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ЕКОНОМІЧНІ НАУКИ

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TRANSFORMATION OF ECONOMIC EDUCATION: FROM THEORY TO SUSTAINABLE DEVELOPMENT PRACTICE

The Sustainable Development Goals (SDGs) serve as a global compass, guiding humanity towards a more equitable and sustainable future. Economists, with their knowledge and skills, play a key role in achieving these goals. They shape economic policies, develop innovative solutions, and contribute to the transformation of economic systems. However, to effectively meet the challenges of today, higher education for economists still requires modernization, as the new realities of global initiatives are shaping new requirements for the training of specialists. Only by integrating the provisions of the Sustainable Development Goals concept into educational programs and training specialists who have a deep understanding of the interconnectedness of economic, social, and environmental processes, can we ensure sustainable development in all 17 areas of the SDGs concept. [8, 9]

The modern Ukrainian system of training economists has both strengths and weaknesses. Among the undeniable achievements, one can note the high level of theoretical training of graduates of economic specialties. Many Ukrainian economists demonstrate deep knowledge of micro- and macroeconomics, finance, statistics, etc., as evidenced by numerous ratings and studies, including annual university rankings by training areas. However, despite significant achievements in theoretical training, Ukrainian economic education faces a number of challenges. In particular, there is insufficient attention to the social and environmental aspects of economic activity. Many curricula are still focused on traditional economic models that do not always take into account social inequality, environmental problems, and the long-term consequences of economic decisions. This leads to the fact that graduates are often not ready to work in the conditions of globalization and sustainable development.

Moreover, the lack of integration of the Sustainable Development Goals (SDGs) into curricula is a serious problem. Despite the fact that the SDGs are recognized by the world community as a development priority, Ukrainian universities are only beginning to include them in their educational programs, sometimes adapting the curricula of disciplines exclusively to one or two educational programs, without introducing this discipline into the curricula of all students of higher education institutions. As noted, for example, in the work of O.V. Garashchuk [13, p. 112], this is due to a number of reasons, including the lack of clear methodological recommendations, insufficient number of teachers who have experience in this area, and the orientation of many universities towards traditional approaches to teaching.

Although Ukrainian economic education has significant potential, it requires significant modernization. In order to train specialists capable of solving the complex problems of today and building a sustainable future, it is necessary to change curricula, introduce new teaching

methods, and change approaches to assessing students' knowledge, specifically in the context of forming a system of education for sustainable development.

The concept of "education for sustainable development" is one of the most controversial in modern pedagogy. [5, p. 116] Despite its widespread use, its content remains poorly defined. The lack of a clear understanding of ESD complicates the development of effective educational programs aimed at forming a conscious attitude towards the environment and ensuring sustainable development. If we consider the definition of Rosalyn McKeown [12, p. 130], in which education for sustainable development differs from education about sustainable development in that it is aimed not only at a theoretical understanding of the concept of sustainable development, but also at the formation of practical skills necessary for creating a sustainable society, then we can see an analogy with narrow specialized professional training, emphasizing that ESD should provide the acquisition of competencies necessary to perform specific tasks in the context of sustainable development.

We propose to consider education for sustainable development as a special type of education characterized by the integration of environmental, social and economic aspects. The transversal nature of this approach involves the inclusion of sustainable development themes in all academic disciplines. Methodologically, education for sustainable development is distinguished by the wide use of active learning methods that stimulate dialogue and cooperation between participants in the educational process. [5, p. 114] Active learning methods, dialogue and cooperation are key elements of this approach. Through such methods, students become active participants in the learning process, which contributes to the formation of their responsibility for the future of the planet, becoming "built-in settings" and contributing to a comprehensive systemic perception of economic realities without being separated from the security and environmental components, for example. That is, the essence of education for sustainable development lies in the integration of three interconnected dimensions: environmental, social and economic. This comprehensive approach reflects the multifaceted nature of sustainable development problems. That is why education for sustainable development has a transversal character, that is, it permeates all academic disciplines. [5, p. 116] This means that different academic disciplines, despite their specificity, can and should contribute to achieving the Sustainable Development Goals. Such an approach is due to the objective interconnections between natural and social systems.

Particular attention should be paid to integrativity as one of the main principles in the transformation of education, since education for sustainable development (ESD) is a comprehensive approach that brings together various spheres of education and involves a wide range of stakeholders. ESD is not limited to environmental aspects, but also covers global, civic and legal aspects. The implementation of ESD involves cooperation between universities, public organizations, international organizations and funds, media and other social institutions on an ongoing basis. Ensuring this condition allows you to introduce another key requirement for ESD - the prospective nature of education, since the main value of education in the context of achieving sustainable development goals is its orientation towards the future. It forms in students such universal skills as interpersonal communication, analytical thinking, technical competencies and organizational abilities, these skills are an investment in the future, as they allow you to adapt to change and successfully overcome challenges. Such students, future economists, in the process of mastering their profession will have a significant competitive advantage - expanding the boundaries of perception of economic processes and forming a new type of consciousness, they

will have a personal potential to ensure social changes for sustainable development. The close interaction between formal and informal education is a necessary condition for the effective implementation of this educational paradigm, to perceive such an approach and take it as the basis of lifelong learning is a fundamental aspect of achieving the Sustainable Development Goals.

The issue of a key aspect of education for sustainable development - the formation of a new system of values - cannot be bypassed. It is values that determine our behavior and attitude towards the world around us, therefore, the transformation of society towards sustainable development is impossible without changing value orientations. ESD is aimed at forming eco-ethical values that will become an internal motivator for conscious environmentally responsible behavior and the basis for making informed responsible decisions by economists in today's changing realities, the lack of which we hear in the context of the adequacy of business decisions in the process of implementing the Sustainable Development Goals. [11] In our opinion, these aspects in the transformation of education to achieve the Sustainable Development Goals will allow us to direct its transformation to the development of the potential of students of economic specialties, based on the values and principles of sustainable development.

Having analyzed the current state of economic education and the prospects for its development in the context of the Sustainable Development Goals, we can conclude that a radical transformation of curricula is necessary. Education for sustainable development acts as a tool for shaping a new generation of specialists capable of critical thinking, systems analysis, and responsible decision-making. By integrating environmental, social, and economic aspects, it contributes to the development of a value-based attitude towards the environment and the formation of conscious citizens. Thus, education for sustainable development not only deepens the content of economic education but also broadens its scope, transforming it into a powerful tool for social transformations.

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