The Role and Prospects of Sustainable Development in Economics

E. L. Isaeva*, M. L. Dasuyev, and A. B. Makhtieva
Kadyrov Chechen State University, Sheripova Street, 32, 364024, Grozny, Russia

Abstract. Currently, in world practice, there has been a trend towards a transition to a sustainable economy, which implies socio-economic development with an impact on the environment within the economic capacity of the biosphere. The article considers the historical stages of the formation of the criterion of sustainable development in the world economy as a triune model consisting of economic development, solving social problems of society and environmental protection. Examples of government programs and decisions of the Russian Federation aimed at achieving the strategic goals of the country's development and, as a result, contributing to the development of the global sustainable economy are given. The relevance of the educational sphere in the upbringing of a generation with new thinking based on knowledge, skills, value orientations and behavioral attitudes aimed at the sustainable development of modern society is noted.

1 Introduction

The concept of sustainable development (SD) of the economy is becoming more and more rooted in people's minds. If a few decades ago this term was understood as the conservation of resources for the benefit of future generations, now it is given a broader meaning - the preservation of basic life support systems for the planet's population. This includes the development of the economy, and the resolution of social problems, and responsibility for the environment. Climate change, biodiversity loss, environmental pollution, economic development problems and growing social inequality are becoming increasingly threatening, and many of these processes may become irreversible within the lifetime of the current generation [1].

2 Materials and methods

After the 17 sustainable development goals were developed at the UN summit in 2015, the European Union builds its economic and political strategy based on the postulates of SD.

The need for a transition to a development model based on the principles of sustainable development is now practically beyond doubt and is due to a number of factors [2]: the formation of global economic, technological, information, environmental, social challenges

*Corresponding author: elina6868@mail.ru

© The Authors, published by EDP Sciences. This is an open access article distributed under the terms of the Creative Commons Attribution License 4.0 (https://creativecommons.org/licenses/by/4.0/).
and risks; the inability of an economic model based on neoliberal postulates and values to offer adequate responses to them; emerging socio-economic trends, transformation of consumer behavior patterns [3]; changes in the external and internal business environment; the strengthening of regulatory and legal regulation and the growth of restrictions in the field of SD. Thus, in December 2019, the European Commission published measures to transform the economy in order to ensure carbon neutrality by 2050, contained in the European Green Deal program document [4]. In November 2020, the Decree of the President of the Russian Federation “On reducing greenhouse gas emissions” was issued [5]. According to the national action plan for adaptation to climate change for the period up to 2022, approved by the Government of the Russian Federation in December 2019, and the Strategy for the Scientific and Technological Development of the Russian Federation, adopted in December 2016, carbon polygons were created in the Russian Federation, the purpose of which is to implement measures control of climatic active gases with the participation of universities and scientific organizations. One of the first polygons was the WAYCARBON carbon polygon campus opened in the village of Khoy, Chechen Republic, which made it possible to start studying climate-active gases with a total area of 1785 hectares. The purpose of the opening of the landfill: in addition to the cultivation and research of useful plants, the study of regenerative agriculture, environmentally friendly methods of restoring farmland, the development and testing of technologies related to global warming.

It should be noted that the transition to a sustainable development model is possible only if there are three components: new technologies, a new regulatory environment, and the readiness of society to live in accordance with these norms and rules. The educational space, no doubt, plays a very important role in the process of introducing a new model into the life of mankind. No wonder one of the goals of sustainable development is "Quality education" (goal 4).

In recent decades, the principles that should form the basis of a new education - the education of sustainable development - have been actively discussed. The most important international initiatives in this area include: "The World Declaration on Higher Education for the 21st Century: Approaches and Practical Measures" (1998); United Nations Decade on Education for SD (2005-2014); the UNESCO World Conference on Education for Sustainable Development (2014); the Aichi-Nagoya Declaration on ESD (Japan, 2014), the Global Action Program on Education for Sustainable Development (approved by the 37th General Conference of UNESCO and the 69th session of the UN General Assembly); Roadmap for the implementation of the new global framework program "Education for sustainable development: towards achieving the SDGs" (until 2030) (UNESCO) and others [6, 7, 8], Agenda 21 [9].

The main messages set out in Agenda 21 emphasize that education plays a crucial role in raising people's consciousness, their informed decisions for the development of society and the protection of the environment. The history of the final formation of Agenda 21 dates back to the UN Conference on SD in Rio de Janeiro in 1992, the so-called Earth Summit. Further, work continues on the development of the program at the sites of the world community Rio +5 (1997), Rio +10 (2002), Rio +20 (2012). Finally, the 2030 Agenda was adopted at the SD Summit (2015).

In the Russian Federation, the Ministry of Education and Science has announced the Priority 2030 program (a program of strategic academic leadership), the goal of which is to form in Russia by 2030 more than a hundred modern universities that can make a significant contribution to achieving the strategic goals of the development of the Russian Federation. The Chechen State University named after Akhmat Abdulkhamidovich Kadyrov also became a participant in the program, taking a course to increase the scientific and educational potential in the interests of the socio-economic development of the region.
and the country as a whole. The program is designed for 10 years, and this is the largest program in the entire history of the development of the Russian Federation, aimed at the development of universities and, ultimately, the development of Russia's competitiveness in the scientific, educational and innovation fields.

3 Conclusions

Summing up the above analysis of the formation of a new approach to the development of society, based on the development of the economy in connection with the solution of social problems and the preservation of the ecological space for future generations, it should be noted that there is still no clearly coordinated work of the entire civilized community to transfer the development of society to a sustainable course. Less developed countries, busy with the problems of "survival" in the modern world, are not able to make the necessary contribution to the development and preservation of living space for future generations. It is vital to develop a generally accepted position regarding the achievement of SD, supported by all countries of the world community; approve a roadmap for achieving the key points of a strategically significant goal - the formation of responsible, socially and environmentally oriented thinking of people around the world for the transition to a sustainable society.

References