



Sustainable Development Of Education, Or Education For Sustainable Development?

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ABSTRACT

The article explores the idea behind the sustainable development of education, which is to shift from the simple transfer of knowledge and skills necessary for existence in modern society to the readiness to act and live in rapidly changing conditions, to participate in shaping social development, to learn to foresee the consequences of actions taken, etc. The main challenge here is that organizational forms are once again being thought out, plans for activities to move from one level to another are being drawn up, but an internal plan that would allow tracking, directing and programming the work of psychological mechanisms (primarily those related to motivation and goal setting) is being overlooked. At the same time, education as a social institution plays an exceptional role in creating conditions for the sustainable development of society, ensuring the continuity of generations, replenishment of human resources, well-being, personal and professional development throughout life

INTRODUCTION

Education as a social institution plays an exceptional role in creating conditions for the sustainable development of society, ensuring the continuity of generations, replenishment of human resources, well-being, personal and professional development of a person throughout life.

On the one hand, education in all historical eras reflects the state of society in all its spheres: social, economic, cultural. On the other hand, global changes in the life of society cause changes in the education system, changing goals, tasks, content, organization and methods. Adapting to the demands of society, education performs its functions as a social institution.

Modern society is developing very dynamically, and this has an impact on education. The main factors influencing the development of world educational systems include globalization processes, the acceleration of social and economic development, the transition to a post-industrial society and knowledge economy. Globalization processes require modern education to develop students' internal mobility, the ability to adapt and be successful in any

socio-cultural conditions, and readiness to improve in the professional sphere in accordance with new requirements and conditions of work and life. The acceleration of social development is highlighted by analysts as a global trend in the development of the world community, which is characterized by an increase in the volume and intensity of information flows, expansion of innovative processes, rapid scientific and technological progress, changes in living conditions, and dynamic economic development. Active economic development leads to increased competition at the global, national, and regional levels, a reduction in the scope of unskilled and low-skilled labor, profound changes in the employment structure, which, in turn, determines the constant need for advanced training and retraining of workers, and an increase in their professional mobility. In the context of the transition to a post-industrial, information society, the role of human capital is becoming extremely important. This is due to the fact that human capital is a system-forming element of the new knowledge-based economy, the importance of which is increasing every year.

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The main feature of the new modern conditions of social development is their direct impact on the cognitive and creative abilities of a person, necessary for obtaining and effectively using new scientific knowledge. A modern person lives in conditions of a high degree of uncertainty and must be ready to live in constantly changing conditions, possess such qualities as adaptability, mobility, constructiveness, creativity, the ability to quickly make decisions, the ability to navigate in the growing information flow. The formation of competencies necessary for sustainable successful development throughout life is a task that determines the essence and directions of development of modern education.

1. Sustainable Development Of Education: a Framework

Let us consider very briefly the framework for sustainable development of an individual's intellectual potential that we have proposed. The framework comprises several modules. This framework can be used when working with different groups: high school students, college students, and adults.

It is necessary to emphasize that the presented modules are not only work with a certain content, but also programs with a psychotechnical focus - they create a sense of success in the subject, provide interest in mastering vocabulary, and form stable motivation. Strategically, psychotechnics are aimed at:

- A. "Launch" the mechanism of self-development and self-training of the individual.
- B. Once launched, psychotechnics provide self-sustaining development.
- C. The psychological technologies used ensure the expansion of the sphere of development and transfer to broader (compared to the initial stages) areas and spheres of life (for example, to the professional).

The framework we propose includes the following modules.

1. Language. The module is aimed at making a person aware of latent knowledge. The fact is that a person remembers much more than he/her realizes. In particular, he knows many words, uses them in speech, but does not fully understand their meaning. The module is aimed at making a person aware of this latent, implicit knowledge. Since the Russian language contains many words borrowed from English, French, German, Greek, Latin, Arabic, and Tatar, then understanding the meaning and origin of a word makes

it possible to use the acquired knowledge. As a result, it turns out that a person actually knows hundreds of words from the above-mentioned languages. The implementation of the module begins with understanding the meanings of personal names and surnames, and extends to understanding words of the native language that have a foreign origin. As the subjects move through the module, their interest in etymology and the origin of set expressions increases. They become motivated to study foreign languages and literature in foreign languages. The exit from the module ends with the formation of an interest in languages and cultures. The further direction of development is connected with mastering foreign languages, a steady interest in studying the history of peoples and cultures.

2. Memory. Memory is considered as the foundation of human mental life, the basis of cognitive activity. The module is aimed at familiarization with the psychological patterns of memorization and reproduction, at mastering the technology focused on effective memorization based on active work with the material. The main purpose of the technology is that it makes memory manageable. Memory begins to work in the mode of semantic memorization, when memorizing, semantic processing of the memorized occurs, factors are used that increase the effectiveness of involuntary memorization. The meaning of the technology used is that the skill of logical text processing is automated and does not require any more control of consciousness. The effectiveness of memorization increases many times over. Since this is a technology, it is clear that its observance guarantees the receipt of a result, which, in turn, leads to the emergence of positive emotions, increased self-esteem and faith in one's own strength. The further direction of work on exiting this module is that the subject comes to the idea of reorganizing the structure of his knowledge, giving it a more rational form, streamlining knowledge systems and external generalizations. By carrying out a thematic reconstruction of knowledge systems, the subject inevitably turns to a revision of the systems of his professional experience and knowledge, that is, the scope of application activity is significantly expanded.

3. Understanding. As is clear from the previous sections of this article, understanding is considered the most important process in the structure of cognition. When mastering this module, students become familiar with the patterns and mechanisms of understanding. Particular attention is naturally paid to teaching the techniques of achieving

understanding, which presuppose a mandatory exit to the structures of the subject's experience. Learning these techniques occurs quite easily, since it is largely prepared by the results of the previous module, when the subject learns to be quite aware of the structures of his knowledge. It is especially important at this stage of the work to demonstrate to the students that there are levels of understanding. Sections are included that show the components of understanding associated with the collective unconscious. Understanding is also considered a necessary component of understanding existence; work on this module leads the subject to an understanding of ultimate meanings, awareness of terminal values and the meaning of life.

4. Thinking and creativity. This module is sometimes divided into two components: thinking and creativity. In this text, we will consider them together. This module involves familiarizing students with the patterns of thinking and solving thinking problems. Its content is based on the author's many years of research aimed at studying thinking activity and the difficulties of thinking. Psychological research shows that the most significant difficulty in the creative thinking process is not in finding the right hypothesis, the idea of a solution, as is often believed, but in overcoming the error recorded in the initial tacit knowledge, in the structures of subjective experience.

5. Personality. The last module is devoted to the development of personality, its main substructures. The main task of this module is to organize effective interaction of personality substructures, to promote the process of individuation, which continues throughout a person's life.

2. Creative Process: Important Challenges

Since the most significant difficulty in the creative process is overcoming delusion, correcting the structures of subjective experience, then when teaching creativity, the emphasis should be placed precisely on this. When designing training programs, it is useful to consider that it is possible to construct a typology of difficulties of problems in the creative process associated with the structures of subjective experience, which in their origin can be individual (that is, formed as a result of the experience of an individual's interaction with the outside world) and "collective" (formed as a result of the assimilation of social experience). It seems appropriate to distinguish the following types of difficulties in the creative process:

A. The simplest (first type) difficulties will be those connected with the actualization of subjective experience structures that are irrelevant to the situation. The problem in this case can be easily resolved when the subject actualizes the experience structures that correspond to the situation. Many puzzle problems present precisely this kind of difficulty for the solver.

B. The second type of difficulties: the structures of experience actualized by the subject are inadequate (contain an element of delusion), but at another level of the structures of subjective experience the problem solver has adequate knowledge, and thus the correction of the structures of experience, overcoming of delusion and, ultimately, the solution of the problem is achieved due to the interaction of the structures of subjective experience of different levels and the correction of inadequate elements of experience that occurs during the thought process.

C. The third type of difficulties can be observed in cases where the subject does not have adequate structures at all, therefore the correction of the structures of experience can only occur as a result of a productive thought process (creative thinking in the strict sense of the word).

D. And finally, the fourth type: adequate structures of experience do not exist at all (neither for the subject solving the problem, nor for society), therefore the correction of structures of experience that occurs in the productive process leads to overcoming the error and the formation of new knowledge - both for the subject and for society (the so-called "great creativity"). Here it becomes clear that this process can sometimes take years, spent not on fruitless searches for an idea, but on overcoming those ideas that make it impossible to formulate the necessary hypothesis.

A particularly important and labor-intensive task in implementing this module are actions aimed at connecting unconscious mechanisms of creativity, which is achieved using the material of complex creative tasks. Prospects for going beyond this module include the use of non-standard and creative thinking in the professional sphere and communication (solving so-called creative communication problems). It can be assumed that the consistent implementation of the program modules can serve as a framework for organizing informal, psychologically based education.

Conclusion

As it can be seen from the text above, the subject of psychology appears to be the central problem not only of psychology itself, but also of pedagogy, which develops and designs the content of education. We have already drawn attention to the fact that within the framework of the architectonics of the inner world, the role of abilities, cognitive processes, motivation and personal qualities in solving educational problems becomes clear, which allows us to effectively organize psychologically sound training, solve problems of understanding, overcome other shortcomings in the formation of knowledge and experience, etc., both those noted above and others not specified in this text. Let us repeat that, in our opinion, both informal education and continuous education are very promising objects of research in the light of the interpretation of the subject of psychology as the inner world of man. Within the framework of the architectonics of the inner world, there is a place for the interaction of all types and forms of learning, in the context of the inner world, it becomes possible to track the accumulation of experience of various origins and ensure the continuity of its generalization in the context of sustainable education.

Issues related to changing the interpretation of the subject of psychology are usually perceived as a kind of revolution. Let us note that in our case nothing of the sort is happening: no manifestos, no overthrows are envisaged. Moreover, the interpretation of the total subject as the inner world of man emphasizes its integrity, but asserts the presence of various heterogeneous structures in the inner world. Thus, the fundamental thesis is asserted that the inner world of man is a complex formation. At this point, the formulated approach means a categorical break with the tradition that, at least since the Middle Ages, has asserted that the soul (psyche) is a simple thing that knows itself and other things. Surprisingly, psychological schools and trends, including modern ones, have followed this ancient, but highly controversial teaching. From here, by the way, it follows that it is implicitly assumed: the method of study should also be simple. We also think this is a misunderstanding and an anachronism: it is obvious that the world is complex, and therefore the methods of its study are different - depending on what part of the world is being studied. Therefore, when speaking about methods, it is worth emphasizing that most often we are talking about a complex of methods, their combination. In other words, methods are used both from

the arsenal of natural-scientific psychology and from the range of hermeneutic methods.

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