

**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**

# **CONFERENCE PROCEEDINGS**

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**In the World of Technology”**

(Kharkiv, Ukraine – Cluj-Napoca, Romania)

**November 12, 2025**

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## **DIGITAL COMPETENCE OF PRIMARY SCHOOL TEACHERS AS A FACTOR OF INNOVATIVE EDUCATIONAL ENVIRONMENT**

Digital competence in contemporary education has evolved from a narrow ICT skill to a meta-professional quality, forming the basis of the philosophy of the New Ukrainian School (NUS). There has been a shift from an instrumental understanding to a broader perspective: the critical and responsible use of digital technologies for learning, professional activities, and societal participation. The teacher becomes a facilitator of the educational environment, while digital competence is a key factor in creating flexible, individualized conditions for developing competencies, as stipulated in the Law of Ukraine «On Education».

The architecture of teacher digital competence in Ukraine combines European approaches with national priorities. Its foundation is the DigComp framework, which comprises five areas: information literacy, communication, content creation, safety, and problem-solving. The Ukrainian adaptation is embedded in the Professional Standard for Teachers, where information and digital competence (A3) is one of the core elements. It encompasses orientation in the information space, critical thinking, working with digital resources, applying technologies in teaching, and ensuring digital safety.

The «forced digitalization» caused by the pandemic and the full-scale war accelerated the mastery of basic tools but also revealed certain systemic problems. In primary education, a particular pedagogical dilemma emerged regarding the need to balance the benefits and risks of digitalization.

To address these challenges, a systematic approach to professional development is required, creating an ecosystem of continuous learning: integrating digital technologies into teacher education programs (HEIs), offering professional development courses, promoting active self-education, mentorship, activities of school methodological associations, and collaborative development of digital lessons.

The ultimate goal is to improve student learning outcomes, as the level of teacher digital readiness directly influences the development of key competencies in pupils. Future prospects are linked to the integration of cutting-edge technologies, including artificial intelligence (AI). AI-based tools can optimize teachers' routine tasks, freeing time for individualized work. This will require teachers to develop new skills for critical evaluation and ethical use of these tools.

Despite a strong regulatory framework aligned with European standards, there remains a significant gap between ambitious goals and complex practice, exacerbated by crisis conditions. The success of further digital transformation depends on systemic efforts: investments in infrastructure, bridging the digital divide, and creating a comprehensive professional development system. The priority should be the shift from mere tool-based learning to the development of deep pedagogical design thinking, enabling teachers to intentionally design effective and safe digital educational processes focused on student needs.

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