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## **EDUCATION FOR SUSTAINABLE DEVELOPMENT THROUGH THE BRAND LANGUAGE**

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Sustainable development is the development that meets the needs of the present without compromising the ability of future generations to meet their own needs (RWCED, 1987).

SD has three dimensions: 1) environmental sustainability (protection of natural resources, reduction of pollution, protection of ecosystems, etc.); 2) economic sustainability (economic well-being, protection of job security, economic freedom, etc.); 3) social sustainability (satisfaction of basic human needs in such a way as to avoid future conflicts regarding the distribution of resources). All three dimensions must implement the principles of intergenerational justice. There is a complex interdisciplinary debate about the “right” balance of these three dimensions to achieve equity (WCED, 1990).

The Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by the United Nations in 2015 as a universal call to action to reduce poverty, protect the planet, and ensure that in 2030, all people lived in peace and prosperity (Harding-Esch, 2017: 7). The seventeen goals are interrelated and mutually reinforcing: actions in one area affect results in others. Therefore, the economic, ecological, and social components of sustainable development must be balanced.

Considerable attention should be paid to education (SDG No. 4 – Quality education) to spread knowledge about sustainable development and achieve other goals. The goal of inclusive and quality education for all reaffirms the fact that education is one of the most powerful and proven means of realizing sustainable development. In the past, major progress has been made towards increasing access to education at all levels and increasing enrolment in schools, especially for girls and women. Basic literacy has improved tremendously, but more concerted efforts are needed towards achieving universal and quality education for all by assessing the linguistic strategies adopted for quality education and evolving a viable medium of communication and education, using language (Ezeh, 2020: 256).

One of the main challenges Ukraine is facing concerning sustainable development is a lack of education and a lack of understanding of the key challenges. EU countries have joined actively the UN Decade of Education for

Sustainability (2005-2014) and Sustainable Development goals plan (2015-2030). The knowledge accumulated in the EU concerning SD creates new opportunities and offers creative solutions for achieving the goals of long-run sustainability. "Education for Sustainable Development allows every human being to acquire the knowledge, skills, attitudes, and values necessary to shape a sustainable future. ESD means including key sustainable development issues in teaching and learning. It also requires participatory teaching and learning methods that motivate and empower learners to change their behavior and act for sustainable development. ESD consequently promotes competencies like critical thinking, imagining future scenarios, and collaboratively making decisions, as well as requires far-reaching changes in the way education is often practiced today", UNESCO, 2014.

Thus, the concept of sustainability comes from the tradition of referring to economic development that almost totally overlooks other spheres of life, in particular, linguistics. In Ukraine, education for sustainable development is concentrated mostly on economic issues. As European practices prove, there are ways of transferring the procedures of sustainability to the language field and combining economic, environmental, cultural, and linguistic competencies. Thus, educational sustainability is holistically related to economic, environmental, linguistic, and cultural sustainability.

To find the bridge between economics and linguistics, specific touchpoints should be found for the synergy of ESD. These can be brands and brand language, as "the great brands don't belong to any single language – they're part of a new global tongue, the Esperanto of the check-out stand. We're all drawn together under the international lingua branda" (Nunberg, 2009:189).

Current approaches to the brand study reveal its communicative essence and indicate the possibility of linguistic analysis. In the brand communication paradigm, the brand acts as a source of information about the company or its products (sender), this transmits this information to the consumer (receiver) through the brand language – a common system of symbols or code. From a multimodal perspective, the elements of the brand language are combined into verbal, visual, auidial, and sensory modes. From an interdisciplinary perspective, sustainable brands can become the ambassadors of sustainability for ESD.

A sustainable brand has a meaning or purpose that goes beyond making money, instead seeking to increase the well-being of humanity and all life on our planet. It sees people as creativists, not consumers. And it understands the lifecycle and environmental impact of all its activities so that it can seek to continuously innovate and reduce its impact to a minimum (Sprinkle). This definition emphasizes the communicative nature of a brand to influence the target audience and thus pragmatically change their behaviour.

A language is sustainable when, despite changes in circumstances and social environment, it is still used. The most direct guarantee of sustainability is the

transmission of language from one generation to another. As long as a language is passed down from one generation to another and used every day, at least at home, a language is sustainable.

In our view, sustainable linguistics as a newly emerging branch should deal with language preservation as language is the axis around which we build our lives or the symbolic space that harbors them. This takes us to language preservation and maintenance, ethnolinguistic vitality, etc.

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