

## Sustainable Development in Language Teaching Theories

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### Abstract

ELT theories are really important for helping our world grow and stay healthy. Many countries are working hard to make sure everyone gets a good educating environment and has the right of learning tools. It's important for learners to learn how to think carefully, understand different subjects, and feel proud of sustainably developing their country.

Teaching theories also play a significant role in improving health, cultural, and social services provided by the educators. Problems in education are considered a major obstacle in achieving sustainable development goals. Therefore, the journey of pedagogic education toward sustainable development is one of the most important pillars of strategic planning in contemporary times.

This paper clarifies the concept of sustainable development, its dimensions, directions in educational, social, and cultural aspects, teaching principles it relies on, the efforts made to achieve these dimensions in methodology, the role of ELT theories in improving sustainable development, how to benefit from them, and the challenges that hinder the utilization of sustainable development in education. The researcher uses descriptive-analytical study to draw the positive relation between people and environment. Thus, Man must use the environment's resources properly to ensure a safe life, otherwise it will be a source of threat to humanity.

**Keywords:** teaching theories, sustainable development, language teaching, innovative skills, environmental resources

### التنمية المستدامة في نظريات تدريس اللغة

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الجامعة المستنصرية ، كلية التربية ، قسم اللغة الانكليزية

#### المستخلص:

تلعب نظريات التعليم دورا بالغ الأهمية لمساعدة العالم على النمو والبقاء والحفاظ على الصحة. تعمل العديد من البلدان بجد لضمان حصول الجميع على تعليم جيد وبيئة تعليمية مناسبة. من المهم أن يتعلم الطلاب كيفية التفكير بعناية، وفهم المواضيع المختلفة، والشعور بالفخر ببيئة مستدامة صحية.

كما تلعب طرائق التدريس ونظرياته دورا هاما في تحسين الخدمات الصحية والثقافية والاجتماعية التي تقدمها الدولة للتربويين. تعتبر المشاكل في التعليم من اهم المعوقات التي تحول دون تحقيق أهداف التنمية المستدامة. لذلك، رحلة التعليم التربوي نحو التنمية المستدامة هي واحدة من أهم الركائز في التخطيط الاستراتيجي في العصر الحديث.

يتناول هذا البحث توضيح مفهوم التنمية المستدامة، وأبعادها واتجاهاتها في الجوانب التربوية والاجتماعية والثقافية، والمبادئ التدريسية والتربوية التي تعتمد عليها، والجهود المبذولة لتحقيق هذه الأبعاد في التعليم، وكيفية الاستفادة منها، ودور نظريات تعليم اللغة الانكليزية في تحسين التنمية المستدامة في التعليم. استخدمت الباحثة المنهج الوصفي التحليلي لرسم العلاقة الايجابية بين الانسان والبيئة وبالتالي يجب على الانسان ان يستثمر موارد البيئة بشكل صحيح لضمان حياة امنة والا فانها ستكون مصدر تهديد لالانسانية.

## **Aims of the Study**

In the realm of sustainable development, teaching theories play a crucial role in improving educational quality in order to achieve practical and effective outcomes that save lives. Teachers have the most influence over many aspects, making them the best decision makers. Teaching theories are one of the best ways to concentrate on saving lives and keeping natural resources healthy before it's too late by attaining long-term, environmentally responsible socially equitable, and economically viable goals.

## **Questions to be answered**

- 1- What is the nature of sustainable development in teaching pedagogy?
- 2- How can teaching theories support sustainable development and achieve future visions?
- 3-How do teachers orient their teaching theories towards sustainable development?
- 4-What is the successful teaching benefits to be hand in hand with sustainable development?

## **Methods of Research**

The descriptive-analytical method is one of the scientific research methodologies used in this study .It is used not only in teaching –learning processes but also it is used in sustainable theory. This study emphasizes on fostering teaching theories in ELT to provide frameworks for attaining successful sustainable development. The researcher conducted a number of teaching theories to clarify the impact of different aspects of environment into human. Man should be responsible for keeping life (environment) from the loss. Human beings can live and communicate with each other freely, easily, and without stressing to be environmentally friendly thus teaching theories establish a bridge relation between people and environment.

## **Introduction:**

Global rivalry among countries to excel in all areas and directions of the country is a result of sustainable development. Establishing a position in international affairs in a variety of sectors has become imperative, thus the concept of sustainable development is essential to a country's performance in terms of teaching pedagogy, culture, society, and population (Zanetti, 2024:48).

In order to protect their governance and potential resources, resist outside intervention, and prevent the exploitation of their resources and capabilities by outside forces claiming to develop and advance them, nations work to achieve internal sustainable development. Because of this, the developmental sector is now a crucial pillar for reviving peoples' freedom and giving them the power to decide their own destiny (Adger, 2015:66).

Since education is linked to the human factor, which propels development in all of its economic, social, and environmental facets, it is essential to be involved in sustainable development. Up to 2030, when our nation's strategic aim for education is to deliver high-quality education without discrimination within effective and sustainable institutional frameworks, the quality of education has been included in the global agenda for sustainable development (Zaelke, 2024:32).

However, education has been critical in promoting development and improving its sustainability. Achieving educational progress, improving living conditions, and encouraging social resurrection for individuals in society are the main drivers of sustainable development in education. These factors will ultimately lead to the accomplishment of comprehensive development goals in all spheres and directions of society (Yohe, 2022:27).

Yearley (2024:150) elucidates that providing the required resources, lowering the amount of educational materials for students, particularly in basic education, and taking care of the human resources in charge of the teaching and learning processes are the main issues facing our nation's educational system at all levels. Additionally, in order to succeed in this aspect, higher education experts' focus on encouraging and advancing many teaching theories in ELT to provide frameworks for successful teaching and learning that align with the principles of sustainable development as follows:

### **1-Promoting Critical Thinking and awareness**

Teaching theories rooted in constructivism, such as those proposed by Piaget and Vygotsky, encourage learners to actively engage with and critically reflect on various issues. This method can

help students grasp complex global challenges like climate change, inequality, and resource depletion by prompting them to consider how their actions affect the world and what sustainable solutions might entail.

## **2- Encouraging thinking**

Systems theory and ecological education highlight the connections between environmental, social, and economic systems. Teaching theories that draw from these perspectives help students understand the interrelatedness of these systems and emphasize that sustainable development requires a balance among all three. This systems-thinking approach enables students to see the bigger picture and recognize the impact of their actions on both the environment and society.

## **3-Active and experiential learning**

Experiential learning theories, as outlined by David Kolb, focus on learning through experience and reflection. In the realm of sustainable development, these theories encourage students to participate in hands-on projects, field studies, and community-based learning that link them directly to real-world sustainability challenges. This involvement fosters a deeper understanding of the concepts and inspires students to take action toward sustainable solutions.

## **4-Values and ethics teaching**

Teaching theories that prioritize values education, such as Moral Development Theories from Kohlberg and Gilligan, help instill the ethical principles essential for sustainable development, including social justice, equity, and respect for nature. By focusing on these values, students are encouraged to consider the ethical implications of their choices and actions, particularly in relation to sustainability and continuation of life and progress in societies(Rajab,2024).

## **5-Collaborative learning and social learning**

Social learning theories, especially those proposed by Bandura and Lave and Wenger, emphasize the significance of social interaction in the learning process. In the realm of sustainable development, collaborative learning and community involvement prove to be effective. These theories encourage students to collaborate, exchange ideas, and learn from various viewpoints, which is essential when tackling global issues that necessitate collective efforts.

## **6-Holistic and interdisciplinary approaches**

Teaching theories that advocate for a holistic and interdisciplinary approach (such as Transdisciplinary Education) combine content from different fields to tackle sustainability challenges. These methods dismantle traditional subject barriers, allowing students to recognize the interconnections between areas like economics, environmental science, sociology, and ethics. This understanding is crucial for grasping the intricate and multifaceted nature of sustainability.

## **7-Lifelong Learning**

Theories that support lifelong learning (like andragogy, the theory of adult education) acknowledge that sustainable development is an ongoing journey that demands continuous education. These theories highlight the importance of adult education programs that foster sustainability skills and knowledge throughout individuals' lives, ensuring that everyone is equipped to contribute to sustainability at any point in their life.

## **8-Empowering learners to take actions**

Teaching theories centered on empowerment (such as Freire's Pedagogy of the Oppressed) focus on equipping students with the tools and confidence needed to take action. By empowering learners, these theories help nurture future leaders and change-makers who can implement sustainable practices in their communities and beyond.

## **Nature of Educational Curriculum and Their Role in Setting Sustainable Development Goals:**

The studies main purpose must be determined the demands and specifications that go into the accuracy of education in the nation and how they relate to attain sustainable development objectives. The descriptive-analytical strategy is one of the scientific research methodologies used in this investigation. In order to guarantee the value of education in establishing sustainable development objectives, the study categorized the research and studies conducted by educators and researchers into axes (Yohe, 2019:274).

Global Sustainable Development Report (GSDR) draws on the need for transformative changes across sectors to attain sustainable development aims .It supplies key findings, applicable examples, and tools to facilitate progress then transforming processes over time.

Dasgupta (2022:30) discovers that the majority of curriculum components and aspects, such as objectives, content, teaching techniques, evaluation, and teacher professional development, must be reviewed when talking about how teaching strategies and curricula contribute to the establishment of sustainable development goals.

Hu (2023:76) elucidates a systematic literature review published in ELT basics examines the integration of educational curriculum with sustainable development. This study explores some obstacles faced by learners in such concepts of sustainable development and resolutions.

### Objectives

Das (2022:60) clarifies the main objectives of the curriculum for sustainable development can be identified as follows:

- Giving students more knowledge about the idea of sustainable development, including its objectives, significance, prerequisites, tenets, and underpinnings.
- Educating students as much as possible on human behaviors that help establish sustainable development goals, such as cutting back on excessive food, water, energy, pesticide, and drug use, as well as protecting both public and private property.
- Understanding the part that society, families, and people play in attaining effective sustainable development.
- Developing life, social, decision-making, and general thinking skills—all of which contribute to the development of learners' behaviors for sustainable development.
- Fostering lifestyles, attitudes, beliefs, and behaviors that encourage environmentally responsible consumerism and sustainable development.
- Equipping students with information and abilities that promote sustainable consumption habits.
- Teaching students about energy, industry, agriculture, and the environment and how to preserve them.
- Raising students' understanding that economic growth that satisfies fundamental needs is necessary for sustainable development.
- Giving students the tools they need to pursue sustainable livelihoods and further their education after graduation.
- Having a good outlook on the environment and protecting it for themselves and the next generation.
- Reinforcing the idea of equality in interactions between people, irrespective of their gender, race, religion, or style of living.

### Curriculum Content

Dasgupta (2023:50) views that to confirm the ideas, objectives, and principles of sustainable development in the educational content, there are three aspects to consider:

**Independent Aspect:** creating content with sustainable development in mind. It is observed, although, that curricula are unable to support more disciplines, which puts more strain on students.

**Integrative Aspect:** incorporating concepts of sustainable development into real-world study subjects, particularly those pertaining to the environment, its resources, and their conservation, as well as resources pertaining to different businesses.

**Determinative Aspect:** Finding several stand-alone study units that concentrate on elucidating the idea of sustainable development, including its significance, objectives, requirements, and associated public resources, as well as incorporating its ideas into other study units, with an emphasis on employing instructional strategies that help achieve the goals.

### The Connected Bridge between Sustainable Development and Teaching Theories

Oer (2025) states that sustainable development in teaching English concentrates on creating a student-focused package. This package promotes social and environmental responsibility and imparts critical skills and knowledge necessary to address international issues. If this sustainability is applied, then the teachers will be able to raise a generation of learners who appreciate the importance of

sustainability and are passionate about building a more equitable and sustainable world. The most important teaching packages are:

### **Constructivism**

The learners create their content based on their individual experiences, and Piaget and Vygotsky concentrated on this process. It motivates students to learn problem solving, critical thinking, and self-reflection towards real-life issues like social, environmental, and climate changes. Constructivist methods can be utilized to enable students to understand the complicates of sustainability and allow them to participate in formulating solutions.

- Sustainability Development Efforts:
- Educators may decide to get students to work together, for example, on community gardens or waste reduction programs that deal with local sustainability problems.
- For the projects, learners could analyze human actions through relevant case studies and assess its repercussions on the environment.

### **Experiential Learning (Kolb)**

Experiential learning theory developed by David Kolb highlights the importance of learning through personal experience and personal reflection. This is a theory of teaching that is particularly helpful for teaching sustainable development because it enables the students to participate in practical activities that link the classroom to the environment.

- Application to Sustainable Development:
- Students may participate in environmental monitoring, sustainability audits, or community outreach programs that positively impact the sustainability of the region.
- Sustainable businesses, eco-tourism sites, and renewable energy sites can provide motivation for understanding through field trips.

### **Critical Pedagogy (Freire)**

Paulo Freire's critical pedagogy draws on empowering students to critically communicate with the world around them, question societal criteria, and efficiently participate in social change. This theory coincides well with sustainable development because it fosters students to become active agents of transforming knowledge, advocating for environmental justice, social equity, and sustainable applications.

- Application to Sustainable Development:
- Teachers can encourage students to critically analyze the systems contributing to unsustainable applications (e.g., corporate exploitation, resource depletion, or inequality).
- Students can be conducted to form projects that address global and local sustainability affairs, such as campaigns for renewable energy or advocating for sustainable consumption

### **Social Learning Theory (Bandura)**

Social learning theory by Albert Bandura depicts that students learn by noticing others in their environment and modeling their behaviors. This theory is vital for sustainable development, as it focuses on the significance of role models and community learning in forming behavior.

- Application to Sustainable Development:
- Teachers can supply role models of sustainable living, such as environmental leaders, local activists, or social entrepreneurs, for students to notice and learn from.
- Group practices where students negotiate on sustainable development projects can stimulate the exchange of ideas and inspire positive changes within the community.

### **Transformative Learning Theory (Mezirow)**

Transformative learning theory, as proposed by Jack Mezirow, diverts to the process of critically contemplate on one's experiences and altering one's perspective. This sort of learning theories is successful for sustainable development because it assists students question their existing beliefs and attitudes toward environmental and social affairs, leading to a deeper understanding of sustainability.

- Application to Sustainable Development:



- Teachers can blend reflection-based activities that affront students to think about their consuming patterns, social accountability, and the long-term effect of their actions on the planet.
- Researchers can plan practices that foster learners to negotiate in difficult conversations about inequality, resource distribution, and environmental justice.

### Multiple Intelligences (Gardner)

Howard Gardner's theory of multiple intelligences highlights that learners possess various kinds of intelligence, including linguistic, logical, spatial, bodily-kinesthetic, interpersonal, intrapersonal, musical, and naturalistic. By acknowledging these different intelligences, educators can create sustainability-related activities that resonate with diverse learners.

- Application to Sustainable Development:
- For those with naturalistic intelligence, engaging in fieldwork and environmental observation can serve as an effective learning method.
- Interpersonal learners can work together on sustainability projects, while intrapersonal learners can take time to reflect on their personal values regarding sustainability.
- Educators can craft sustainability-themed activities that cater to a wide array of intelligences, such as creating artistic representations of environmental challenges or using mathematical modeling to analyze ecological footprints.

### Humanistic Education (Maslow, Rogers)

Humanistic educational theories, shaped by the ideas of Abraham Maslow and Carl Rogers, emphasize personal growth, self-actualization, and emotional well-being. These theories can promote sustainable development by helping students cultivate empathy for others and forge a deeper connection with the planet.

- Application to Sustainable Development:
- Promote self-reflection on individual sustainability practices and values related to environmental stewardship and social justice.
- Encourage discussions that center on personal and collective well-being, nurturing a sense of responsibility toward the Earth and its ecosystems.

### Community of Practice (Lave & Wenger)

Lave and Wenger's idea of a "community of practice" posits that learning is enriched when individuals engage in shared practices and discussions. This concept can be applied to encourage a community-oriented approach to sustainable development.

- Application to Sustainable Development:
- Motivate students to join sustainability-converged communities, such as eco-clubs or local environmental groups.
- Use collaborative projects to assist students construct skills and negotiate in community-driven sustainability efforts.

### Teaching Strategies and Methods

Dalal-Clayton (2023:73) elaborates that teachers should use contemporary techniques and procedures. These approaches demonstrate learners' behaviors, address the educational requirements of students, and aid in the establishment of sustainable development objectives. Along with encouraging behavior and consumption patterns that respect the environment, they also help them develop good attitudes and values and foster critical thinking, decision-making, life skills, and other desirable outcomes linked to sustainable development. Discussion, problem-solving and analysis, field studies, cooperative learning, exploration, planning, and projects are some of the most crucial teaching strategies. These techniques are applied based on the qualities of the students and the topic of the session.

### Evaluation Methods

Environmental challenges and difficulties must be included in formative and summative assessments, which force students to consider and take part in solving these problems. Memorization and recall alone shouldn't be the only criteria used for evaluation (Cowan, 2023:1).

## Integration Strategies

### 1. Extracurricular Activities Strategy

Outside of class time, the instructor organizes a training or educational program and divides it up among the several phases based on the interests of the students. Gender equality, teenage concerns, addiction, the conservation of endangered animals, conflict resolution, and other topics should all receive attention. Certain subjects, such respect for rules and standards and sustainable development, are applicable to university life. This approach aims to achieve the required results outside of the classroom in a relaxed and unrestricted setting, particularly if the activities include direct application and knowledge acquisition.

### 2. Independent Courses Strategy

This tactic entails developing a specialized course for the intended topic, such as respect for laws and standards or sustainable development. This course, which includes general and procedural objectives, ideas, teaching resources, class schedules, and a variety of assessment techniques, may span several phases or be tailored to each one. The track starts to resemble any other course. This strategy's primary objectives are evaluation, transparency, and simplicity of execution; nonetheless, it necessitates academic, time, and educational collaboration with essential educational resources. Knowledge, abilities, and attitudes may also need to be modified and adjusted in order to conform to the general curriculum.

### 3. Integration or Merging Strategy

This approach depends on incorporating new educational innovations—like citizenship, environmental, developmental, technical, and social issues—into the curriculum in a way that is both sustainable and growth-oriented across all grade levels. This is relevant if these advancements are made during curriculum development and are formally authorized. Academically and educationally, new advances that emerge during curriculum implementation, such teaching for sustainable development or respect for the law, can be incorporated into the relevant topics (Corson, 2020:32).

This strategy's primary objective is to harmonize with a holistic or integrated perspective of various educational advancements that combine knowledge, values, and skills rather than overloading the curriculum with new concepts that do not correspond with educational routes. Additionally, it is an ongoing process that adapts to advancements in science, culture, and the economy.

## Integration Mechanisms

### 1. Integration of Innovations

What are we referring to as innovations?

After the curriculum is put into place, new subjects like education, gender equality, sustainable development, and others come up. Here, "integration" refers to the process of changing performance, standards, circumstances, or behavioral goals. Without changing or departing from the main curricular routes, the teaching method is structured to help students gain the information, attitudes, and abilities associated with these innovations (Cowan, 2023:69).

### 2. Educational Transformation

Regardless of how precisely and accurately the curriculum is formulated or how effective and appropriate the teaching materials are for the objectives, educators feel that the educational process inherently comprises two elements that the curriculum cannot control.

**The first dimension** is the personal or individual component, which is exemplified by the many experiences, pursuits, and planned activities the student engages in in order to accomplish the desired outcomes. Knowledge and skill mastery are always accompanied with the learner's unique abilities and touch. During evaluation, students are categorized according to the competency principle and have similar classroom experiences (Cornillie, 2021:25).

**The second dimension** is the curriculum appears as a formal framework as formulated by specialists and educators, but it only becomes an actual and effective curriculum through the learning process. This appears to be hidden in terms of the teacher's method of delivery or implementation. The educational dimension is where the teacher delivers the message infused with their personality components, such as knowledge, values, skills, and norms. The student is influenced by this and sees

the teacher as a successful role model in their educational performance, attitudes, management, leadership, and information mastery (CGD, 2022:32).

### 3. Integration in Performance and Subject Nature

Cash (2021:80) draws on a crucial component of curriculum and instructional objectives is performance. This performance varies between the cognitive and emotional domains, ranging from basic recall to intricate assessment and creativity. Some curricula make significant use of verbs with broad meanings, such as "understand," "realize," "comprehend," and "grasp," which are followed by vaguely specified particular results, as "understand a text," "realize sentence meanings," or "apply a rule and construct a sentence." This provides the instructor with flexibility in selecting or deciding on the type of curriculum, enabling them to define or choose items that are focused on different aspects of sustainable development.

### 4. Integration through Conditions

Texts, drawings, and pictures are the most often utilized instructional resources in educational activities. Images of our everyday lives or lessons on protecting the environment from depletion are examples of visual aids that may be used to support the subject that has to be incorporated into the curriculum. These resources can support a number of instructional activities pertaining to sustainable development and direct students' cognitive processes towards the overall subject. Although this integration mechanism is simple, it calls for extra care in the selection and use of resources to improve student performance and inspire them to finish the assigned tasks (CEC, 2017:43).

### 5. Integration through Evaluation Standards:

Carpenter (2022:67) illustrates that one of the core tenets of evaluation is the synchronization of teaching and assessment scenarios. It is impossible to assess a student in novel circumstances that they have never faced before. Evaluation criteria must thus take into account knowledge, values, and skills pertaining to sustainable development that are introduced through performance, product, and circumstances. Evaluation criteria and indicators that convert each into quantifiable and observable measures are not properly defined in curricula. As a result, some sustainable development concepts can be used as benchmarks and markers for goals pertaining to social justice or environmental concerns.

### Integration in Educational Frameworks

Capoor (2022:77) finds that the instructional personnel and the physical surroundings, including the buildings and amenities, are part of the educational structure. Students fundamentally mirror their behavior after that of their instructors, professors, and administrators. The pedagogical and administrative personnel must first uphold the necessary knowledge, beliefs, and behaviors if the educational institution is focused on justice, gender equality, resource conservation, or lowering indoor pollution. They shouldn't smoke in confined areas, squander resources, or act in ways that are indicative of gender prejudice. As a result, instructors must be the first to embrace sustainable development before students do.

The building must be kept clean and well-maintained, the amenities must be kept in excellent operating order, and care must be taken to prevent careless actions that cause degradation. This encompasses the institution's teaching and learning community. By putting pictures, ads, drawings, and instructions that help students adopt the necessary behavioral patterns—many of which are in line with sustainable development principles like social equality, environmental respect, and economic activity preservation—many educational administrations try to modify the building and facilities to support the project (Ibid:78).

In addition to following teachings and activities in the classroom, students' schoolwork may also include practical assignments that are connected to those lessons and activities. For instance, students can close water taps and fix broken ones following a lecture on protecting the ecosystem from depletion and our everyday life.

### Pillars of Sustainable Development to Be Enhanced Among Students

The foundation of a safe society in the twenty-first century is sustainable development, and education transcends the confines of reality and occurs throughout life in many locations and at



different times. According to educators in the field of education and sustainable development, instructors must thus take into account four primary pillars that need to be attained and improved among students (Brickman, 2021:95).

**1. Learning to Know:** Instead than focusing on documented knowledge, this kind of learning aims to master the knowledge's instruments. Learning here gives the student the opportunity to improve their knowledge and communication abilities, gain professional skills, and comprehend the world around them.

**2. Learning to Do:** This type of learning depends on moving from the exact idea of competence derived from technical and occupational training to social behavior, which is embodied by the capacity for initiative, adventure, communication, teamwork, and dispute resolution.

**3. Learning to Live Together:** By learning about other students and their cultures, embracing criticism and differing viewpoints, avoiding the negative connotations of individual rivalry, and forming relationships and collaborative initiatives with colleagues in any sector.

**4. Learning to Be:** If given the chance to show their preparation, abilities, and self-affirmation, all students may learn and master, resulting in a high and recognizable degree of success.

### **Integrating Education for Sustainable Development**

Boyle and Freestone (2022:90) explain that because of their extraordinary capacity for change, educational experts are able to implement the required educational solutions in order to accomplish sustainable development objectives. Additionally, they possess the skills and expertise needed to reorganize educational institutions and procedures and steer them in the direction of sustainability. This may be accomplished by:

- Knowledge of sustainable development, its many aims, and the relevant subjects and difficulties.
- Presenting a thorough understanding of the problems and difficulties associated with sustainable development by taking into account and reflecting on the social, ecological, economic, and cultural aspects of it, as well as the concepts of global and intergenerational justice.
- Experts describing the notion of sustainable development, the obstacles to its objectives, the significance of their area of expertise in accomplishing these objectives, and their part in the process.
- Understanding that social justice, gender equality, cultural variety, environmental preservation, and personal growth are all essential components of education for sustainable development.

### **Problems in Implementing Sustainable Development in Education and How to address them**

Since education is the foundation of civilization, development, and national advancement, it is imperative that it be given careful consideration. Education creates a thoughtful, cultured generation that can improve the nation's standing. We do not mean traditional education based on memorization and rote learning, but rather modern and developed education based on understanding, supporting talents, developing creative abilities, and encouraging innovative solutions to environmental problems (Berger, 2021:100).

Beck (2020:30) focuses that there are several problems and obstacles that hinder the application of sustainable development dimensions and requirements, including:

1. A lack of material resources, such as labs, classrooms, equipment, salaries, and incentives for educational professionals, which makes it difficult to execute sustainable development features and needs.
2. Inadequate incentives and rewards for qualified and specialized instructors, as well as the inability to hire them.
3. Lack of safety and security standards in institutions.
4. Lack of computer laboratories and internet, which are necessary for teaching students' different research and learning techniques.
5. In addition to being disconnected from the demands of real life, curricula are inadequate and unable to address the fundamental and changing needs of students and the world in which we live. They also fail to teach students life skills like collaboration, problem-solving, and self-expression.

6. limitations in scientific applications that seek to improve students' abilities since most programs are taught in a classroom setting and rely more on memorization and rote learning than on hands-on practice and training outside of the classroom.
7. Lack of motivation and drive among students toward learning processes.
8. Overcrowding in classrooms beyond the permissible limit.
9. Lack of private sector participation in meeting educational needs and providing various forms of assistance.

### Research Results

Linking sustainable development with education plays a significant role in developing individuals' intellectual, cognitive, and skill competencies necessary for achieving sustainable development and dealing with numerous challenges (Angelsen, 2021:62).

It is significant to remember that just include sustainable development ideas and principles in curriculum and instructional materials is insufficient. In order to attain sustainable development, educational approaches must also be used.

To help achieve sustainable development goals, curriculum designers, educational professionals, and other stakeholders must consider education from fresh angles. In order for students to learn how to cope with society and solve problems while simultaneously benefiting from the environment, it is also essential to concentrate on include a variety of concerns and challenges that connect education and the environment (Aldy, 2022:48).

### Conclusion

The significance of education and its influence on sustainable development are revealed by this study. It presents issues and suggests potential fixes to preserve actual circumstances from various perspectives. This is dependent on the role that educators play in providing students with innovative knowledge. Also, ELT theories not only assist students acquire content but also inspire them to become active participants in creating sustainable future (Alcamo, 2021:19).

Additionally, students' productivity will be strengthened by depending on essential instructional strategies that teachers use on a regular basis. Enhancing teaching conditions and hiring skilled and experienced personnel through educational institutions are crucial since failing to do so would mean that the idea of sustainable development itself would be lost (Agrawala, 2022:20).

The conclusion is that enhancing curricular material and adding ideas and concepts related to sustainable development will improve sustainable development results.

### Recommendations

1. In order to explore real-life issues from a variety of linked perspectives, education for sustainable development must move away from rote learning and towards presenting genuine problems and suggesting potential solutions. To do this, educators must stop being only information providers and students must stop being merely information consumers.
2. Early skill development should be a priority for educational institutions as they impart information and shape attitudes and actions. Ensuring that every student learns the necessary information about sustainable development and understands the consequences of actions that do not support it is crucial. Sustainable development principles must be adhered to by all members of educational institutions, including parents, instructors, administrators, and students.
3. Encouraging the private or non-formal sectors' efforts in education for sustainable development, as they are an essential adjunct to education, particularly in adult education for true sustainable development. These activities promote lifelong learning by putting the student first and taking a participative, integrated approach. Employers and workers both benefit from non-formal learning in the workplace, thus collaboration across the many capable organizations engaged in sustainability education should be valued and promoted.
4. Teachers may become more effective and role models by receiving the proper training and having the chance to share their experiences in teaching for sustainability. This will increase their understanding of sustainable development, particularly as it relates to their line of work. Training ought to be closely tied to the findings of sustainable development research.

5. Creating instructional materials and implementing ideas and concepts related to sustainable development.
6. Improving teacher conditions and hiring skilled and educated professionals through community institutions, as if these are neglected, the idea of sustainable development itself would be lost.
7. Education for sustainable development needs to be approached in two ways in order to be successful:
  - First, by integrating sustainable development topics into all related subjects, curricula, programs, and courses.
  - Second, by providing specific programs and courses dedicated to the subject and content.
8. Highlighting educational opportunities that aim to empower students and instill sustainable development-respecting behaviors in local communities, businesses, families, and educational institutions.
9. Establishing collaboration and involvement between education sector participants and other stakeholders, which helps to engage industry and the private sector in the face of swift technical advancements and evolving working circumstances. Activities pertaining to the community will enhance students' hands-on learning.
10. By breaking down environmental issues into their life cycles and concentrating on their effects on education and society, it is possible to comprehend and address these issues on a national, regional, and worldwide scale.
11. Focusing on processes and solutions while utilizing a variety of learner-specific interactive teaching techniques. Apart from conventional techniques, these methods ought to encompass communication, planning to elucidate ideas and perspectives, philosophical investigation, value clarification, modelling, role-playing, games, simulation, scenarios, information and communication technologies, surveys, case studies, field trips, and projects.
12. Use suitable teaching resources, including visual, aural, and textbook aids.

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