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THEORETICAL ISSUES OF SUSTAINABLE DEVELOPMENT EDUCATION AND EDUCATION SYSTEM SECURITY

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ABSTRACT

Education for sustainable development is the key to ecologically oriented economic development by gradually balancing environmental and social development in line with the global vision of sustainable development in the 21st century.

The concept of sustainable development has been the main focus and the concept of the world countries. It is the main subject of improving people's living standards without exceeding the carrying capacity of ecosystems is understood as sustainable development, and the key to this development is to develop and nurture people in all aspects.

In other words, sustainable development is the ability to harmonize human activities with the development process and to use the environment and natural resources to meet current needs without compromising the needs of future generations.

The world countries around the world are linking economic growth to social, environmental, and security issues. The United Nations (UN) and its specialized agencies, focusing on development and the environment, convened two worldwide UN conferences in 1972 and 1992, setting out the main directions for humanity in the new century. This is the "21st Century Development Agenda" approved in 1992 in Rio de Janeiro.

Chapter 36 of the program, entitled "Supporting Education, Public Awareness and Training", emphasizes the importance of enhancing the role of education in achieving the Sustainable Development Goals, supporting all aspects of it, and raising public awareness through formal and non-formal education. This is the basis for the education of sustainable development.

The 2002 World Summit on Sustainable Development stated that "Education for Sustainable Development is an Investment in Our Future" and that each country should devote its resources to the development of education for sustainable development.

Education for sustainable development is:
1. Support and improve basic education
2. Update the education program
3. Raise public awareness of sustainability
4. It should be based on four things: training.

Article 124 of the World Summit on Sustainable Development states that education should be used to promote sustainable development through the immediate implementation of the following activities at all levels: These include:

1. Integrate information and communication technology in schools with curriculum development, provide access to urban and rural people, and support the creation of the necessary environment for the introduction of this technology in developing countries.

2. Increase the opportunities for students, researchers, and engineers from developing countries to participate in training and research at developed universities and research institutes, and increase opportunities to share skills and experiences so that all partners benefit.

3. Continue the implementation of the work program of the Commission for Sustainable Development of Education for Sustainable Development

4. Adopt a 10-year plan for education for sustainable development since 2005 to the UN General Assembly.

Research part: In 2004, the UN General Assembly approved the "10 Years of Education for Sustainable Development (2005-2014)" program, stating that UNESCO is the main implementing agency. UNESCO Director-General Conchiro Matsura said: *"Education for Sustainable Development is about creating a world in which everyone can benefit from all the opportunities of education and learn to live safely in the lifestyles, behaviors, and values needed to build a sustainable future. It is a dynamic and expanding process."*

In addition to the 10 Years of Education for Sustainable Development and the Johannesburg Plan of 2002, the United Nations has adopted the Millennium Development Goals by 2000, the UNESCO Dakar Framework for Universal Education, and the United Nations Development Program (UNDP). International organizations continue to advise us to act in accordance with the spirit of the Decade of Independence. In 2005, UNESCO developed and approved an international implementation scheme for the Education for Sustainable Development Program for 2005-2014.

In 2007, the 4th International Environmental Conference, attended by 1,200 delegates from 78 countries around the world in Ahmedabad, India, issued the "Ahmedabad Declaration" recommending national and local ESD development goals and action plans. This Declaration calls for the importance of "life-sustaining education and living by education." For example, "Human rights, social justice, and a healthy environment should be the top priorities for global development. This goal can be achieved through universal quality education.

Through education, we can build a peaceful society in which human beings live in harmony with each other, overcome obstacles, and respect each other's cultural diversity, can make.

Education for sustainable development requires coherence, responsiveness, and accountability. With the help of ESD, we are increasing the capacity of the knowledge network, recognizing our responsibilities, and urging everyone to be compassionate to others." He said.

In 1972, the United Nations Conference on the Human Environment was held in Stockholm, Sweden. The conference acknowledged that the response to environmental degradation and socio-ecological problems are acute not only in developed but also in developing countries, and developed international strategies for the rational use of natural resources and the protection of the environment.

In 2002, the Global Sustainable Development Summit was held in Johannesburg, South Africa. The meeting adopted documents such as the Johannesburg Declaration, which called for an international decade of education for sustainable development, declaring a shared responsibility to strengthen the foundations for sustainable, mutually supporting economic and social development and environmental protection.

Because my work today has a positive or negative impact on our future, kindergartens, secondary schools, universities, and educational institutions need to educate children and youth to be responsible, global, citizens, to live together, work together, learn, and change climate change. We need to work on training to solve global problems together.

A statement issued by the 5th International Conference on Sustainable Development in India in 2007 stated, "Through education, we can solve problems, overcome challenges and build a peaceful society in which we respect each other's broad cultural differences. In the public interest, we will make individual and national choices. It indicates "Individuals will be proud that the day-to-day operations of governments, businesses, and organizations make a valuable contribution to the future of humanity."

Education for sustainable development is not limited to, environmental issues such as water and climate change, biodiversity, and sustainable production and consumption. These include economic aspects of development, such as the fight against poverty, tourism development, social change management the preservation of cultural diversity, gender equality, safety, health, and the protection of traditional people's behavior.

Education for sustainable development requires coherence, responsiveness, and accountability. Through education, we can address the challenges of human well-being, ecological cleanliness, economic justice, sustainable livelihoods, and the interdependence of all living things, overcome obstacles, and build a peaceful society in which we respect each other's broad cultural characteristics.

In recent years, the concept of education has shifted to education for sustainable development. Traditionally, education has been based on the classification of things by their value, the development of knowledge-based attitudes, the development of factors that have a positive impact on the world, and other issues. In recent years, researchers have focused on education for sustainable development, the love of the motherland, and a new beginning in the education security system.

For example, based on the established link between sustainability and human and social development, ESD is rooted in the culture, security, and interdependence of the society and put into practice. In this sense, ESD is broadly defined as loving the earth and living safely and is unique in that it creates a balance between human development and education that connects nature, ecology, economy, and society.

Today, we need to talk about education for sustainable development, but also about the security of the education system.

Researchers have found that finding the right place in the mind can open up endless possibilities for the mind, the imagination, and the ability to work and live well. So what is the Mongolian education system and how to ensure its security? Were you able to study in a safe environment? It is necessary to conduct research on many issues, such as ..., and to study the "Fundamentals of the Security Theory of the Education System" in primary, secondary, and higher education.

Today, there are unsustainable development trends at various levels of social development and human activity. These trends continue to manifest themselves in politics, economics, demography, and other areas. Even in this context, the development of the education system has not lagged behind the real situation, and researchers are still searching for solutions to many problems. To this end, the activities of educational institutions are looking for ways to activate the services provided to them, and are organizing psychological and pedagogical activities and ensuring their safety. С. И. Oswego's dictionary defines "problem-problem" as a difficult problem, policy, or research that requires a decision. Similar answers are described in other dictionaries, textbooks, and manuals. The Dictionary of Education states that the problem of pedagogical research refers to the problems and phenomena that require answers in the pedagogical process.

The security of educational institutions is ensured by legal documents and standards, which will be illustrated by the example of the Mongolian standard "School Safety and General Requirements". The purpose of this standard is to define the general requirements for the external and internal environment of a school and to ensure safety. Here, the words danger, danger, safety condition, safety requirement, safety sign, and safety are used to mean the prevention of any injury. For example, 5.2 of this standard provides for building safety, 5.3.2 provides for ... safety warning signs ..., 5.5 provides for safety zones, 5.7.3 provides for confidentiality and security of information, 6.16 .1 to identify safety risks, 6.14 ... in accordance with safety norms and regulations ... have a security alarm system, 6.4.9 ... fully ensure the safety of children ..., 8- Many regulations are covered, such as security management.

The action plan for the implementation of the National Information Security Program was approved by Government Resolution No. 141 of 2010, and here we will only look at the activities and results to be achieved in relation to schools and children.

✓ "Objective 3.1. "Secondary education students will be provided with information security information" through the implementation of the "Curriculum Amendments to Raise Awareness and Knowledge on Information Security in Schools and Universities" program.

✓ "Objective 2.4. "Parents, teachers, and educators who take measures to protect children in the Internet environment will be informed about potential risks and risks, and the content will be monitored." "Children will be able to study safely in the Internet environment."

For example at the current level of development of laws, regulations, and scientific research in the Russian Federation, there are two categories of threats to scientific research and practice. These include:

1. What is security called protection? In other words, what kind of security is being protected? Examples: Fire Safety, Information Security, etc.

2. Security by the name of the object being protected. For example, national security, social security, ecological security, economic security, personal security, etc.

Sometimes it can be ambiguous. For example, information security usually protects information from being compromised for a specific purpose, but sometimes it also protects an object from being compromised. (For example, the Federal Law on the Information Security of Children of October 29, 2010, also protects children from information that may interfere with their health and development.) In other words, "Threats" are activities, phenomena, and other factors that may cause damage to an object under certain conditions.

The concepts of "educational security", "security of the education system", "psychological security", "educational security" and others have emerged in the course of social development.

Today, we all understand the concepts and definitions of security in the education system, but we have not reached a common understanding. As a result, it is possible to identify a set of security issues in the education system. It is important to note that the following definitions are the views of some authors. These include:

✓ Educational security, security of personal education (in short) means the protection of an individual from internal and external threats (threats) during his / her education. The security of the education system (in the broadest sense) means that the interests of the state (the state education system and its components) protect from external threats.

✓ Security of educational institutions (comprehensive security of educational institutions)

- Measures were taken by the state and educational institutions to protect the property of children and educational institutions from internal and external threats;
- Technical quality of schools;
- Conditions for conducting educational activities;
- Crime and technical conditions in the learning environment;
- Natural conditions in the learning environment;
- It is a combination of comprehensive measures to ensure that terrorist attacks and conditions are eliminated.

Demographic security of educational institutions means that educational institutions are protected from the anomalies that take place in various social systems. This is due to the relationship between the staff working and studying in the educational institution.

Children's information security means that children are not harmed in health, mental, physical, psychological, or emotional well-being.

The full security of an educational institution means that it is protected from the real and anticipated potential dangers of ensuring the reliable operation of educational institutions. This threat can be social, technical, or natural in nature.

Educational security means that the educational system is protected from external and internal factors. This is not necessarily a threat of an educational nature.

The political security of an educational institution is determined, on the one hand, by the domestic and foreign policies of the institution and, on the other hand, by the political policies of the state.

Psychological security is the ability of an individual to be free from mental abuse, to study with conviction, and to be in a physically and mentally healthy environment.

The domestic security of an educational institution means that the domestic interests of the education system are fully protected from the social point of view. (The lifestyles of future youth, their upbringing, education, and security of life.)

In addition to the hard work, the work of a teacher is subject to the most unique requirements of professional ethics. In a word, teacher ethics is a huge "responsibility."

All sectors of today's evolving society, including the education sector, need to make drastic changes over time to ensure that teaching methods, technologies, teaching-learning approaches, pedagogical and psychological changes, and the security of the individual and student learning environment are met. It has become one of the most pressing issues. During the training, the teacher-student relationship and cooperation are wide-ranging and creative, and they develop each other as individuals. It is important not only for the teacher's professional skills, knowledge and education but also for who he or she is as an individual.

The last two years have seen a global outbreak of the coronavirus epidemic, which has changed our lives and changed our way of working and living. At the height of the pandemic, 91.3 percent of the world's students were unable to attend school, continued their education online or in any other form, and in some countries had to stop training due to limited resources.

In Mongolia, however, they organized e-learning activities based on their own resources. The inability to use classrooms and the transition to e-learning have opened up new opportunities for students to learn independently and responsibly, as well as to study in an online environment with no time or space constraints. Therefore, learning how to work safely in cyberspace, researching various malicious software and attacks, and using simple attack mitigation solutions is not just a professional thing to do, it is a matter for every individual and organization to know and pay attention to.

In order to reduce the risk of coronavirus infection and reduce the risk of coronavirus infection, we are working to ensure child safety, hygiene in the learning environment, food safety, and to prevent potential risks in order to reduce the risk of plague and improve the situation.

The following three levels of security can be established in the education system. These include:

1. Personal level: psychology - pedagogy, pedagogy - information security.

2. At the level of educational institutions: Divided into two main parts.

- Security of the education system (psychology - pedagogy, psychology, pedagogy)

- Other types of security

3. At the national level: the security of the education system. (Social, political, economic, demographic, psychological - educational, and other protection. (Annex 1)

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THE SECURITY OF EDUCATIONAL SYSTEM
A WIDE RANGE OF DIFFERENT TYPES OF SECURITY

THE SECURITY OF EDUCATIONAL ORGANIZATIONS
THE COMPLETE SECURITY OF EDUCATIONAL ORGANIZATIONS

THE SECURITY OF EDUCATIONAL

PSYCHOLOGICAL TRAINING

INFORMATION

EDUCATING

PSYCHOLOGICAL

SOCIAL HOUSEHOLD

DEMOGRAPHIC

ECONOMY

POLITICAL

FACTORS

THE EDUCATION SECURITY
PERSONAL EDUCATION SECURITY

PSYCHOLOGY, TRAINING

INFORMATION

PSYCHOLOGY

TRAINING