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CONTENTS

PEDAGOGY

U.A. Abitayeva, A.Kh. Sarybayeva

Determining the level of knowledge of future physics teachers in quantum optics.....15

B.K. Assylbekova, G.S. Zhaksybayeva, G.H. Kereybayeva

Preparedness of future biology teachers to develop environmental competence in students.....29

A. Bizhkenova, A. Bekbayeva

Historical foundations and stages of formation of foreign language education in Kazakhstan.....45

T. Igenbay, G. Baltabaeva, A. Shormakova

Development of students' analytical skills through linguistic analysis of literary prose texts.....59

R.K. Izmagambetova, M.N. Ospanbekova, N.S. Kozhamkulova

Formation of financial literacy of primary school students based on artificial intelligence.....75

M.S. Issayev, T.A. Apendiyev, L.S. Dinashева

Effectiveness of using digital and interactive maps in teaching history.....89

Zh. Isabekova, E. Seysenbieva, Y. Abdimomynov

Innovative approaches to teaching narrative techniques in literature classes: enhancing literary competence through active learning.....104

O. Kisseleva, Y. Savelyeva, I. Dadaeva

Analysis of the impact of artificial intelligence and game methods on the effectiveness of the educational process in higher education.....119

A. Kopbossyn, A. Orynbekeva, N. Serikbayeva

STEM technology in interdisciplinary natural science teaching.....133

G. Koshanova, Zh. Aimeshov

Methods of using virtual laboratories in robotics training.....146

M.M. Mataev, B.T. Mukatay, M.R. Abdraimova

Training of chemistry teachers: evaluation of the curricula of Kazakhstan and Turkey.....164

R. Myrzayev, A. Seitmuratov, A. Abuova

Mathematical training of IT bachelors in the Lupic project.....183

N.K. Mukazhanov, S.N. Zhiyenbayeva, B.A. Akzhigitov

Pedagogical technology for organizing adaptation of physical education students to educational activities.....198

Z. Mukhambetaliyeva, A. Uzakova, H. Fujii

Improving professional competencies in chemistry teaching.....209

N.B. Nabi, R.S. Rakhmetova

Pedagogical aspects of organizing the speaking process based on the 4c model: a comparative study among 10th–11th grade students.....226

G.A. Nazarova, A.Zh. Sharipova

Using case technologies and project-based learning in teaching sustainable development.....242

R. Orazalieva

The essence of the development of the ethno-artistic potential of students of creative specialties of the university.....260

M. Ryskulov, Zh. Dauletbekova, G. Klychniyazova

Developing students' oratorical speech through phraseological units.....273

Y. Tuyakov, A. Duisebayeva, Z. Razak

Training of future mathematics teachers in the digital educational environment...291

N.Kh. Shadiyeva

The impact of artificial intelligence on language learning.....307

ECONOMICS

N. Abdildinova, P. Beisekova, M. Sauranova

Infoanalytics in food security of Kazakhstan.....324

G.E. Amalbekova, A.N. Narenova, A.R. Tanatova

Agritourism - a factor of economic diversification and sustainable rural development in Kazakhstan.....339

G. Balgimbekova, M.E. Abdrakhim, A. Lambekova

AI applications in public administration for elderly participation monitoring.....355

A.B. Bekmukhametova, J. Juman*, A.M. Myrzakhmetova Formation and impact of credit derivatives on the stability of financial markets...	369
A. Zhumabekov, Zh. Osmanov, A. Zubecs State programs for lending and subsidizing entrepreneurship (based on the example of the “damu” fund).....	355
G. Issayeva, E. Zhussipova, G. Pazilov Mechanisms of environmental taxation for sustainable development in Kazakhstan.....	406
A. Koppayeva, M.R. Sikhimbayev, D.R. Sikhimbayeva Sources and features of investment risks in subsoil use.....	420
A.T. Kokenova, E.T. Askarova, G.K. Nietalina Integration of ESG principles into the tax system of Kazakhstan: from declarations to instruments.....	433
R.N. Kuatbekova, A.B. Mukhamedkhanova, A.A. Alzhanova Scenario modeling of the sustainability of meat processing enterprises in the context of global logistical and commodity crises.....	450
M.Zh. Makhambetov, A. Mambetova, A.A. Mussayeva Foresight forecasting of the agricultural industry in the Kostanay region of Kazakhstan.....	479
Zh. Nurlybek, A. Tynyshbaeva Political corruption as a channel of external influence: risks to sovereignty.....	479
L. Popp, A. Saulembekova, T. Kudaibergenov Financial management and risk management strategies in the fuel and energy complex under innovative development.....	513
S.B. Spatayeva, A.B. Alibekova, A.O. Zhupysheva Foreign experience in organizing an audit of the effectiveness of the use of budget funds aimed at the development of agriculture.....	531
A.O. Syzdykova, R.M. Tazhibayeva, A.T. Abubakirova Regulatory and taxation issues for non-fungible tokens.....	549
E. Temirbekova, A. Abdimomynova, M. Kushenova Demographic changes: international experience and impact on public services.....	564

МАЗМҰНЫ

ПЕДАГОГИКА

Ұ.Ә. Әбітаева, Ә.Х. Сарыбаева

Болашақ физика мұғалімдерінің кванттық оптика бойынша білім деңгейін анықтау.....15

Б.Қ. Асылбекова, Г.С. Жақсыбаева, Г.Х. Керейбаева

Болашақ биология мұғалімдерінің оқушылардың экологиялық құзыреттілігін дамытуға дайындығы.....29

А. Бижкенова, А. Бекбаева

Қазақстандағы шетел тілдерін оқытудың тарихи алғышарттары мен қалыптасу кезеңдері.....45

Т. Игенбай, Г. Балтабаева, А. Шормақова

Студенттердің аналитикалық дағдыларын көркем проза мәтінін лингвистикалық талдау арқылы дамыту.....59

Р.К. Измагамбетова, М.Н. Оспанбекова, Н.С. Кожамкулова

Бастауыш сынып оқушыларының қаржылық сауаттылығын жасанды интеллект негізінде қалыптастыру.....75

М.С. Исаев, Т.А. Апендиев, Л.С. Динашева

Тарихты оқытуда цифрлық және интерактивті карталарды пайдаланудың тиімділігін талдау.....89

Ж. Исабекова, Е. Сейсенбиева, Е. Абдимомынов

Әдебиет сабақтарында баяндау тәсілдерін оқытудың инновациялық әдістері: белсенді оқыту арқылы әдеби құзыреттілікті арттыру.....104

О. Киселева, Е. Савельева, И. Дадаева

Жасанды интеллект пен ойын әдістерінің жоғары білім берудегі оқу процесінің тиімділігіне әсерін талдау.....119

А. Копбосын, А. Орынбекова, Н. Серикбаева

STEM технологиясын жаратылыстану пәндерін пәнаралық оқытуда қолдану.....133

Г. Кошанова, Ж. Аймешов

Робототехниканы оқытуда виртуалды зертханаларды қолдану әдістері.....146

М.М. Матаев, Б.Т. Мұқатай, М.Р. Абдраймова

Химия мұғалімдерін даярлау: Қазақстан мен Түркияның оқу жоспарларын бағалау.....164

Р. Мырзаев, А. Сейтмуратов, А. Абуова

Лүріс жобасында Іт бағыттағы бакалаврларды математикалық даярлау.....183

Н.К. Мукажанов, С.Н. Жиенбаева, Б.А. Акжигитов

Дене шынықтыру факультеті студенттерінің білім беру қызметіне бейімделуін ұйымдастырудың педагогикалық технологиясы.....198

З. Мұхамбетәлиева, А. Узакова, Х. Фуджи

Химия білімінде тұрақты дамуға бағытталған кәсіби құзыреттілікті дамыту.....209

Н.Б. Нәби, Р.С. Рахметова

4К моделінің негізінде айтылым үдерісін ұйымдастырудың педагогикалық аспектілері: 10–11 сыныптар арасындағы салыстырмалы зерттеу.....226

Г.А. Назарова, А.Ж. Шарипова

Тұрақты дамуды оқытуда кейс-технологиялар мен жобалық - бағдарланған оқытуды қолдану.....242

Р. Оразалиева

ЖОО шығармашылық мамандықтары студенттерінің этнокөркемдік әлеуетін дамытудың мәні.....260

М. Рыскулов, Ж. Даулетбекова, Г. Клычниязова

Фразеологизмдер арқылы оқушылардың шешендік сөйлеуін дамыту.....273

Е.А. Тұяқов, А.Б. Дүйсебаева, Ж.Н. Разак

Цифрлық білім беру ортасында болашақ математика мұғалімдерін даярлау.....291

Н.Х. Шадиева

Жасанды интеллекттің тілді оқытуға әсері.....307

ЭКОНОМИКА

Н. Абдильдинова, П. Бейсекова, М. Сауранова

Қазақстанның азық-түлік қауіпсіздігіндегі инфоаналитика.....324

Г.Е. Амалбекова, А.Н. Наренова, А.Р. Танатова

Агротуризм - Қазақстандағы ауылдық аумақтарды тұрақты дамыту мен экономиканы әртараптандырудың факторы ретінде.....339

Г. Балгимбекова, М. Абдрахим, А. Ламбекова

Егде жастағы адамдардың қатысуын бақылау үшін мемлекеттік басқаруда жасанды интеллектті қолдану.....355

А.Б. Бекмұхаметова, Ж. Жұман, А.М. Мырзахметова Қаржы нарықтарының тұрақтылығына несиелік туынды құралдардың қалыптасуы мен әсері.....	369
А. Жұмабеков, Ж. Османов, А. Зубец Кәсіпкерлікті несиелеу және субсидиялау бойынша мемлекеттік бағдарламалар («даму» қорының мысалында).....	389
Г.К. Исаева, Э.Е. Жусипова, Г.А. Пазилов Қазақстанның орнықты дамуы үшін экологиялық салық салу тетіктері.....	406
А.Ш. Коппаева, М.Р. Сихимбаев, Д.Р. Сихимбаева Жер қойнауын пайдаланудағы инвестициялық тәуекелдердің көздері мен ерекшеліктері.....	420
А.Т. Көкенова, Э.Т. Аскарова, Г.К. Ниеталина Қазақстанның салық жүйесіне ESG принциптерін интеграциялау: декларациядан құралдарға дейін.....	433
Р.Н. Қуатбекова, А.Б. Мухамедханова, А.А. Альжанова Жаһандық логистикалық және шикізаттық дағдарыстар жағдайында ет өңдеу кәсіпорындарының тұрақтылығын сценарийлік модельдеу.....	450
М.Ж. Махамбетов, А. Мамбетова, А.А. Мусаева Қазақстанның Қостанай облысындағы ауыл шаруашылығы саласын форсайт болжау.....	479
Ж. Нурлыбек, А. Тынышбаева Саяси сыбайлас жемқорлық сыртқы ықпал ету арнасы ретінде: егемендікке төндіретін қаупі.....	512
Л. Попп, А. Саулембекова, Т. Құдайбергенов Инновациялық даму жағдайында отын-энергетикалық кешендегі қаржылық басқару және тәуекелдерді басқару стратегиялары.....	513
С.Б. Спатаева, А.Б. Алибекова, А.О. Жұпышева Ауыл шаруашылығын дамытуға бағытталған бюджет қаражатын пайдалану тиімділігінің аудитін ұйымдастыру: шетел тәжірибесі.....	531
А.О. Сыздықова, Р.М. Тажибаева, А.Т. Абубакирова Алмастырылмайтын токендар үшін құқықтық реттеу және салық салу мәселелері.....	549
Э.Т. Темирбекова, А.Ш. Абдимомынова, М.Ш. Кушенова Демографиялық өзгерістер: халықаралық тәжірибе және мемлекеттік қызметтерге әсері.....	564

СОДЕРЖАНИЕ

ПЕДАГОГИКА

У.А. Абитаева, А.Х. Сарыбаева

Определение уровня знаний будущих учителей физики по квантовой оптике.....15

Б.К. Асылбекова, Г.С. Жаксыбаева, Г.Х. Керейбаева

Готовность будущих учителей биологии к формированию экологической компетентности у учащихся.....29

А. Бижкенова, А. Бекбаева

Исторические предпосылки и этапы формирования иноязычного образования в Казахстане.....45

Т. Игенбай, Г. Балтабаева, А. Шормакова

Развитие аналитических навыков студентов посредством лингвистического анализа текста художественной прозы.....59

Р.К. Измагамбетова, М.Н. Оспанбекова, Н.С. Кожамкулова

Формирование финансовой грамотности младших школьников на основе искусственного интеллекта.....75

М.С. Исаев, Т.А. Апендиев, Л.С. Динашева

Эффективность использования цифровых и интерактивных карт в обучении истории89

Ж. Исабекова, Е. Сейсенбиева, Е. Абдимомынов

Инновационные подходы к обучению нарративным приёмам на уроках литературы: повышение литературной компетенции через активное обучение.....104

О. Киселева, Е. Савельева, И. Дадаева

Анализ влияния искусственного интеллекта и игровых методов на эффективность учебного процесса в высшем образовании.....119

А. Копбосын, А. Орынбекова, Н. Серикбаева

STEM-технологии в междисциплинарном обучении естественным наукам.....133

Г. Кошанова, Ж. Аймешов

Методика использования виртуальных лабораторий в обучении робототехнике.....146

М.М. Матаев, Б.Т. Мукатай, М.Р. Абдраймова Подготовка учителей химии: оценка учебных планов Казахстана и Турции.....	164
Р. Мырзаев, А. Сейтмуратов, А. Абуова Математическая подготовка бакалавров It направлений в проекте Luri.....	183
Н.К. Мукажанов, С.Н. Жиенбаева, Б.А. Акжигитов Педагогическая технология организации адаптации студентов факультета физической культуры к образовательной деятельности.....	198
З. Мухамбеталиева, А. Узакова, Х. Фуджи Совершенствование профессиональных компетенций в обучении химии....	209
Н.Б. Наби, Р.С. Рахметова Педагогические аспекты организации процесса устной речи на основе модели 4К: сравнительное исследование среди учащихся 10–11 классов.....	226
Г.А. Назарова, А.Ж. Шарипова Использование кейс-технологий и проектно-ориентированного обучения в обучении устойчивому развитию.....	242
Р. Оразалиева Сущность развития этнохудожественного потенциала студентов творческих специальностей вуза.....	260
М. Рыскулов, Ж. Даулетбекова, Г. Клычниязова Развитие ораторской речи учащихся с помощью фразеологизмов.....	273
Е.А. Туяков, А.Б. Дуйсебаева, Ж.Н. Разак Подготовка будущих учителей математики в цифровой образовательной среде.....	291
Н.Х. Шадиева Влияние искусственного интеллекта на обучение языку.....	307

ЭКОНОМИКА

Н. Абдильдинова, П. Бейсекова, М. Сауранова Инфоаналитика в продовольственной безопасности Казахстана.....	324
Г.Е. Амалбекова, А.Н. Наренова, А.Р. Танатова Агротуризм как фактор диверсификации экономики и устойчивого развития сельских территорий в Казахстане.....	339

Г. Балгимбекова, М. Абдрахим, А. Ламбекова

Применение ИИ в государственном управлении для мониторинга участия пожилых людей.....355

А.Б. Бекмухаметова, Ж. Жуман, А.М. Мырзахметова

Формирование и влияние кредитных деривативов на стабильность функционирования финансовых рынков.....369

А. Жумабеков, Ж. Османов, А. Зубец

Государственные программы кредитования и субсидирования предпринимательства (на примере фонда «даму»).....389

Г.К. Исаева, Э.Е. Жусипова, Г.А. Пазиров

Механизмы экологического налогообложения для устойчивого развития Казахстана.....406

А.Ш. Коппаева, М.Р. Сихимбаев, Д.Р. Сихимбаева

Источники и особенности рисков инвестирования в объекты недропользования.....420

А.Т. Кокенова, Э.Т. Аскарлова, Г.К. Ниеталина

Интеграция принципов ESG в налоговую систему Казахстана: от деклараций к инструментам.....433

Р.Н. Куатбекова, А.Б. Мухамедханова, А.А. Альжанова

Сценарное моделирование устойчивости мясоперерабатывающих предприятий в условиях глобальных логистических и сырьевых кризисов.....458

М.Ж. Махамбетов, А. Мамбетова, А.А. Мусаева

Форсайт прогнозирование сельскохозяйственной отрасли Костанайской области Казахстана.....479

Ж. Нурлыбек, А. Тынышбаева

Политическая коррупция как канал внешнего влияния: риски для суверенитета.....512

Л. Попп, А. Саулембекова, Т. Кудайбергенов

Финансовое управление и стратегии управления рисками в топливно-энергетическом комплексе в условиях инновационного развития.....513

С.Б. Спатаева, А.Б. Алибекова, А.О. Жупышева

Зарубежный опыт организации аудита эффективности использования
бюджетных средств, направленных на развитие сельского
хозяйства.....531

А.О. Сыздыкова, Р.М. Тажибаева, А.Т. Абубакирова

Правовое регулирование и вопросы налогообложения невзаимозаменяемых
токенов.....549

Э.Т. Темирбекова, А.Ш. Абдимомынова, М.Ш. Кушенова

Демографические изменения: международный опыт и влияние
на государственные услуги.....564

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IMPROVING PROFESSIONAL COMPETENCIES IN CHEMISTRY TEACHING

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Annotation. This article examines the pedagogical aspects of developing the professional competencies of chemistry teachers in the context of the Sustainable Development Goals (SDGs). In the face of global challenges, the teacher training system requires the integration of the principles of Education for Sustainable Development (ESD), aimed at fostering critical thinking, systematic analysis, and strategic planning. The article analyzes key teacher competencies necessary for the effective implementation of SDGs in the educational process, including systematic and critical thinking, anticipatory forecasting, normative and strategic competencies, as well as interdisciplinary collaboration skills. Particular attention is given to pedagogical models such as flipped learning, gamification, project-based, and interdisciplinary approaches that contribute to the professional development of chemistry teachers. The study substantiates the need for the implementation of innovative educational strategies aimed at developing environmental awareness, analytical skills, and research activities among future educators. Methodological aspects of integrating SDGs into chemistry teacher training curriculum, as well as international experience in this field, are explored. The research findings highlight the importance of a comprehensive approach to shaping the professional competence of chemistry educators, incorporating interactive teaching methods, digital technologies, project-based, and problem-oriented learning. The conclusion presents recommendations for optimizing the educational process to ensure teachers

are prepared to integrate sustainable development principles into school chemistry education.

Keywords: sustainable development goals, professional competence, competency, chemistry teacher

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ХИМИЯ БІЛІМІНДЕ ТҰРАҚТЫ ДАМУҒА БАҒЫТТАЛҒАН КӘСІБИ ҚҰЗЫРЕТТІЛІКТІ ДАМУ

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Аннотация. Бұл мақалада Тұрақты даму мақсаттары (ТДМ) аясында химия пәні мұғалімдерінің кәсіби құзыреттілігін қалыптастырудың педагогикалық аспектілері қарастырылады. Ғаламдық сын-қатерлер жағдайында мұғалімдерді даярлау жүйесіне Тұрақты даму үшін білім беру (ТДББ) қағидаттарын енгізу қажеттілігі айқындалған. Бұл қағидаттар сыни ойлауды, жүйелі талдауды және стратегиялық жоспарлауды дамытуға бағытталған. Мақалада білім беру үдерісінде ТДМ-ды тиімді жүзеге асыру үшін мұғалімге қажетті негізгі құзыреттер: жүйелі және сыни ойлау, болжамдық қабілет, нормативтік және стратегиялық құзыреттер, сондай-ақ пәнаралық өзара іс-қимыл дағдылары талданады. Химия мұғалімдерінің кәсіби дамуына ықпал ететін педагогикалық модельдерге аударылған оқыту (flipped learning), геймификация, жобалық және пәнаралық тәсілдер жататыны атап өтіледі. Зерттеуде болашақ мұғалімдердің экологиялық санасын, аналитикалық қабілеттерін және зерттеу дағдыларын дамытуға бағытталған инновациялық білім беру стратегияларын енгізудің маңыздылығы негізделеді. Сондай-ақ, химия пәні мұғалімдерін даярлау бағдарламасына ТДМ-ды кіріктірудің әдістемелік аспектілері мен осы саладағы халықаралық тәжірибе қарастырылады. Зерттеу нәтижелері

кәсіби құзыреттілікті қалыптастыруда кешенді тәсілдің, интерактивті оқыту әдістерінің, цифрлық технологиялар мен жобалық тәсілдердің маңыздылығын көрсетеді. Қорытынды бөлімде мектептегі химия пәніне тұрақты даму қағидаттарын кіріктіруге дайын мұғалімдерді даярлауды жетілдіруге арналған ұсыныстар берілген.

Түйін сөздер: тұрақты даму мақсаттары, кәсіби құзыреттілік, құзырет, химия мұғалімі

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СОВЕРШЕНСТВОВАНИЕ ПРОФЕССИОНАЛЬНЫХ КОМПЕТЕНЦИЙ В ОБУЧЕНИИ ХИМИИ

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Аннотация. В статье рассматриваются педагогические аспекты формирования профессиональных компетенций учителей химии в контексте Целей устойчивого развития (ЦУР). В условиях глобальных вызовов система подготовки педагогов требует интеграции принципов образования для устойчивого развития (ОУР), направленных на развитие критического мышления, системного анализа и стратегического планирования. Анализируются ключевые педагогические компетенции, необходимые для эффективной реализации ЦУР в образовательной практике: системное и критическое мышление, прогнозирование, нормативные и стратегические компетенции, а также навыки междисциплинарного взаимодействия. Особое внимание уделяется педагогическим моделям — перевернутому обучению, геймификации, проектному и междисциплинарному подходам, способствующим развитию профессиональной компетентности учителей химии. Обоснована необходимость внедрения инновационных образовательных стратегий, направленных на формирование экологического сознания, аналитических умений и исследовательских навыков будущих педагогов. Рассмотрены методологические аспекты интеграции ЦУР

в программы подготовки учителей химии и международный опыт в данной сфере. Результаты исследования подтверждают важность комплексного подхода к формированию профессиональных компетенций, включающего использование интерактивных методов, цифровых технологий, проектного и проблемно-ориентированного обучения. В заключении представлены рекомендации по оптимизации образовательного процесса с целью подготовки педагогов, способных интегрировать принципы устойчивого развития в школьное химическое образование.

Ключевые слова: цели устойчивого развития, профессиональная компетентность, компетенция, учитель химии

Introduction. In today's era of globalization, the issue of developing the professional competence of educators in the field of education has become increasingly relevant. The United Nations 2030 Agenda for Sustainable Development has explicitly emphasized the need to improve the quality of education and modernize the process of training professionals and teachers in the education sector. The Sustainable Development Goals (SDGs) define key priorities for the global community and necessitate the alignment of educational systems with these objectives.

This article focuses on the pedagogical aspects of developing the professional competence of chemistry teachers within the framework of the SDGs. Professional competence in chemistry teaching extends beyond subject knowledge to include the ability to guide students in addressing ecological, economic, and social challenges, thereby fostering universal competencies. In this regard, the integration of SDGs into the educational process is one of the essential conditions for enhancing the professional competence of chemistry teachers. The alignment of professional competence with the SDGs requires the identification of theoretical and methodological foundations, making this issue particularly relevant. This necessitates the exploration and application of pedagogical theories that support the integration of sustainable development principles into teacher education.

Literature review. Research confirms that the integration of Education for Sustainable Development (ESD) into teacher training programs plays a crucial role in the development of professional competencies for future educators. This integration enhances their readiness to implement sustainable development principles into educational practice. The development of sustainable behaviors among teachers contributes to students' environmental literacy, stimulates socially responsible thinking, and adapts educational programs to global challenges (Letina & Diković, 2024). Participation in sustainable development courses among students of pedagogical universities remain low, as evidenced by research results showing that 45% of students did not consider income inequality as a global problem (Borges, 2019).

The application of innovative teaching methods contributes to improving the quality of higher education and achieving the Sustainable Development Goals (SDGs). Methods such as Flipped Learning help develop critical thinking, encourage active student participation in the learning process, and foster the professional

competencies necessary for solving global problems (Quadrado & Zaitseva, 2019). Studies show that traditional lecture-based methods are less effective in engaging students in cognitive activity, while flexible learning models increase their involvement and improve their understanding of complex concepts.

The integration of SDGs into teaching practice promotes the development of critical thinking and environmental literacy among future teachers. An example is a study conducted in China, where students developed curricula that included sustainable development principles in science education. The results showed that despite having a strong background in science, many students did not integrate sustainable development principles into their curricula, highlighting the need for more in-depth teacher preparation in this area (Guo, Huang, & Chen, 2024). An important aspect of the successful integration of SDGs into education is cooperation with international organizations and the exchange of experiences. In countries such as Chile, researchers emphasize the importance of developing the professional competencies of future teachers capable of integrating sustainable development principles into their teaching practices. This requires both deep theoretical knowledge and practical skills that will help teachers effectively use methods and approaches to address global issues (Letina & Diković, 2024).

Sustainable development requires teachers not only to have subject knowledge but also to be able to integrate environmental and social aspects into curricula. This includes training educators who can teach students not only how to solve problems but also to critically reflect on how their solutions impact the environment and society. Teacher training programs should develop the skills needed to address global environmental challenges (Aldowaish et al., 2022). The literature review confirms the importance of training teachers who can integrate sustainable development principles into their educational practices. This requires not only theoretical knowledge, but also practical skills needed to tackle global challenges. Innovative teaching methods, such as flipped learning, help develop these skills, and international experience demonstrate the effectiveness of such approaches. It is also important to continue developing methods that encourage active student engagement in sustainable development and teach them to address environmental and social issues. Including these aspects in your article will help make it more comprehensive and relevant to the discussion about the role of education in achieving the Sustainable Development Goals.

Methods and materials. The goal of this study is to analyze the role of chemistry teachers in integrating sustainable development principles (SDGs) into educational processes, as well as to explore the pedagogical approaches and competencies necessary for the effective implementation of these principles. The objectives of the study include:

- Identifying key competencies of chemistry teachers for integrating SDGs into educational programs.
- Analyzing existing pedagogical methods that foster the development of sustainable thinking in students in the context of chemistry.

- Providing recommendations for improving the training of chemistry teachers in the context of sustainable development, including the development of professional and methodological competencies necessary for effectively teaching sustainable development in chemistry.

This is a qualitative study with elements of quantitative analysis aimed at exploring practices, methods, and competencies related to the integration of SDGs into education, including in chemistry teaching. The study will use both descriptive and analytical approaches to explore theoretical aspects and potential practical cases in sustainable education, especially in the context of teaching chemistry.

Results. In modern education, it is increasingly important not only to acquire fundamental theoretical knowledge but also to develop the ability to connect knowledge with real-life situations, including everyday life and professional activities. This highlights the necessity of applying integrative and competency-based approaches in education. When effectively combined, these approaches enable more optimal learning outcomes across various subjects, further emphasizing the significance of the chosen research topic. Professional competence refers to the combination of knowledge, skills, abilities, and personal qualities required for effective and high-quality professional activity. This concept plays a crucial role in pedagogical practice, as a teacher's professional competence directly influences their success in the teaching and educational process.

First, let us define the concept of "competence." Various definitions of this term can be found in numerous literary sources. An analysis of fundamental pedagogical and psychological literature reveals that the terms "competence" and "competency" are frequently used in pedagogical practice. However, there is no universally accepted and precise interpretation of these terms. Additionally, the relationship between these concepts, their types, and possible classifications differ significantly among authors. Let us begin by examining the term "competence." In Latin, it translates as "to correspond, to match, to be suitable." The term was introduced in 1959 by American psychologist White, who defined it as an individual's ability to effectively interact with their environment. According to the definition in the explanatory dictionary of the Russian language by Ozhigov and Shvedova, "competence" refers to a person's deep awareness and knowledge in a particular field. According to the authors, competence is based on a person's skills, experience, and abilities, which, in turn, enable them to perform specific tasks or fulfill assigned responsibilities. One of the authors who provided the most comprehensive definition of the terms "competence" and "competency" is A.V. Khutorskoy. In his view, competence-based learning involves the integrated acquisition of fundamental knowledge and skills by the learner, as well as a focus on achieving the ultimate educational and developmental outcomes (Bekenova, 2024).

Education is one of the highest values that ensures social and cultural processes in society. The key condition for improving the quality of this value is the development of teachers' professional competence. Therefore, in the process of building a knowledge-based society, educators are expected to demonstrate a high level of

professional competence. The foundation of the competency-based approach lies in answering the question: "What kind of knowledge does society need, and how can it meet both societal and individual needs?" Developing teachers' competencies is one of the most pressing issues in modern education. This approach is considered an effective way to overcome the crisis caused by the contradictions between traditional teaching methods and the expansion of educational content. Here, the emphasis is placed not on the amount of knowledge acquired but on the ability to apply it effectively. For this reason, the concepts of competence, competency, and professional competency are widely used in the education systems of developed countries and have been integrated into the key directions of our country's new educational standards. In the context of globalization, we strive to explore the meaning of professional competence and examine relevant research in this area to determine its practical significance (Qaliev, 2015). According to scholar K. Kudaibergenova, the concept of competence is defined as follows: "Competence is a term introduced in pedagogy in recent years as a result of increased attention to the subjective experience of an individual. The Latin term 'competens' refers to a person who possesses deep knowledge and experience in a particular field and is capable of making authoritative decisions on specific issues." Kazakhstan scholar S.Z. Baikhonova defines a teacher's professional competence as "a harmonious combination of scientific-theoretical, methodological, pedagogical, and psychological preparation." Furthermore, it encompasses the process of developing skills and abilities essential for professional and creative activities, as well as the cultivation of significant personal qualities (Sardarova & Zhangozieva, 2019). According to the scholar, the professionally significant qualities of a teacher include reflection, adaptability, empathy, communication skills, the ability to collaborate, emotional appeal, sensitivity to understanding students' needs, self-criticism, and mobility, i.e., competitiveness. In the approach of N.K. Kabardov and E.V. Artsishevskaya, competence is understood as a behavioral characteristic, the activity of an individual, and the level of formation of necessary skills. They viewed competence as both a stage of mastery and a result of learning. Within the framework of educational modernization, the competency-based approach is aimed at developing a concept of expected outcomes. According to M.V. Ryzhkov, competence encompasses not only cognitive and technological components but also motivational and social aspects. It is considered a universal concept that integrates learning outcomes with value orientations. Meanwhile, N.G. Miloradova proposes four key directions for developing competence within the education system: Professional-methodological competence – mastering methodological skills in one's field; Operational competence – a set of effective experiences and skills for successfully performing specific tasks; Social communication competence – the ability to establish productive connections with society and the workplace; Personal competence – self-awareness, reflection, and the ability to identify and develop personal values (Aqtanova, 2021).

Modern education focuses on mastering three fundamental competencies:

1. Communicative competence – self-management, readiness for social interaction,

the ability to implement and assess professional outcomes, understanding societal development trends, high communicative skills, and adaptability in communication.

2. Information competence – analytical thinking, clear and strategic vision, mastery of information resources, and the ability to integrate modern information technologies into life processes.

3. Problem-solving competence – creativity, the ability to establish harmony between goals and communication programs (Melyan, 2021).

Professional-pedagogical competence consists of several key types: special competence, methodological competence (knowledge of the subject, skills, and methods for their development), and psychological-pedagogical competence (students' motivation, abilities, and methods for their personal development). The qualitative formation of each of these competencies is closely related to the level of a specialist's professional competence. From a functional-personal perspective, professional competence forms the foundation of a teacher's pedagogical activity and is manifested as the ability to solve pedagogical tasks using various methods. This concept encompasses general approaches and a set of skills that ensure the effectiveness of professional activity. A teacher's professional competence is continuously demonstrated and applied in various forms throughout their daily pedagogical practice. It is considered a personal attribute that includes three interrelated components: professional knowledge (knowledge applied in pedagogical practice), professional skills (the abilities and competencies required to perform professional tasks), and professional values and qualities (the teacher's personal characteristics and values). These components are systematically integrated to support the teacher's personal development and serve as prerequisites, tools, or outcomes in the pedagogical process (Shopan, 2019). As Abai Qunanbaiuly stated, all phenomena in nature follow certain laws, and by adhering to these laws, a person can achieve their goals. Today, mastering effective management skills is the key to achieving new qualitative results. For management actions to be successful, every citizen must preserve their country, language, history, traditions, and cultural heritage with great responsibility and ensure their continuity for future generations. Based on the ideas mentioned above, competence can be defined as an individual's ability to effectively apply specific knowledge, skills, experience, and behavioral patterns in real-life situations. This concept is characterized as an integrative outcome of educational content, indicating that competence is formed not only within traditional learning methods but also in informal and supplementary educational contexts.

The role of modern chemistry in human civilization is particularly significant. Chemistry contributes to meeting the growing demand for new materials and technologies in society and in individuals while fostering the development of students' chemical and environmental thinking. To achieve these objectives, chemistry teachers must continuously improve their pedagogical and subject-related competencies, master methodological tools, and be motivated for self-development and professional growth. In the modern educational environment, a chemistry teacher's subject competence is considered a crucial component of their overall

professional competence. This competence is formed through an open, complex, and continuously evolving system that includes several subsystems, such as higher pedagogical education, additional professional training, and self-development.

The professional activity of chemistry teachers consists of several functional components:

- Gnostic component – mastery of the subject area and the ability to analyze the content and methods of teaching.
- Organizational component – structuring students' activities and managing information within the pedagogical process.
- Communicative component – the ability to interact effectively with students, colleagues, and parents; this component also focuses on developing students' analytical and cognitive skills.
- Constructive and design components – planning and structuring the content of teaching and education, as well as organizing students' learning activities. An essential aspect of a teacher's professional activity is reflective management, which involves monitoring and adjusting students' activities to develop their sense of personal responsibility. One of the key tasks of chemistry teachers is to transform students into active subjects of their own learning process by fostering the knowledge, confidence, and initiative necessary for independent problem-solving (Formation of subject competence of pedagogical specialists in chemistry, 2023).

Table 1 – Description of the Professional Competence of Chemistry Teachers

№	Type of Competence	Description
1	Subject Competence	Deep theoretical and practical knowledge in the field of chemistry. Mastery of conducting chemical experiments and explaining them to students. Ability to organize chemical processes while adhering to safety regulations.
2	Methodological Competence	Effective use of modern pedagogical technologies in chemistry teaching, adapting educational content considering students' individual characteristics.
3	Psychological-Pedagogical Competence	Ability to enhance students' interest in learning by considering their psychological and age-related characteristics.
4	Information Competence	Use of digital tools, materials, and online educational platforms, application of neurotechnology's, visualization of learning materials, and use of virtual laboratories in chemistry teaching.
5	Innovative Competence	Implementation of new teaching methods through research and creativity, increasing students' interest by demonstrating the practical relevance of chemistry education.

Let us focus on subject competence, one of the key aspects of a chemistry teacher's professional competence, as outlined in the table above. The subject competence of chemistry teachers refers to their ability to acquire the necessary knowledge and skills in chemistry and apply them effectively in the educational field to ensure professional efficiency. This competence consists of several essential components. First, a chemistry teacher must master theoretical chemical knowledge, deeply

understanding fundamental theories and concepts in chemistry and being able to explain them clearly to students. Second, the ability to apply theoretical knowledge plays a crucial role. A teacher must be able to analyze chemical information, explain chemical phenomena and the properties of substances, and develop students' problem-solving skills. Third, the ability to conduct experimental work is vital. A chemistry teacher must be capable of organizing laboratory experiments and accurately interpreting their results to enhance students' practical understanding of chemistry. The professional self-development of a chemistry teacher consists of several stages. First, the teacher identifies their individual professional needs and plans ways to develop them. Then, they set specific goals in accordance with these needs. At each stage of self-education and the educational process, the teacher defines concrete tasks and formulates expected outcomes. They select the necessary methods and tools and focus on their implementation. Additionally, through self-organization, monitoring, and adjustment, they consciously engage in the process of self-improvement. Finally, they analyze their results and determine areas for further enhancement (Kosinova, 2023).

Discussion. Sustainable Development Goals and Their Impact on Pedagogical Competence. On September 25, 2015, the United Nations General Assembly adopted the 2030 Agenda for Sustainable Development. This universal program, aimed at guiding humanity towards sustainable development, was based on the decisions made at the 2012 United Nations Conference on Sustainable Development held in Rio de Janeiro. Over a period of three years, representatives of UN member states, millions of citizens, and thousands of organizations contributed to its preparation through research and surveys (United Nations General Assembly, 2015).

The 17 Sustainable Development Goals (SDGs) serve as the core element of the 2030 Agenda. These goals encompass the key priorities for human development and are aimed at creating a sustainable, peaceful, just, and prosperous future for all. They address global challenges, including the need for efficient use of natural resources while considering their limitations. Additionally, the agenda emphasizes that poverty eradication must be pursued alongside economic growth strategies, ensuring a balanced and inclusive approach to development. An international implementation framework has been developed, focusing on three key issues: sustainability challenges, the role of values, and the interconnections between various United Nations initiatives. First, regarding sustainability challenges, education for sustainable development must prepare individuals to address, plan, and overcome issues that threaten the stability of our planet. Many of these issues were first discussed at the 1992 Earth Summit in Rio de Janeiro and later revisited at the 2002 World Summit on Sustainable Development in Johannesburg. These challenges include: Access to water (a potential source of conflicts), Energy issues (particularly the transition to renewable energy), Biodiversity, Healthcare (UNESCO 2017).

In the fifth clause of the Johannesburg Declaration, it was emphasized that these issues are the responsibility of states and should be addressed within both spatial and temporal scales. Furthermore, it was stated that they relate to the three

pillars of sustainable development: the environment, society, and the economy. The declaration states: "We recognize our collective responsibility to advance economic and social development and environmental protection as interdependent and mutually reinforcing pillars of sustainable development at the local, national, regional, and global levels." In the eleventh clause of the declaration, the following goals were identified as key objectives and prerequisites for sustainable development: poverty eradication, adaptation of consumption and production patterns, and the management of natural resources essential for economic and social development. The concept of sustainability is highly complex and multifaceted, encompassing everything from waste management to the protection of human rights, poverty reduction, population migration, and climate change. To address these challenges, it is necessary to implement innovative educational strategies capable of fundamentally transforming citizens' behavior. Stepping into the 21st century and transforming their way of thinking, states must rely on the values that shape their national identity. Education for sustainable development does not aim to completely negate history and culture or oppose traditional society to a technological one. Instead, it seeks to foster an understanding of the values of our own society as well as those of others. This is a key aspect of education for sustainable development. "Every nation, cultural group, and individual must recognize their own values and learn to assess them in the context of sustainability" (UNESCO, 2005, p.7). Values include the following: ideas of justice (human rights, fairness), respect (for people, for nature), emotions (empathy, cooperation), and principles (participation, precaution, responsibility). The integration of values into educational programs requires in-depth discussion. Education for sustainable development primarily aims to convey values and ensure the continuity of heritage across generations. This approach allows for the identification of values in accordance with local contexts and cultural characteristics. Culture is considered the fourth pillar of sustainable development. The Decade of Education for Sustainable Development must align with other international initiatives. These include the Millennium Development Goals, Education for All, and the United Nations Literacy Decade. To achieve the Sustainable Development Goals (SDGs), UNESCO is currently working on enhancing education for sustainable development and has introduced a new initiative—the Education for Sustainable Development (ESD) for the 2030 program. This initiative describes education as the ideal pathway to achieving the SDGs. According to this concept, the SDGs constitute a broad agenda that cannot be realized without education. In its report "Education for Sustainable Development Goals: Learning Objectives," UNESCO states that global citizens for sustainable development represent the vision of humanity proposed by ESDG. The report identifies key competencies for sustainability, including systems thinking, anticipatory competence, normative perspective, strategic collaboration, critical thinking, self-awareness, and the ability to solve complex problems. These competencies represent a significant milestone in the discussion of essential skills over the past decades. The competencies for sustainable development align with the skills that learners should develop in the field of Education for Sustainable

Development (ESD), as identified by the Japanese National Commission for UNESCO. These competencies include the following:

- o Values of sustainable development – respect for human dignity, appreciation of diversity, inclusivity, equal opportunities, and environmental protection.
- o Systems thinking – understanding the essence of issues and phenomena, analyzing them through a holistic and comprehensive approach.
- o Critical thinking – the ability to conduct critical analysis and evaluation.
- o Data and information analysis – the ability to assess and interpret information effectively.
- o Communication skills – effective interaction and expression of ideas.
- o Leadership development – fostering leadership abilities.

Additionally, key competencies for sustainable development include anticipatory competence, strategic planning, and self-awareness. The Sustainable Development Goals (SDGs) aim to illustrate the interconnectedness of environmental, economic, and social issues by defining objectives and indicators, analyzing the implementation process, setting priorities, and executing forward-looking actions. Furthermore, the SDGs seek to strengthen partnerships from the community level to higher institutional levels. These new approaches to achieving the SDGs are implemented through core competencies in sustainable development and are directed toward addressing these challenges .

Table 2 – Competencies Required for Sustainable Development

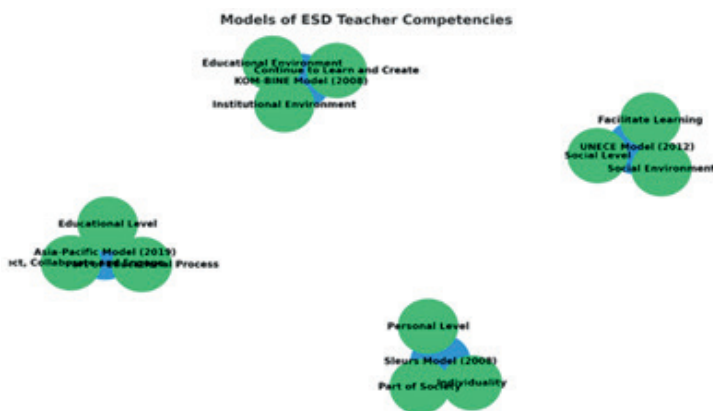
№	Competency	Description
1	Systems Thinking Competency	Ability to analyze complex systems, understand interconnections between various aspects of sustainable development, and effectively operate under uncertainty.
2	Collaboration Competency	Ability to learn from others, understand different perspectives, work in teams, resolve conflicts, and organize problem-solving processes through cooperation and participation.
3	Anticipatory Competency	Ability to understand and evaluate future scenarios, apply foresight principles, assess consequences of actions, and manage risks and changes.
4	Critical Thinking Competency	Ability to critically question norms, practices, and opinions, analyze personal values, perspectives, and actions, and form a stance on sustainability issues.
5	Normative Competency	Ability to understand and analyze norms and values related to sustainable development, recognize ethical principles, and apply sustainability-related values and goals.
6	Self-Awareness Competency	Understanding one's role in local and global communities, evaluating personal actions, and fostering motivation for sustainable development.
7	Strategic Competency	Ability to collaboratively design and implement innovative strategies that promote sustainability at local and global levels.
8	Integrated Problem-Solving Competency	Ability to use various approaches to solve complex sustainability issues and develop inclusive, fair, and sustainable solutions.

Education for Sustainable Development (ESD) is considered an integral part of the Sustainable Development Goals (SDGs) and is directly linked to SDG 4 (Quality Education) and Target 4.7, which emphasizes global citizenship education. UNESCO views these two aspects as mutually reinforcing elements. Furthermore, it is essential to highlight the significance of ESD within the broader framework of the remaining sixteen SDGs. Education for Sustainable Development primarily focuses on developing interdisciplinary competencies in learners and makes a substantial contribution to collective efforts in achieving the SDGs. This educational approach enables individuals to influence social, economic, and political changes, as well as to actively engage in the sustainable development process by modifying their own behavior. Additionally, ESD fosters the development of social-emotional, cognitive, and behavioral skills, helping to fulfill the specific objectives of each SDG. This, in turn, accelerates the implementation of sustainable development goals. In other words, Education for Sustainable Development not only helps individuals understand the essence of the SDGs but also equips them with the knowledge and skills necessary to actively contribute to their realization. It empowers citizens to make informed decisions and participate in transformative changes aimed at building a sustainable future.

Education for Sustainable Development (ESD) has introduced various models outlining the competencies required for educators. One such model is Sleurs' (2008) model, which was developed because of a project by the United Nations Economic Commission for Europe (UNECE). This model, known as the "Dynamic Model of ESD Competencies in Teacher Education," focuses on integrating ESD into teacher training curricula. In this model, the teacher is not only regarded as an educator but also as an individual engaged in dynamic interactions with students, colleagues, and society. The model defines ESD competencies for educators based on three professional dimensions: the teacher as an individual, the teacher as a professional within educational institutions, and the teacher as an active member of society. It also highlights three core competencies: teaching, reflection, networking and collaboration. The competencies required for implementing Education for Sustainable Development encompass knowledge, systems thinking, emotions, values, and ethics. These competencies equip educators with the ability to integrate sustainability principles into teaching and learning processes, fostering a deeper understanding of sustainable development among students.

The next model, "KOM-BiNE," encompasses three behavioral domains of teachers: the teaching environment, the institutional environment, and society. This model is similar to the professional dimensions described in Sleurs' model. According to this model, ESD competencies include the following elements: knowledge and action, as well as values, communication and reflection, planning and organization. The model proposed by Bertschy, Künzli, and Lehmann (2013) focuses on professional action competencies specific to ESD and is directed toward early childhood and primary education. This model is based on the UNECE and Sleurs ESD competency models. The Bertschy model emphasizes knowledge in complex and multifaceted ESD topics

and the ability to translate this knowledge into teaching and learning materials. It also considers the ability to constructively resolve conflicts related to such topics. This model views ethical evaluation as a learning objective and collaborative creation competence as a central element that students should develop. UNESCO's Bangkok project ("Integrating Education for Sustainable Development (ESD) into Teacher Education in Southeast Asia," UNESCO, 2018) presents another influential model of teacher competencies in ESD. This model is based on a review tool designed to assess the extent to which ESD has been integrated into teacher education programs. The model evaluates seven key competencies in teachers' ESD practice, which are outlined as follows: ESD concepts, ESD content, ESD methodologies, integration of ESD into curricula, ESD policy, ESD and community engagement, and implementation of ESD at the institutional level.



Here is the updated visualization with improved colors:

- Blue nodes represent ESD Competency Models (UNESCO Model, Sleurs Model, Asia-Pacific Model, KOM-BINE Model).
- Green nodes represent Key Competencies associated with these models.

Figure 1 – Models of ESD Teacher Competencies

In addition to acquiring the competencies necessary for sustainable development citizens (such as knowledge, skills, attitudes, values, motivation, and commitments), teachers must also develop general professional competencies. We consider education as an essential and integral part of achieving the Sustainable Development Goals (SDGs). Quality education is one of the fundamental human rights and a crucial condition for ensuring the well-being and success of society. It serves as the foundation for the realization of all other rights. In this regard, within the framework of the "Education 2030" agenda, various countries around the world are studying and analyzing concrete achievements and successes in education. One of the key issues considered within the goal of quality education is "Competencies and Skills of the 21st Century." In our research, we propose professional competencies for chemistry educators based on the principles of sustainable development. These proposed competencies have been formulated by analyzing the professional competencies

required for educators in our country, with a particular focus on those relevant to chemistry teachers.

The role and impact of training educators in the field of Education for Sustainable Development (ESD) are particularly crucial in countries actively developing educational programs aligned with the Sustainable Development Goals (SDGs). Examines the process of developing an ESD competency model for future natural science teachers in Japan, based on the Context, Input, Process, Product (CIPP) model. Using this approach, the author analyzed the "Methods of Teaching Natural Science in Primary School" course and its impact on the development of key professional competencies of future teachers. The main findings of the study indicate that after completing the course, students developed a deeper understanding of the role of sustainable development in education. Survey results showed that future teachers recognized the importance of integrating issues such as climate change, biodiversity, sustainable consumption, and disaster prevention into the learning process. However, significant methodological challenges emerged students faced difficulties in integrating ESD concepts into traditional school subjects. To enhance the effectiveness of ESD teaching for future educators, the following measures are recommended:

- Developing structured courses that include not only theoretical training, but also practical projects aimed at integrating sustainable development into education.
- Establishing an interdisciplinary approach in teacher training that incorporates elements of environmental, economic, and social sustainability.
- Strengthening teachers' professional development through Lesson Study and other methods based on reflection and collaboration.

These findings are supported by the research of Bertschy et al. (2013), who emphasize that ESD teacher training should develop systems thinking, collaboration skills, and the ability to strategically manage the educational process.

Conclusion. Teacher preparation in the context of Education for Sustainable Development (ESD) requires the development of multilevel competencies that go beyond traditional education. These include critical thinking, strategic planning, teamwork, and an understanding of global issues. Modern pedagogical models, such as project-based learning, flipped learning, and interdisciplinary approaches, contribute to the effective development of these competencies, making education more relevant and practice-oriented. Developing these competencies in future teachers is a crucial step in integrating sustainable development principles into the education system, fostering environmental responsibility among students, and creating conditions for successfully achieving the Sustainable Development Goals (SDGs). The primary focus is on integrating SDGs into curricula and their role in fostering critical thinking, collaboration, and sustainability competencies in future teachers. Key Findings: Integration of Sustainable Development Goals: The study revealed that while the importance of education for sustainable development is widely recognized, its integration into curricula remains fragmented. Many programs lack a systematic approach to incorporating these goals into pedagogical practice.

Development of 21st-Century Competencies: Authors note that current teacher preparation programs do not sufficiently promote the key competencies needed for effective teaching in the 21st century. These include critical thinking, problem-solving, and collaboration skills. Recommendations: To improve the situation, it is recommended to revise curricula and ensure a deeper and more systematic integration of SDGs. This can be achieved by: Developing chemistry education courses based on sustainable development principles. Implementing practical, project-oriented learning activities. Raising awareness among educators about the importance of sustainability in education.

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