Ideas of Sustainable Development in the Higher Education System: Analysis of Experience and Prospects

Galina Ivanovna Atamanova[a] and Vladimir Nikolaevich Romashin[b]
Federal State Budgetary Educational Institution of Higher Education "Novosibirsk State University of Economics and Management "Novosibirsk Institute of National Economy". Department of Psychology, Pedagogy and Law, Novosibirsk, Russian Federation
atamanova-gi@mail.ru

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Abstract: The article is devoted to generalizing the experience of introducing the ideas of sustainable development into the higher education system through generalized questions for implementation and answers to them. In the introduction, the relevance of the chosen topic is substantiated, contradictions are formulated, the document that was proposed for discussion is considered: "Sustainable development in education until 2035". The research methodology defines the purpose, stages of the research, and methods. The article presents an analysis of the problem of introducing the ideas of sustainable development in the higher education system on the basis of the document under discussion, articles that help to understand some solutions. The description is given through already published articles, including through published and unpublished own experience. In addition, through the analysis of participation in pilot projects and other events with an emphasis on the main issues that should be paid attention to in the aspect of the implementation of the innovative and advanced educational process for a better semantic understanding. The main criterion of such realization is the interest of all participants in the educational process using the method of semantic pedagogy: simply about the complex. In conclusion, a generalization of the work performed is formulated and prospects for the realization of cognitive, creative activity of students at the university are briefly highlighted.

1 INTRODUCTION

The ideas of sustainable development in the higher education system are becoming more and more important and relevant in the modern world. This area of education aims to train specialists who are able to make decisions and develop strategies that will take into account the environmental, social and economic aspects of the development of society.

If we turn to the fundamentals of state policy in the field of environmental development, then this is basically the direction to ensure the sustainable development of the country, the preservation of a favorable environment, biological diversity and natural resources to meet the needs of present and future generations. This policy is implemented through the directions described in various documents that reflect environmental safety, aimed at preventing negative impacts on the environment and at preserving and restoring natural ecosystems, unique and rare natural objects.

We must not forget that the main figure of post-industrial society is a person, and his main capital is knowledge in action, therefore it is advisable not to analyze in detail the documents that are submitted for discussion, since they are too far from implementation, but to consider in more detail exactly what is relevant for a university teacher, that is, what concerns the organization of the educational process. This activity should address issues of education for sustainable development not in the format of a declaration, but in the format of an explanation of activities, including at a university. One of these documents and its discussion can be found in open access. In particular, the document proposed for discussion is "Sustainable development in education until 2035" (Federal'nyj institut razvitiya

[a] https://orcid.org/0000-0001-9062-261X
[b] https://orcid.org/0000-0001-7898-1679

obrazovaniya. RANHiGS; Neudobnye voprosy po dokumentu «Obrazovanie 2035»).

Familiarity with inconvenient issues and their discussion makes it possible to conclude that in the documents that are given for analysis and, as it were, reflect the achievement of tasks, according to indicators of sustainable development for the level of students' education at the university, it is difficult to identify and single out both tasks and indicators. There is only for additional education. This complicates the understanding of what activities should be organized with students, and far from the direction of economics and ecology, so that it contributes to the solution of the designated tasks, according to the selected indicators. All this excludes the issues of studying education for sustainable development, although for students it can be considered in the cultural aspect in relation to the discipline and the profile of study. To date, it is difficult to say that a teacher or a student sees the expediency of considering ESD issues in the course of the discipline being studied, taking into account the chosen level of study.

There are many contradictions that, on the one hand, provide documents for implementation, designate tasks, indicators for SDG4, and on the other hand, they do not reflect the educational component in the aspect of teaching ESD students. Unresolved contradictions make it difficult to implement these issues at the university through the chosen profession or discipline of study and narrow them down to an economic or environmental component. Although these issues can be considered in a cultural context, which can be used in the study of any discipline in any chosen field of study.

2 RESEARCH METHODOLOGY

To describe the research methodology, it is necessary to determine the boundaries and elements, that is, the object and the subject. The educational process at the university will be taken as an ***object***. ***The subject*** in this case is the process of teaching university students when introducing ESD issues into disciplines. It can be any discipline and any direction of study.

Therefore, the purpose of this study will be a concrete experience in implementing the ideas of sustainable development in the educational process at the university and its analysis for the formation of the foundations of a culture of sustainable development with the further use of the experience gained by all participants in the educational process.

In order not to describe the tasks in detail, the main stages will be formulated further, which will allow evaluating both the implementation of the study itself and its effectiveness or performance.

The diagnostic stage, which allows to determine the level of knowledge in the field of education for the sustainable development of all its participants. For the teacher, both the theory of ESD issues and the analysis of existing experience for the introduction into the educational process of students of a particular university, in a particular discipline, etc., as well as the development of diagnostic tools to determine the level of knowledge in this area at the initial stage. This is the starting point, which will be the basis for the implementation of further activities that need to be organized for students or with students. The analysis of such feedback with honest answers to the teacher will give the clearest picture to answer the question: "Where to start?" both the teacher and the student.

The second stage is the activity organized by the teacher for students, which will be planned based on the analysis of the diagnosis and give a certain result. Moreover, this activity can be carried out without limiting the forms of interaction to achieve results. Basically, it should be aimed at implementing the principles of ESD, which will contribute to the transition to an environmentally oriented model in the process of organized activities at the university. This model should be based on interdisciplinary knowledge, new thinking, which is based on an integrated approach to the development of society, the economy and the environment. Therefore, based on the analysis of the feedback received, it is necessary to take into account the development of scientific and practical activities of all participants in the educational process, tailored on the basis of needs (university, department, teacher, etc.). The implementation of such activities will be a general cultural vector of training future specialists of the higher education level (bachelor's degree, specialty) for use in life.

The third stage is the results of activities that can be evaluated not only in the aspect of the discipline studied, but also spread as practices of using the ideas of sustainable development in the aspect of analysis, experience and prospects for implementation. Since these are not only material results in the form of articles, speeches, submitted completed tasks, but also a psychological trace of understanding the meaning of what you are doing and what results will be after your specific activity at the level of yourself, group, region, country, etc.

The fourth stage is the generalization and analysis of what has been, what has become and how it can be used in further activities with students. Since this stage involves generalizing feedback from students, it will come from students, not from the teacher. It is important for the teacher to understand this in order to prepare what the student needs, but in the aspect of sustainable development ideas.

Methods for the implementation of the study:

- *at the theoretical level* – the study of the theory of the question on the studied problem (analysis, synthesis, induction, deduction, analogy, etc.);
- *at the empirical level*, which include: observation, description, comparison, experiment, modeling, survey, conversations, feedback analysis, etc.

The methods used will give an understanding of where this student is now and what can be given to him, so that he forms the necessary competencies not only in formal knowledge of education issues for sustainable development, but also understands why he needs it and what it will give him now and when he implements it in his future profession.

As concrete results, there may be student papers that are reflected in publications or in completed assignments and submitted for verification, etc.

3 RESEARCH RESULTS: A BRIEF ANALYSIS, DESCRIPTION OF EXPERIENCE, PROSPECTS FOR THE INTRODUCTION OF SUSTAINABLE DEVELOPMENT IDEAS INTO THE HIGHER EDUCATION SYSTEM

A brief analysis of the problem. There is an assertion that education plays one of the main roles in the life of modern society, therefore it is important to analyze how the ideas of sustainable development can act as a source of generation, improvement and development of human capital.

This person of the future is being formed at the university, so naturally uncomfortable questions arise about the document "Sustainable development in education until 2035", the discussion of which is offered both on the page of the organizer of the conference "Key directions of development of Russian education to achieve the goals and objectives of sustainable development in the education system", and on the comments page (Konferenciya "Klyuchevye napravleniya razvitiya rossijskogo obrazovaniya dlya dostizheniya celej i zadach ustojchivogo razvitiya v sisteme obrazovaniya", Neudobnye voprosy po dokumentu «Obrazovanie 2035»).

In particular, *Evgeny Malevanov*, Director of the Federal Institute of Education Development of RANEPA, spoke about methodological approaches to the development of directions for the development of Russian education for the implementation of ESD goals and presented two goals: *cit. "*... one goal is the order of the Ministry of Education of the Russian Federation, the other goal is the desire that their developments "become part of the practice of education specialists today" (Konferenciya "Klyuchevye napravleniya razvitiya rossijskogo obrazovaniya dlya dostizheniya celej i zadach ustojchivogo razvitiya v sisteme obrazovaniya"). According to the speaker, this is necessary for the strategic activities of the education sector.

On the other hand, *E.N. Dzyatkovskaya* notes in the introductory speech to the Glossary that the disunity of scientific schools hinders the development of the theory and practice of environmental education in the interests of sustainable development. Therefore, the direction of choosing modern pedagogical models of ESD should be chosen in cooperation with each participating country and in each country (Glossarij po ekologicheskomu obrazovaniyu dlya ustojchivogo razvitiya), which is not mentioned in the document under discussion even with a detailed study of it.

It should be noted that ESD issues are discussed not only within the restrictive framework of the already proposed content (country, region, city, educational institution, educational process, discussion, etc.), but also in its other context: collective intelligence and sustainable development, issues of which are relevant in the era of globalization. In particular, an article by *V.V. Mantatov, L.V. Mantatova* "A New View on Sustainable Development: Anthropocosmism, Naturgumanism and Ecocommunism (based on materials from the XXIV World Philosophical Congress) is of interest. This is a reflexive analysis of the plenary reports at the Beijing Congress devoted to the philosophical study of the problem of humanism. The authors propose to consider the concept of sustainable development *cit.:* "... as a strategy for improving life "according to the laws of Beauty" (K. Marx) and according to the "laws of the Whole" (V. Vernadsky). The scientific novelty of this project lies in the integration of philosophical ideas about man and technological concepts of the future for sustainable human development" (Mantatov, Mantatova, 2020).

It is scientific novelty that can be developed for ESD in the context of integration and technologisation for any discipline that is taught at a university. It can be management as the basis of the quality of education at the university in the aspect of education for sustainable development, it can be both innovation and motivation based on those aspects that can be revealed in the taught discipline through the ideas of sustainable development. The analysis of the issues in previously published articles gives an understanding of how integration can be carried out based on the ideas of sustainable development, taking into account the discipline taught. These articles in the elaboration of the stated topics give awareness of the importance of considering the ideas of sustainable development in the higher education system. This approach to the organization of activities at the university will be aimed at improving the academic, educational and cognitive processes for the development of university programs with an emphasis on the needs of both students and consumers (Romashin, Atamanova, Fil, 2019; Atamanova, Romashin, Fil, Chukhrov, 2019; Dzyatkovskaya, Anufrieva, Dlimbetova, Atamanova, Shmelkova, 2020; Atamanova, 2017; Romashin, Atamanova, 2022; Atamanova, 2023).

At the plenary session of one of the scientific and practical conferences, *E.N. Dzyatkovskaya* notes: *cit.:* "... the theory and methodology of environmental education have become a field of pilot testing of new approaches to achieving personal results of education in a society that is looking for ways of sustainable development" (Dzyatkovskaya, 2018). It was participation in the pilot project that gave the experience that can be described and summarized.

The experience of introducing education issues for sustainable development into the higher education system began with advanced training courses in 2016, followed by participation in a pilot project implemented under the UNITWIN/UNESCO program on the topic "Interregional Network Partnership: Learning to Live Sustainably in a Global World: Ecology. Health. Safety", and acquaintance with an amazing person *Elena Nikolaevna Dzyatkovskaya*. She is a leading researcher at the Laboratory of Didactics of General and Vocational Education, Doctor of Pedagogical Sciences, Professor, leading researcher at the Institute of Educational Development Strategy of the Russian Academy of Sciences, Academician of the RUE, Head of the UNESCO Network Department of the Faculty of Global Processes of the Moscow State University named after M.V. Lomonosov on the basis of the Institute of Educational Development Strategy of RAE, which not only organizes various webinars and events from a seminar to an international discussion, but also motivates, inspires through semantic pedagogy: simply about the complex.

Like all life, this experience was either active, passive, productive, or interesting, but the most useful experience was gained when getting acquainted with the "green axioms" as a metaphor language that can be used not only in the process of organizing educational activities, but also in the process of ordinary life. This is the experience of implementing the ideas of sustainable development in the role of a leader, mentor, assistant in the implementation of a pilot project in different years. In order for the experience to be more understandable and justified, it will be described further with answers to questions that give an understanding of the meaning to each of its participants, and this is from the section of semantic pedagogy: simply about complex which is not yet in mass education.

The presented experience in its summary is for all participants of the educational process. In this context, this is the level of students' understanding of what they need to take from what the teacher offers, according to the discipline study program, taking into account their own interest.

First, you need to determine the level of understanding of the issues in the aspect of ESD, for this either a questionnaire or a test will be suitable, which will be developed by the teacher before studying the discipline. These are questions with a ready-made, presumptive choice of the answer in terms of the right direction for research, or a scale for evaluation. Such testing can be organized in a way that is convenient for everyone. As simple questions can be: about ESD, about who N.N. Moiseev is, etc.

Without going into details on the sample of respondents, it is possible to identify the most frequent answers to questions, without highlighting the group of respondents that were received over different years and during the survey of different groups. Everyone can check the validity of these questions in their environment.

Answers to the question about ESD: basically heard from the media and associate them with ecology in all areas and garbage collection.

In response to the question of whether they have heard from other teachers about ESD before studying the discipline, they give the answer: No. Students, as well as teachers, think that this does not concern them, since ecology is not their profile of learning, studying.

In the answers to the question about N.N. Moiseev – the most frequent answers are the scientist.

Thus, even simple questions, without large-scale testing, give an understanding that ESD issues remain outside the framework of the education system, since, according to those responsible, they are environmental in nature - and this is a state task and can be developed only by order, but without taking into account participants in the educational process.

In this case, the teacher needs to focus on the ideas of sustainable development when studying material that will motivate students and carry a semantic load with an emphasis on activities at the university, including for the future profession. These issues may include the folk pedagogical heritage of the inhabitants of a certain region, the identification of the links of the global world in any activity, that is, the formation of three-dimensional thinking. Three-dimensional thinking will allow you to study the surrounding world and space, not dividing it into planes and straight lines, but holistically. Therefore, the result of such activities will be products and objects that are characterized by their "globality", since they include the most diverse aspects of their class, including the folk pedagogical heritage of the inhabitants of the region.

The main question is: ***"Where should I start?"*** and "***How to implement?"*** — these questions arise when organizing any activity. The answers to these and other questions are given by *E.N. Dzyatkovskaya* at one of the scientific and practical conferences. She notes that it is environmental education at all levels of education that will contribute to the implementation of ESD goals across all subject areas and set a general cultural vector for education, which is important for all its participants. This vector is focused on solving the problems of sustainable development in order to involve in the process all the most valuable cultural heritage of mankind, reflected in the content of various academic subjects (Dzyatkovskaya, 2018).

But no matter how well it is said what and how to do, you need to start with yourself, that is, first answer the question to yourself: "Are you interested in this?". If "Yes", then it will be interesting to those with whom the activity will be carried out, and no matter in what form of interaction it will take place: in the classroom or in an electronic /digital educational environment. The main thing is to understand that the activity of any teacher for the organization, stimulation, control of students should be based on an integrated approach to the issues from the program through their solution in the aspect of environmental education. This is important in order to unite and show that environmental education is the core of integrity with the use of those methods, means, forms, technologies that will be of interest to students. For this, too, there are areas for activity, taking into account the revealed connections of the global world. That is, the issues that are studied under the program can be considered not separately, but in a relationship with:

1) social, economic, environmental aspects in any activity (formation of "three-dimensional" thinking);
2) past, present and future;
3) global, regional, local and personal;
4) citizenship, human rights and responsibility;
5) needs (spiritual and material ...) and possibilities of their satisfaction;
6) cultural, social and biological diversity;
7) quality of life, equality and social justice.

It is important to note that when organizing work with students in the aspect of the indicated relationships, it is not necessary to include new knowledge, but it is necessary to form a new type of culture of relations between society, nature, and the economy. As A. Einstein said: "It's pointless to continue the same thing and wait for other results".

Next, the experience of implementing the ideas of sustainable development at the university through key issues will be presented. The results themselves are various participation in competitions, receiving recognition of work and published articles that will remain outside the scope of this article. As it was noted, the implementation is possible provided that the teacher or the educator is interested in such a process. Therefore, we will agree that next we will talk about the experience from interested teachers. Since it is he who can form ecological thinking based on an ecosystem cognitive model, and ecological consciousness can be formed only on the basis of personal and joint experience of reflexive assessment and environmental project activities focused on the values of sustainable development (SD). A teacher, an educator, a mentor has always been and is a central figure in education.

1. What is education for sustainable development? what is it about?

E.N. Dzyatkovskaya gives a very good answer to this question in one of her publications, further *cit.:* "Education for sustainable development", this is an indivisible phrase meaning the name of an education that did not exist before. ***The object*** of cognition is socio-natural ecosystems (at school they study only natural ecosystems in their natural environment, only in geography there is a similar, but not identical, concept of a natural and economic complex to a socio-natural ecosystem). ***The subject of knowledge*** in education for sustainable development is mutual connections and relationships in socio-natural ecosystems (natural, social, economic, demographic, political and others). In fact, we are talking about the laws of interaction between society and nature, social and biological. The ***methods of cognition in ESD*** are also specific. This is an eco-system cognitive model that allows to identify, analyze, predict the interrelationships and relationships of society, economy and nature, at the level of global and local processes, the needs of current and future generations; the possibilities of their satisfaction in the present and future; ways to ensure an improvement in the quality of human life without deterioration in the quality of the environment. The ESD toolkit also includes the skills to learn, communicate, cooperate, act, self-define (be), create (change yourself and the world), which are partially provided for by the current Federal State Educational Standard" (Dzyatkovskaya, 2020).

It is important to understand the different interpretations:

— When it comes to ***education about sustainable development***, the task is to inform students about the problems of sustainable development and ways to solve them.

— When it comes to ***education for sustainable development***, the task expands and provides for the formation of the necessary knowledge, skills, relationships, and ultimately the foundations of a culture of sustainable development (including the development of new social roles by students, ethics of new humanism, culture of responsible consumption, etc.).

— When it comes to ***education for sustainable development***, a combination of education about and for sustainable development is assumed.

Summing up the answer to the question posed, it can be answered that education for sustainable development (ESD) is not a separate subject, but a general cultural vector of human education throughout his life, which will shape thinking, values and actions through an innovative educational process built on the basis of an ecosystem cognitive model using those mechanisms pedagogical process, which already have an innovative character. Such organized activity will reflect the formation of a scientific picture of the world through the prism of the concept of universal evolutionism of academician N.N. Moiseev to direct creative power to create a new type of relations and production. Therefore, we can assume that the strategy and the emerging system of ESD fits into the development of innovative processes in education, but taking into account that the entire system of world education will be transferred to this qualitatively new level, which will correspond to the future model of SD (Dzyatkovskaya, 2018; Dzyatkovskaya, 2020; Zalihanov, Stepanov, 2021; Ursul, 2019; Atamanova, 2021).

1. Where to start? What to do?

A counter question arises: "***How to implement what is planned***?", if there is no methodology for understanding the implementation of even theoretical aspects of ESD in the education system, including in the higher education system, not to mention identifying the readiness of participants in the educational process to understand the meaning. You don't even need to conduct in-depth research, but just ask some questions to interlocutors, teachers, educators, administration, students, etc. It is possible to identify not only the meaning of the level of understanding of ESD development issues by each respondent, but also the levels of understanding that will allow you to figure out where to start.

In order to answer the questions where to start and what to do, the answers alone are not enough. We need advanced training courses or independent study using the material that is publicly available on the network partnership website (http://partner-unitwin.net/partnery) and sign a cooperation agreement. Network partnership is a resource not only in terms of information, but also psychological, social, economic, etc. There everyone will be able to find what they need or ask questions and always get answers to them. It is impossible to do this without working in a team with a network partnership, as motivation decreases, the stress of misunderstanding increases and there is a desire to leave these questions.

This conclusion was made after the scientific management of innovative platforms at school, at the university. As long as there is an external motivator, in the role of a pusher, explainer, controller, assistant, mentor – there is also a result. These are articles, participation in competitions, Olympiads, etc. with all supporting documents. Therefore, to carry out activities, it is not enough to know the answers to the questions where to start and what to do and how to implement, and you also need to put yourself in an appropriate emotional state, study the material and realize how the creative potential of a teacher can be used in a specific discipline taught, with specific students.

2. What is the point of introducing the ideas of sustainable development into the higher education system?

The meaning of introducing the ideas of sustainable development, ESD into the higher education system is determined by the goal, which is aimed at forming a system of knowledge, skills and values among students. These formed values in the process of educational activity are necessary not only for learning, but also in the future life, in the profession. They are necessary for making decisions that contribute to sustainable development at the local, national and global levels. This includes understanding the problems of the environment, social justice and economic stability, as well as finding solutions to these problems.

Therefore, it is possible to distinguish the basic **principles of the introduction of ESD**:

— ***Interdisciplinarity,*** as ESD seeks to integrate knowledge from various disciplines to solve complex problems of sustainable development.

— ***Active participation of students*** in the learning process, including joint decision-making and project implementation.

— ***Sustainability*** as a key factor in solving the problems of sustainable development.

Thus, in the future, the development of pedagogical science and practice in the field of didactics of inter-, over, trans-subjectivity is relevant. Since the didactics of inter-subjectivity consists in the integration of knowledge from different fields to solve common problems or tasks. Over-subjectivity implies the development of skills and competencies that go beyond individual subjects, for example, critical thinking, communication or problem solving. Trans-subjectivity is an approach to learning that goes beyond traditional subjects and disciplines, and includes the study of complex problems and systems in their entirety. It is at the university that, within the framework of studying a certain discipline, it is possible to implement a trans-subjectivity approach that will go beyond the scope of the material being studied and will contribute to the semantic understanding of problems in their holistic perception when studying a specific issue, the topic of the discipline being studied.

3. What should I pay attention to?

When studying the ideas of sustainable development in the educational process at the university, it is necessary to pay attention to the following aspects:

1) ***Interdisciplinary approach***. The ideas of sustainable development require the integration of knowledge from various fields, not only related disciplines, but also others. It is necessary to find the side that can complement the topic being studied and offer a study when looking at the same question, but from different sides for a holistic perception of the studied material. Therefore, it is important to include these topics in curricula and courses on an interdisciplinary basis.

2) ***A practical approach***. The theory of ESD issues obtained in order to understand the semantic content must be consolidated in practice and use those forms, methods, means, and technologies of training that will give the best result for each participant.

3) ***Student participation***. Only with the active participation of students and their involvement in the learning process, it is possible to form motivation for the studied problem by means of the taught discipline, topic, question. Active, interactive teaching methods organized by the teacher in the process of teaching students in the aspect of sustainable development interests will not only consolidate theoretical knowledge, but also semantic content for understanding the terms studied in the discipline in the aspect of ESD. Students should be actively involved in the learning process so that they can better understand and accept the ideas of sustainable development. This may include projects, research, discussions and other forms of activity that can be implemented in any form of interaction from individual, group – in the classroom, to the use of digital/electronic educational environment.

4) ***Sustainable development.*** It is important to emphasize the importance of sustainable development as a key factor for the future of our planet and society, not only in the aspects of globalization, but also the importance of sustainable development for the country, region, family, and individual.

5) ***Global approach.*** Education for sustainable development should take into account global problems and challenges that may have an impact on the understanding of issues studied in the discipline taught.

6) ***Ethical behavior***. Training in sustainable development should also include training in ethical behavior, such as respect for the environment, social responsibility and care for future generations, including in the aspect of the discipline, topic or individual issue being studied.

Thus, in order to organize the educational process at the university with the theory of ESD, the teacher first needs to compare the theory of the studied issues with the issues that are proposed to be studied in the aspect of sustainable development ideas and highlight the main interdisciplinary interactions. This is necessary in order for students to perceive the studied material not only on the topic, but also in connection with other aspects of studying this issue, which may be economic, sociological, technological, environmental, etc. That is, you need to choose such a theory and think over such methods so that the perception is holistic, and so that the theory is worked out in an interactive format, no matter what form of interaction there will be: from individual, group – in the audience, to the use of digital/electronic educational environment with education and training in ethical behavior, that is, it should be innovative-advanced educational process.

4. What does a teacher need to know to organize the training of students at a university in the aspect of ESD?

Only a teacher who himself understands the importance, content, and most importantly the meaning of how and where it will be possible to use the ideas of education for sustainable development in those topics and issues that will be offered to students can form a different attitude among students to the issues of education for sustainable development. This will contribute to the activation of students' activities through their taught discipline, through their taught subject, through the topic that will most give the student an understanding of why he needs it and how he can apply it in his future profession, in life.

To the content of such teaching on the basis of any discipline, when studying the issues of any of the topics, it is possible to formulate the functions of this process:

- ontological (What is the world around us?),
- orientation (How to live in it?),
- value-semantic (What is valuable in it?).

And through this prism, as examples, to show the significance of the ideas of sustainable development in identifying the connections of the global world, interconnections, new thinking, integration, etc.

As an example, the materials of the International collective monograph "Ideas of sustainable development in history, culture, education" can be considered, in particular, an article about the value and meanings of sustainable development in the content of academic disciplines (on the example of pedagogy) (Atamanova, 2021), and for understanding the terms: "Glossary".

Based on acquaintance with various examples, their own experience, everyone will be able to implement the learning process at the university so that it takes place in an activity-based form, is personality-oriented and implemented based on the needs of students (from the student to the content, and not vice versa) within the framework of an ecosystem cognitive model.

4 CONCLUSION

The description of the experience in implementing the ideas of sustainable development in the educational process at the university and its analysis based on the study of various sources, their participation in various projects, competitions described in articles, speeches that are freely available helped to structure this experience through formulated questions. This structure will help everyone who wants to contribute to the higher education system to form the foundations of a culture of sustainable development (including the development of new social roles by students, ethics of new humanism, culture of responsible consumption, etc.) through an innovative and advanced educational process. All this will help in the preparation of such a process only to those who will take the initiative to introduce into education something new that is not yet available in mass education – ideas in the interests of sustainable development. The described experience is only a vector of transition of the educational process aimed at the strategy of ESD with the use of various innovations. This is a fundamentally new educational process of transferring the entire world education system to a qualitatively new level corresponding to the model of sustainable development.

Thus, summarizing the above, we can conclude that if the answers to the formulated questions are given and the answers are clear where to start and how to implement, but there are still some unresolved issues, then they can be solved with the help of a network partnership: "Interregional Network Partnership "Learning to live sustainably in the Global world: ECOLOGY. HEALTH. SAFETY(http://partner-unitwin.net/partnery). And for the realization of cognitive, creative activities of students at the university and for their activity in activities, you can use participation in events that are offered on the pages of the network partnership website in the aspect of "conjugacy". The main condition for the implementation of the ideas of sustainable development in the higher education system is the interest of its participants.

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