

**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, Ukraine – Cluj-Napoca, Romania)

**November 12, 2025**

**Kharkiv  
2025**

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ**  
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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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### **MODELING AS A STEM TECHNOLOGY FOR DEVELOPING CREATIVITY IN PRIMARY EDUCATION STUDENTS**

In modern education, there is a growing need to develop creative thinking in primary education students. Within the STEM approach, modeling serves as an effective means of fostering the creative potential of future teachers. Research by Ukrainian scholars (A. Drokina, O. Spivakovskiy, N. Morse, et al.) confirms that STEM modeling develops systems thinking, imagination, and the ability to construct new knowledge.

Theoretically, modeling is grounded in the constructivist approach, which emphasizes the active role of the student in creating and exploring models. In the works of J. Piaget and J. Bruner, it is considered a tool for developing cognitive structures and critical thinking. In the Ukrainian context, these ideas are expanded by O. Pometun, I. Zaitseva, and O. Huzik, highlighting the activity-based approach, STEM competencies, and pedagogical design. Modeling combines scientific inquiry, construction, and creative thinking, making it an effective instrument for developing creativity.

In STEM modeling, primary school students learn to formulate hypotheses, test them, and visualize ideas, which contributes to the development of creative thinking. By creating new representations, seeking non-standard solutions, and experimenting with forms, modeling stimulates creativity. Practice shows that the use of LEGO, digital simulators, and 3D modeling fosters imagination, engineering thinking, and problem-solving skills. According to E. Torrance, creativity encompasses originality, flexibility, and the ability to transform – qualities that are developed in students through modeling.

The professional training of future primary school teachers should include a methodological system that integrates modeling into the content of pedagogical disciplines, employs the case method for analyzing educational situations, involves project-based activities to develop educational models, and utilizes digital platforms (Tinkercad, Scratch, GeoGebra) for creating educational simulations. These approaches contribute to developing future teachers' capacity for pedagogical design, encompassing modeling of content, forms, and teaching methods.

The practical implementation of modeling as a STEM technology is possible through educational cases and projects. For example, the «Ecological House» case involves creating a model from sustainable materials, calculating energy consumption, and presenting solutions. In the «Solar System Model» project, students create three-dimensional models of the planets, explore their characteristics, and present their findings. Such tasks develop creativity while fostering teamwork, critical thinking, and technical literacy skills.

Thus, modeling as a STEM technology is an effective tool for developing creative thinking in primary education students. Its integration into the professional training of future teachers allows for the cultivation of innovative pedagogical thinking capable of responding to the challenges of modern education.

*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:**

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

