

**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**

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***До 80-річчя від присвоєння  
університету імені Г.С. Сковороди***

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**THE ATTITUDES AND OPINIONS OF PRESCHOOL TEACHERS AND INITIAL  
TEACHERS IN RELATION TO ENVIRONMENTAL EDUCATION AND THEIR  
AWARENESS OF SUSTAINABLE DEVELOPMENT**

Sustainable development is a concept that integrates environmental, social and economic considerations for a balanced and sustainable progress of society. It emphasizes a balanced approach to growth that integrates economic progress, social inclusion, and environmental protection. In today's world, where issues such as climate change, resource depletion, and social inequality are increasingly urgent, sustainable development provides a framework for building a more resilient and equitable future. It encourages responsible use of natural resources, innovation in technology, and cooperation among nations to ensure long-term prosperity and well-being for all.

In modern society, where we face environmental challenges every day, it is of particular importance that education guides children towards responsible and conscious behavior towards nature. Environmental education and education for sustainable development aim to develop positive attitudes, knowledge and habits in children from an early age.

The educational process in preschools plays a key role in creating generations that will live in harmony with nature and society. By including environmental content and the principles of sustainable development in everyday activities, children learn from a young age that change for a better world begins with them.

The aim of this research paper is to examine the attitudes and opinions of preschool educators and initial education teachers regarding environmental education and their awareness of sustainable development. The research is based on qualitative and quantitative analysis of data collected through survey questionnaires and interviews with teachers from various educational institutions.

The paper applies quantitative and qualitative methods in order to gain a deeper understanding of the attitudes, opinions, and practices of preschool and initial education teachers regarding environmental education and environmental awareness for sustainable development.

The purpose of the research is to determine:

- Teachers' attitudes towards environmental education;
- The level of environmental awareness among teachers;
- The presence and manner of integration of environmental content in the educational process;
- The needs for additional education and resources for the successful implementation of environmental education.

A descriptive methodology was applied, using a survey and semi-structured interviews as the main research techniques.

The target population includes teachers working in public and private preschools and primary schools (grades I–III) on the territory of several municipalities in the Republic of North Macedonia. The sample consists of: 50 preschool teachers and 50 initial education teachers (grades I–III). The sample was selected through purposive sampling, in order to include respondents with different levels of experience, institutional affiliation, and geographic distribution (city/rural).

The following data collection techniques and instruments were used: A survey questionnaire with closed and semi-open questions, designed to examine:

- attitudes about the importance of environmental education;
- self-assessment of readiness for integration of environmental content;
- practices and examples of activities related to ecology;
- perception of institutional support.

Semi-structured interviews with 10 selected respondents from both categories (educators and teachers), in order to gain deeper insights into their personal experiences, motivations and challenges.

Quantitative data from the surveys were processed with descriptive statistics (frequencies, percentages, averages), using Microsoft Excel and SPSS. Qualitative data from the interviews were analyzed through thematic analysis, identifying main themes and categories related to environmental awareness, teaching approaches and support needs.

The results indicate that the majority of teachers recognize the importance of environmental education and its role in building environmental awareness in children from an early age. However, there are differences in the level of engagement, availability of resources, and support from institutions. Teachers in initial education have more theoretical knowledge than teachers in preschool institutions, and teachers in preschool institutions have more practical knowledge than teachers in initial education. This can be explained by the fact that the knowledge that initial education teachers acquire at university is quite new, they spend more limited time with children within the framework of applied courses, while preschool teachers interact much more with children every day and are further away from theoretical knowledge. Furthermore, it can be said that preschool educators and initial education teachers are sensitive to environmental issues, interested in environmental education, prepared and open to development.

The conclusion emphasizes the need for more systematic training of teaching staff, integration of environmental topics into curricula, and promotion of active approaches to learning for sustainable development from an early age. The paper provides recommendations for improving practices and policies that support the development of environmental awareness in children through education.



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## **DIGITAL HUMANITIES AS AN INTERDISCIPLINARY PHENOMENON**

Digital Humanities (DH) is, first and foremost, an interdisciplinary phenomenon that transforms the very methodology of research, creating new forms of knowledge. It emerges as an integrative field that combines traditional humanities disciplines (philology, history, art history, cultural studies) with information technologies (computer science, Big Data, machine learning, etc.). The idea of this study arose as a direct response to an acute problem raised by participants in round tables and conferences organized within the framework of the Erasmus+ educational project “Modernisation of university education programmes in foreign languages by integrating information technologies” (DigiFLEd).

The relevance of studying digital humanities is driven by the global processes of digital transformation in society and culture.

The level of research on the problem can be conditionally divided into two stages: paradigm formation and methodological institutionalization. DH has a history spanning over half a century (beginning with computer linguistics and textual studies in the 1940s–1960s). Today, it is an institutionalized discipline. Fundamental discussions are centered on the philosophy of computational thinking. Researcher Johanna Drucker emphasizes that DH is an epistemological shift, not merely a set of tools. She stresses that humanists must critically analyze the nature of data and not perceive them as ‘innocent’ facts. Research from the last five years, particularly the work of Matthew Kirschenbaum, focuses on the preservation of digital heritage and critical coding.

In Ukraine, DH has been developing intensively over the last decade, especially in the field of corpus linguistics and archive digitization. Researchers Kulyk V. A. and Sydorenko O. M., in their works published after 2020, underscore the need to integrate Ukrainian humanities data into global standards (TEI, CIDOC CRM). The main research challenge in Ukraine lies in the insufficient number of open, well-annotated, and validated corpora for machine learning and further analysis. However, centers are actively being formed to work on digital archives and lexicographical databases.

New methods for processing and analysis are demanded by the growing volume of digitized cultural archives, text corpora, historical documents, and media content, which are impossible without computer technologies. DH proposes a transition from close reading to distant reading, introducing quantitative and visualization methods into qualitative humanities research. This opens the way to discovering hidden patterns in texts that are not apparent to the human eye. Digitization, 3D modeling, and the creation of virtual museums are key to preserving and popularizing material and intangible heritage, which is particularly relevant in the context of modern challenges.

The object of study in Digital Humanities is the digitized or born-digital cultural and historical objects: large text corpora (literary works, historical documents,