

ECONOMIC EDUCATION IN ENSURING SUSTAINABLE DEVELOPMENT

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Abstract. The article is devoted to the justification of the role of economic education in ensuring sustainable development. It has been proven that economic education and its culture make a significant contribution to the education of people who are passionate about resource conservation.

Keywords: economic education, eco-development, society education, indicators of sustainable development, environmental safety.

The report of the International Commission on Environment and Development in 1987 is the first appearance of the term "sustainable development". Translated into Ukrainian, this term can also mean "sustainable development". There are several more translations of the term "sustainable": supported, self-sustaining, continuous, long-lasting, harmonious, balanced.

At the beginning of the 80s of the last centuries, the concept of "sustainable development" was interpreted as "development without destruction", "eco-development", "ecological development", "organic development". Gradually, they came to the interpretation of "sustainable development", the most widespread definition of which is the stable functioning and development of the economic and social sphere while preserving and rationally using ecological resources.

Sustainable development is the possibility of rational human existence and development with the preservation of resources for the future. The following components of sustainable development are distinguished:

1. ecological – ecologically safe conditions for human development, legal, economic, political measures aimed at resource conservation and environmental protection;

2. economic – the development of the market system is aimed at eco-safety, resource security, the use of technologies that are safe for humans and the environment;

3. social – democracy, ensuring human rights, solving demographic and migration issues, problems of terrorism, military confrontations.

The main task of sustainable development is a promising future with the preservation of existing resources, their multiplication and actions with thoughts about future generations. This is admiration for organic, natural resources, refusal to use harmful substances, chemicals, etc. in everyday life.

Recently, the cultivation and consumption of organically produced food products, waste sorting, gradual rejection of plastic, transition to ecological means, raw materials, etc., have become particularly widespread in the world.

What then is the role of education in sustainable development? The role of education is important and consists in educating everyone to live according to ecologically safe, organic principles, to optimally use resources. Some scientists agree that education in a sustainable environment is the ability to live in a healthy relationship with nature, each other, preserving the best and multiplying it for future generations.

The general trend in modern education is globalization. Which means the formation and spread of a single social, informational and educational system in the world with the use of media space and the Internet. An important aspect of educational globalization is the education of a generation based on tolerance, political culture, and informatization.

Education in sustainable development requires constant changes, improvement, and progress. Since the growth of global competition leads to constant innovation, education of leadership qualities. Therefore, education is directed, first of all, to the upbringing of a personality that will strive for constant improvement, development, self-education, creative thinking, and the search for new ideas.

The development and improvement of various spheres of the economy requires the improvement of educational qualities. A modern qualified worker is an educated person who improves his knowledge and skills, strives for progressive changes and aims to preserve natural resources. All this makes education one of the most important factors of social development.

The model of society education is becoming more widespread – it is the orientation of society towards a high level of knowledge, education, continuous improvement and development. Education of society is a model according to which education takes first place among the needs of society, and is the basis of social and economic policy, improvement of the quality of life, production of innovations, high-tech and high-quality services.

Along with the model of society's education, the concept of "knowledge economy" emerges, according to which education and knowledge play a special role in ensuring economic growth and development. Without knowledge of economic laws, it is not possible to form an educated person who can correctly assess opportunities, calculate risks, determine the perspective and distribute, use all resources.

Economic education in the concept of sustainable development assumes optimality in the use of resources and is aimed at the use of ecological, energy-saving technologies, raw materials, materials, minimization of harmful waste.

The concept of sustainable development called into question the traditional foundation of the economy – economic growth due to the unlimited use of resources.

The existing foundation of the economy (before the emergence of the concept of sustainable development) was based on maximum profit and maximum welfare of the population, and the shortcomings had to be regulated by state policy. At that time, there was no question of the depletion of resources, their saving or restoration.

According to modern scientists, such a foundation is incomplete, since the desire for constant enrichment, obtaining maximum profit, saturation without thoughts about resource conservation can lead to the depletion of natural and social resources, on which the well-being and survival of people are based.

Economic science is developing, becoming more and more progressive and promising and aimed at considering the natural factor. First of all, this is due to the insufficiency of most traditional resources. This is characteristic of non-renewable resources, but also applies to renewable resources of ecosystems²⁷⁶.

Sustainable development is not only about economic stability, but also sustainable development in the long term, with future generations in mind. Since the pursuit of material enrichment leads to the depletion of nature, the degradation of existing economic relations.

In recent years, Ukraine has observed the effect of the law of economic rationalism – one of the most cruel and unjust, according to which environmental protection, resource conservation, moral and spiritual issues, etc. are rejected for the sake of increasing production volumes. For supporters of this law, material enrichment is above all else, money is the main argument.

By using the law of economic rationalism, socio-cultural, spiritual, and moral issues and the quality of life are relegated to the last places, the priority is for material enrichment. Decreasing the quality of life is about the moral and material satisfaction of society, provision of everything necessary for life, education, and work²⁷⁷.

The law of economic rationalism is the opposite of sustainable development and the decline in the quality of life is a confirmation of this. Because the quality of life is one of the most important components of sustainable development. This is a concept that determines the level of a person's social and physical condition and the correspondence of the life process to his wishes.

To determine the quality of life, it is necessary to consider: the possible inconsistency of a person's living conditions and his requirements (wishes) for them; human condition in natural, social and psychological conditions; a person's personal assessment of his standard of living.

As of 2020, the countries with the highest quality of life were: Norway (1st place), Denmark (2nd place), Finland (3rd place), New Zealand (4th place), Sweden (5th place), Switzerland (6th place), Canada (7 place)²⁷⁸.

²⁷⁶ Зеркалов Д. В. (2013). Проблеми екології сталого розвитку.

²⁷⁷ Kovalevska N. et al. (2022). Problems of accounting digitalization in conditions of business processes digitalization, p.132-141.

²⁷⁸ Висоцька О.Є. (2011). Освіта для сталого розвитку: науково-методичний посібник; Непєїна Г.В. Роль освіти у забезпеченні сталого розвитку людства, с.54-60.

Quality of life criteria used to determine the most comfortable and attractive country for human life, work, and recreation: health, longevity, available educational services, level of gross domestic product per capita.

The list of countries with a high standard of living includes Germany (11th place), Japan (13th place), Belgium (16th place), France (18th place), Slovenia (22nd place), Czech Republic (25th place), Poland (32nd place), Slovakia (35th place), etc. According to the results of 2020, Ukraine took 85th place in the rating and belonged to countries with an average level of development.

At the bottom of the ranking (that is, the countries with the lowest standard of living) are: South Sudan, Somalia, and the Republic of Niger.

In order to improve the quality of life in Ukraine (and not only to increase rating indicators), but it is also necessary to ensure social differentiation based on a significant increase in the specific weight of the middle class. Such actions can prevent unjustified and dangerous for the stability of society gaps in the standard of living of different population groups. But for this, a certain system of influential forms of organization of social life is needed, which can neutralize the negative processes of social stratification in practice²⁷⁹.

In economic education, along with the concept of "quality of life", there is also such a concept as "indicator of human development". Certain sources of economic information equate these concepts, but in most cases, they are considered similar, but with certain different components.

The human development indicator is a characteristic of the quality of human development and its social conditions in a single country. Its value is influenced by three main indicators: life expectancy, level of education (including access to primary, secondary, general, and higher education and the general level of education of the population), gross domestic product per person.

These three components constitute the average indicator for the country. Under the best conditions, it is one, and under the worst conditions, it is zero²⁸⁰.

When forming a sustainable development strategy, the indicator of sustainable development is also used.

Indicators of sustainable development are indicators used to assess people's quality of life, their health, the environment, and the impact of human activity on the environment and people's health. Among them, the following are distinguished: ecological, economic, social, and institutional.

Ecological indicators of sustainable development consist of: consumption of clean drinking water; volume of wastewater and efficiency of its treatment; areas of recreational and protected areas; the number of forest areas and their afforestation; volumes of emissions into the atmosphere, including from vehicles; volumes of household waste, including the share of the volume of household waste that is disposed of; volumes of radioactive waste; volumes of chemical and other hazardous

²⁷⁹ Непеїна Г.В. Роль освіти у забезпеченні сталого розвитку людства, с.54-60; Kashchena N., Kovalevska N., Nesterenko I. (2021). Monitoring of natural capital indicators as tool for achieving sustainable development goals, p. 156-166.

²⁸⁰ Шиян Д. В. та ін. (2021). Прогнозування попиту на органічну продукцію у домогосподарств із різним рівнем доходу, с.16-23.

waste, including unsuitable and prohibited pesticides; the number of farms that implement the practice of sustainable agriculture; the number of farms implementing organic farming. In most cases, these indicators are calculated for one person²⁸¹.

Economic indicators of sustainable development are indicators characterizing the state and development of the economic sphere of human life. These include: growth rates of the gross domestic product (GDP); change in consumption characteristics; access to the use of natural resources; the share of environmentally friendly technologies in the total volume of technologies; the ratio of the number of products, goods, services produced or performed with the saving of natural resources to their total number; the ratio of the number of products, goods, services produced or performed with energy saving or the use of alternative energy sources to their total number²⁸².

Institutional indicators of sustainable development are indicators that indicate the stability of the legislative and legal system, the level of legal protection of a person in his country.

Institutional indicators of sustainable development include: the presence of a legislative framework on sustainable development (concept, strategy, plans: national, regional, local); the presence of state and local bodies that manage the implementation of sustainable development; expenses for maintenance of state administration bodies; expenses for the maintenance of local self-government bodies; public administration efficiency index; public participation in discussion and decision-making.

Social indicators of sustainable development are indicators of sustainable development of the social sphere and social support of human life. They include: the average life expectancy of people; ratio of average and minimum wages; the number of the population living in environmentally dangerous conditions; growth rates of population employment; access to sanitation services; access to information; protection and improvement of people's health²⁸³.

Social indicators related to education: the ratio of the dynamics of education costs to the dynamics of GDP growth; index of the ratio of the average salary of teachers and lecturers to the national average; the average level of education of the adult population, the share of people with higher education; access to continuous education, including the number of employees who have acquired an additional specialty or advanced their education; provision of schools with computer equipment; providing university students with computer equipment and access to the Internet during their studies; the number of Internet users; the number of printed publications, including those on education and science; the number of printed publications subscribed by libraries.

²⁸¹ Висоцька О.Є. (2011). Освіта для сталого розвитку: науково-методичний посіб.; Зеркалов Д. В. (2013). Проблеми екології сталого розвитку.

²⁸² Зеркалов Д. В. (2013). Проблеми екології сталого розвитку.

²⁸³ Шиян Д. В. Та ін.(2021). Прогнозування попиту на органічну продукцію у домогосподарств із різним рівнем доходу, р.16-23.

Thus, considering the balance of economic, ecological, and social factors of sustainable development in the process of planning human activities significantly improves living conditions and contributes to the stable existence of individual cities, states, and habitats of humanity. It also involves solving problems related not only to current, but also to future generations, who have equal rights to resources.

Therefore, the main conditions of sustainable economic development in conditions of ecological balance are:

1. The level of consumption of renewable resources should not exceed recovery;

2. The level of consumption of non-renewable resources should not exceed the rate of their replacement by renewable ones, including artificially created ones;

3. The production and sale of final products should be as closed as possible, with minimal impact on nature, ecology and, most importantly, on people²⁸⁴.

4. The intensity of emissions of polluting substances should be minimal, and the effect of production should be as justified and proven as possible. Otherwise, a ban on the production of similar products and substances should apply.

In the framework of sustainable development, economic education occupies an important place. It forms permanent, ecologically balanced habits and patterns of everyday behavior in people.

If society is brought up on the principles of protecting resources, ecology, cultural education, etc., then this is preserved for families for years.

This way of life of children and adults involves certain actions in household, school, and local community on the issues of reasonable energy and water consumption; reduction of wasted raw materials; reduction of garbage disposal; increasing the share of ecological products in daily purchases; strengthening one's own health, etc.

In Ukraine, the issue of civilized education is acute. There are certain reasons for this: ignorance of consumers when purchasing goods, credulity to the main "engine of progress" – advertising, consumers' failure to fix the facts of offenses and protection of their own interests, etc. Therefore, there is an urgent need to educate and educate citizens as civilized consumers who could navigate new market relations, prevent crimes, or, if necessary, be able to defend their rights and protect their interests.

Consumer culture is knowledge, skills, value priorities, which provide for the formation of stable, balanced habits and patterns of behavior in a person, education in legal issues, social security of rights. Consumer education, consumer culture allows one to freely navigate issues of economic efficiency, make certain decisions related to

²⁸⁴ Kovalevska N. et al. (2022). Problems of accounting digitalization in conditions of business processes digitalization, p.132-141; Непєїна Г.В. Роль освіти у забезпеченні сталого розвитку людства, с.54-60.

future life and career planning, education, career choice, and promote sustainable development²⁸⁵.

The basic rights of consumers, which are taught by economic education: the ability to choose a product without being guided by advertising campaigns; claim a product warranty; buy a safe product.

That is why, when developing the concept, training programs and educational and methodological materials of consumer education, it is desirable for the developers to rely on pan-European and global approaches to the formation of the content of education, namely on the focus of competences of all elements of consumer education.

It is also important to create an effective monitoring mechanism that would allow monitoring the state and progress in students' acquisition of the necessary competencies, which would correspond to the best global models.

An important factor in the introduction of elements of consumer education is that it acts as one of the effective mechanisms for the formation of a conscious citizen of modern society. Therefore, it can be considered as a content element that strengthens the civic component, which carries a powerful educational function²⁸⁶.

Providing citizens with appropriate education, professional training, and other tools and thereby raising public awareness can contribute to the development of an economically, socially, and environmentally sustainable society. This will enable everyone to take responsibility for their choices as critical and informed consumers, professionals, decision-makers, workers, students, parents and voters, supporting and enhancing the quality of life of current and future generations.

Education is an additional factor in strengthening social unity, responsibility and democratic governance. Education not only provides the necessary scientific and technical qualifications, but also provides motivation, interest and social support for their acquisition and application.

In this connection, children play a special role, since they are "messengers of development", influencing the mentality of their parents and other adult relatives, and also because they must follow a more responsible lifestyle than adults.

Modern studies have shown that people with age remain faithful to the way of life they were used to in childhood. Therefore, education is not only a process of imparting knowledge; it should give impetus to change in behavior and mentality, develop motivation and ability to act in the interests of sustainable development. Thus, it should stimulate the active participation of society to achieve its goals²⁸⁷. The educational level of the population is a prerequisite for social and economic

²⁸⁵ Kashchena N., Kovalevska N., Nesterenko I. (2021). Monitoring of natural capital indicators as tool for achieving sustainable development goals, p. 156-166.

²⁸⁶ Koshkalda I., Kniaz O., Velieva V., Ryasnyanska A. (2020). Motivation Mechanism for Stimulating the Labor Potential, p.53-61.

²⁸⁷ Чернікова І.Б. та ін. (2020). Тактично-орієнтовані підходи до податкового планування в умовах сталого розвитку ринку, p.7-19.

growth²⁸⁸. Education ensures the development of society, the state, and shapes the outlook of an individual.

The main priorities of economic education in sustainable development:

1. Improvement of basic school education. The formed society should be appropriately informed about the state and prospects of sustainable development. Nations with high levels of illiteracy and unskilled labor resources have too few chances and opportunities for future sustainable development. The relationship between models of education and sustainable development is extremely complex and systemic. Education can improve agricultural production, support or even increase the social status of women, ensure protection of the natural environment, and ultimately – improve the quality of life of the broadest sections of the population and society as a whole.

2. The reorientation of the existing secondary and higher education is not so much a question of the "amount" of knowledge, abilities and skills acquired by students, but of the very approaches to the construction of a new pedagogical system that integrates the problems of the environment, economy and society into a certain organic integrity. This type of education assumes a qualitatively new type of generalization of worldview ideas, knowledge, abilities and skills, experience of creative activity of students in educational and extracurricular work²⁸⁹.

3. The introduction of environmental education into the system of higher education, as one of the most important and necessary means of making the transition to harmonious development of all countries of the world, in the program documents of many conferences and forums, environmental education, informing the population and training highly qualified specialists are named.

4. Humanization of sustainable development is a sustainable future in which it is necessary to train not only highly specialized specialists, but also citizens. It is about the formation of a new worldview, which is determined by both education and science, culture, mass media, etc. In turn, the economic education of sustainable development is called to be anticipatory, since in modern conditions the scientific and educational process cannot only reflect the existing state of affairs but is obliged to carry out an "anticipatory" reflection of the future, which should contribute to the implementation of a new civilizational strategy²⁹⁰.

Economic education for sustainable development involves changes in the educational process concerning teachers, students, and education management: for teachers, it is a transition from imparting knowledge to creating conditions for their active assimilation and gaining practical experience; for students, it is a transition

²⁸⁸ Шиян Д. В. Та ін. (2021). Прогнозування попиту на органічну продукцію у домогосподарств із різним рівнем доходу, р.16-23.

²⁸⁹ Висоцька О.Є. (2011). Освіта для сталого розвитку: науково-методичний посібник; Непєїна Г.В. (2017). Роль освіти у забезпеченні сталого розвитку людства, с.54-60.

²⁹⁰ Висоцька О.Є. (2011). Освіта для сталого розвитку: науково-методичний посібник; Kashchena N., Kovalevska N., Nesterenko I. (2021). Monitoring of natural capital indicators as tool for achieving sustainable development goals, p. 156-166.

from passive assimilation of knowledge to active search for it, practical understanding; for the management of an educational institution, these are changes in the use of resources by the institution, implementation of the principles of sustainability and democratization in management, establishing a dialogue with interested groups of the population.

An educational environment is created where it is possible to: express and defend one's own point of view; make a conscious choice between alternatives; be responsible for your choices and predict their consequences; listen and understand others; learn to respect democratic decisions; resolve conflicts civilly; learn to negotiate and interact.

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