

The Role of Education in the Sustainable Development of Society

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Abstract: The sustainable development of society is becoming increasingly relevant in modern society. The inextricable link between economic development, social changes in society and measures aimed at protecting the environment should lead to long-term satisfaction of the needs of humanity. The article provides a brief overview of the spread of the concept of "sustainable development" in the world community, awareness by developed countries, and after them by other states, of the vital need for coordinated interaction of the three components of sustainable development (economic development, ecology and social progress) to ensure the quality of life. The indisputable role of education in the formation of people's consciousness for overcoming the global crisis is outlined.

1 INTRODUCTION


The concept of sustainable development has been one of the central points of world politics and practice for about thirty years. N.S. Kasimov claims that "no other scientific idea, either in the natural or in the social disciplines, had previously had such a wide public response" (Kasimov, Tikunova, 2003).


It should be noted that the approach to the interpretation of the concept of "sustainable development" in the Russian Federation and the world is significantly different. While in Russia sustainability is understood to a greater extent as the development of the economy, economic growth, in the global space, the interpretation of sustainable development is given a broader meaning. In developed countries, sustainability is understood as a unified system of social, economic and environmental processes, without which the transition to the path of sustainable development is impossible (Bobylev 2017). Reflecting on the views on sustainability and sustainable development, which focus on defining safe spaces, one can see the emergence of a new approach to sustainability, according to which sustainability and sustainable development are defined by double negation. That is, sustainability is


a state that is not unstable, and sustainable development is a development that does not lead to unstable states (Transforming Our World: The 2030 Agenda for Sustainable Development).

2 RESEARCH METHODOLOGY

Based on world experience, the Russian Federation is making certain efforts to achieve the main goals of sustainable development. At the end of the last century, Decree of the President of the Russian Federation dated February 4, 1994 No. 236 "On the state strategy of the Russian Federation for environmental protection and sustainable development" (Slabinskaya, Benderskaya, 2015) was issued, two years later, by Decree of the President of the Russian Federation "On the concept of the transition of the Russian Federation to Sustainable Development No. 440 dated April 1, 1996, Russia adopted its concept of transition to sustainable development (Decree of the President of the Russian Federation of February 4). Two years later, in 2018, Decree of the President of the Russian Federation of May 7, 2018 No. 204 "On the national goals and strategic objectives of the development of the Russian

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Federation for the period up to 2024” was adopted, which also paid attention to the achievement of sustainable development goals (Ursul, 2014). It should be noted that recently in Russia there has been a great emphasis on the interconnection of the scientific, technical and socio-economic development of the country in order to achieve national interests. Thus, the largest state project in the history of Russia, Priority 2030, involves the formation of a large group of universities that will create new scientific knowledge, human capital for the sustainable development of Russia and the entire civilization in the new technological order. The project is aimed at creating world-class universities capable of implementing a set of solutions that meet great challenges. The task of education is the development of thinking for the future, covering the principles, beliefs, values that contribute to ensuring sustainability in the environment, society, and the economy.

3 RESEARCH RESULTS

One of the most important mechanisms for achieving sustainable development is education. This was the conclusion reached by scientists from one hundred and seventy-nine states at the famous Earth Summit, which adopted Agenda 21 at a conference in Rio de Janeiro, Brazil in 1992. “Enlightenment, including formal education, public awareness and vocational training, should be recognized as a process through which the individual and society can reach their full potential. Education is critical to promoting sustainable development and empowering countries to address environment and development issues...environment and development education should address the dynamics of the physical/biological and socio-economic environment and development (including possibly spiritual) human being, to be an integral element of all disciplines and to use all formal and informal methods and effective means of communication” (Agenda 21: United Nations Conference on Environment and Development in Rio de Janeiro) This conference, in fact, was a continuation and development of the UN Stockholm Conference, held in 1972 in Sweden, which raised issues of preserving and improving the human environment. Five years later, in New York, at a special session of the UN State Assembly, the issues of sustainable development and the decisions of Agenda 21 were again raised. In the future, the heads of state and government of the UN member states met regularly

and discussed ways to achieve the Millennium Development Goals (eight Goals were formulated at a meeting in New York in September 2000), as a result, in 2015, at the UN Summit on Sustainable Development, the Agenda for 2030 and seventeen Sustainable Development Goals:

1. The widespread elimination of poverty in all its forms.
 2. Zero hunger, ensure food security and nutrition and promote sustainable agriculture.
 3. Ensuring healthy lifestyles and promoting well-being for all at all ages.
 4. Ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all.
 5. Ensuring gender equality and empowering all women and girls.
 6. Ensuring the availability and sustainable use of water and sanitation for all.
 7. Providing access to affordable, reliable, sustainable and modern energy sources for all.
 8. Promoting sustainable, inclusive and sustainable economic growth, full and productive employment and decent work for all.
 9. Building strong infrastructure, promoting inclusive and sustainable industrialization and innovation.
 10. Reduce inequality within and between countries.
 11. Ensuring openness, security, resilience and sustainability of cities and towns.
 12. Ensuring sustainable consumption and production patterns.
 13. Taking urgent action to combat climate change and its consequences.
 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development.
 15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, halt and reverse land degradation and halt biodiversity loss.
 16. Promoting peaceful and inclusive societies for sustainable development, ensuring access to justice for all, and building effective, accountable and inclusive institutions at all levels.
 17. Strengthening the means of achieving sustainable development and revitalizing the mechanisms of the global partnership for sustainable development (Picture 1).
- Sustainable Development Goals
 Eradication of poverty
 Zero Hunger
 Good health and wellbeing
 Quality education

Gender equality
 Clean water and sanitation
 Affordable and clean energy
 Decent work and economic growth
 Industrialization, innovation and infrastructure
 Reducing inequality
 Sustainable cities and towns

Responsible consumption and production
 Fight against climate change
 Conservation of marine ecosystems
 Conservation of terrestrial ecosystems
 Peace, justice and strong institutions
 Partnership for sustainable development

ЦЕЛИ В ОБЛАСТИ УСТОЙЧИВОГО РАЗВИТИЯ



Picture 1: UN Sustainable Development Goals (Melnik, 2014) (2016-2030).

These goals are complex and indivisible and are ultimately aimed at transforming people's lives. The achievement of the above goals is expected through the independent development of their own sustainable development strategies, plans, programs by countries, which will be monitored through global indicators developed and approved by competent experts. At the same time, one should take into account the different levels of development of countries participating in the implementation of the sustainable development goals, the need to effectively use financial resources to achieve the goals.

The Sustainable Development Goal - "To provide inclusive and quality education and promote lifelong learning opportunities for all" - adds questions of content and results of education to the coverage questions, expands the age category, covering not only children and adolescents, but also the adult population, adds questions learning conditions and resources. The important role of education as the

main driver of development and in achieving other Sustainable Development Goals has been recognized (Dodonova, Bakurova, Gomanova, 2020). Education as a driver of development has the potential to accelerate and scale up sustainable development. In the Russian Federation in 2016, the Report on Human Development in the Russian Federation of the analytical center under the government of the Russian Federation entitled "The UN Sustainable Development Goals and Russia" was heard. The idea of this Report on Human Development in the Russian Federation, which includes the key points of the Sustainable Development Goals, was to briefly analyze the main priorities of the UN Sustainable Development Goals (SDGs) for 2015-2030 in relation to Russian reality. The formulated seventeen UN Sustainable Development Goals of 2015 are very relevant tasks and indicators, primarily for the developing world. Some of the goals recommended by the UN (including the levels of specific indicators)

are considered already achieved in the Russian Federation (even in the USSR) (Bobylev, Grigoriev, 2016). For example, Goal number four “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” is relevant for Russia in the form of ensuring equal access (for women and men) to affordable and quality vocational education. Higher education sets the task of improving the quality and compliance with the needs of the economy.

4 DISCUSSION OF THE RESULTS

World scientists have come to an agreement that only education and enlightenment can act as a means of influencing the consciousness of people in order to change their behavior, in order to realize the relevance of sustainable development to overcome the global crisis of society. Education, first of all, should form skills and behaviors that contribute to changing the value and ethical attitudes of society, the purpose of which would be rational activity in matters of the environment, economic and social development (Agenda 21: United Nations Conference on Environment and Development in Rio de Janeiro). For the first time in Russia, the introduction of sustainable development disciplines into the educational process began at the Russian University of Chemical Technology named after Dmitry Ivanovich Mendeleev. At the moment, the concept of education for sustainable development is being implemented at the Russian University of Chemical Technology in various areas of training by the UNESCO Chair "Green Chemistry for Sustainable Development". At the same time, attention to the problems of SD was paid at the International Independent Ecological and Political Science University (IIEPSU). DI. Mendeleev and some other universities, but so far their number is limited (the same idea is also emphasized by a small number of universities in the Russian Federation that signed the “Commitments of institutions of higher education regarding the practice of ensuring sustainability in connection with the UN Conference on Sustainable Development”. Training in the field of sustainable development is underway in Dagestan State University, Kuban State University, Vladimir State University, Ivanovo State University, St. Petersburg State University (Decree of the President of the Russian Federation of May 7, 2018 No. 204).

In this regard, in educational activities, educational work as a social component of the sustainable development of society is of great

importance. The formation of professional and moral values of young people who are to strengthen the current and future potential to meet human needs is becoming more relevant than ever. The training of highly professional specialists in demand on the labor market must certainly be supplemented by the moral component of graduates who are not indifferent to the future of their country, as well as to global processes in the whole world. In fact, the main emphasis on the introduction of the concept of sustainable development is being made in educational institutions of developed countries with a high level of well-being of the population and, as a result, with the majority of the educated population with a high environmental consciousness. At the same time, the gap between the wealthy and the poor is growing from year to year, and this leads to an increase in the number of people who are indifferent to "global" problems, the purpose of which is to survive in an economically unstable world. This category of the population sees, at best, only the tip of the iceberg, is not involved in solving the problems of sustainable development and, accordingly, prefers to “observe from the outside”.

5 CONCLUSIONS

The above brief analysis of meetings, conferences, projects on sustainable development shows a resonant awareness by society in a modern, rapidly changing world of the need to transform the educational system in the direction of training new personnel capable of solving the problems of education for sustainable development, capable of analyzing values and ethical norms that shape the future our planet. Such education should allow people to understand the nature and scale of the problems facing modern society, strengthen confidence in their actions, form a clear idea and understanding of activities for a sustainable future.

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