and tools for modeling experiments. Students “live” the lesson in a three-dimensional format, exploring cells, animals, and natural phenomena.
- *Star Walk and Star Walk 2* – applications for studying astronomy, containing over 200,000 celestial objects and allowing you to observe space in real time.
- *Google Expeditions* is a tool for virtual excursions to different corners of the world: from the depths of the ocean to world-famous museums.

Thus, the use of virtual and augmented reality technologies in teaching natural sciences in primary school opens up new horizons for education. Familiar learning turns into an exciting journey full of discoveries and research. Immersive technologies not only stimulate students' cognitive activity, but also shape key NUS competencies: curiosity, the ability to observe, explore, formulate assumptions and conclusions, as well as learn about oneself and the world through research interaction.

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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

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