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**INTEGRATION OF EDUCATION FOR SUSTAINABLE DEVELOPMENT
INTO THE PROCESS OF TEACHING ENGLISH:
A METHODOLOGICAL ASPECT**

Today, humanity is facing an unprecedented intersection of environmental, economic, and social crises that threaten not only the stability of the global order but also the very survival of civilization in its current form.

The modern world is confronted with a critical choice between the further deepening of the planet's crisis state and the transition to a model of sustainable development, which requires immediate collective action capable of preventing socio-economic and environmental catastrophes. The World Commission on Environment and Development defines sustainable development as "...a model of societal development that meets the needs of the present without compromising the ability of future generations to meet their own needs" [1, p. 43].

The purpose of this publication is to analyze the essence of education for sustainable development and present a methodology of implementing this phenomenon in the process of teaching English as a foreign language in secondary education.

Global changes in the modern world are transforming the understanding of modern education, which involves not only the transmission of knowledge and the development of competencies, but also the formation of responsible attitudes and learners' readiness to act in the complex conditions of contemporary society. For this reason, modern education should become an important tool for achieving sustainable development, a practical mechanism for social transition and transformation that, in addition to knowledge and skills, provides learners with perspectives and values

enabling them to contribute to their own well-being as well as to the well-being of their community and nation [2, p. 18].

The analysis of contemporary sociological and psychological and pedagogical research allows identifying the following specific characteristics of this phenomenon:

- education for sustainable development is a vision of education that seeks to balance human and economic well-being with cultural traditions and respect for the Earth's natural resources;
- ESD combines knowledge with skills, attitudes, and values that motivate individuals to participate in a democratic society and lead a sustainable lifestyle;
- the concept of sustainable development is based on an integrated approach to environmental, social, and economic aspects, which are interconnected and cannot be considered in isolation;
- one of the objectives of ESD is to encourage active participation of learners in the educational process and in decision-making concerning their communities and social lives [2, p. 15].

The implementation of ESD is directly related to communication, as global issues require discussion at the international level, which highlights the importance of language as a means of participation in the global discourse [4; 5].

In this context, English as a language of international communication is the basis of global dialogue – from the publication of advanced scientific research to the coordination of efforts among different countries in addressing trans-boundary threats such as pandemics or climate change. As an integral part of the sustainable development model, learning English provides access to educational resources, international grants, and civil society platforms, enabling activists from different parts of the world to connect and bring their issues to the global level. Moreover, proficiency in English contributes to the democratization of knowledge and social inclusion.

According to Bekteshi E., Xhaferi B., integrating sustainable development topics into English language teaching allows combining language skills with the analysis of real environmental, economic, and social issues. The scholars posit that the English language classroom is an effective environment for implementing education for sustainable development, as it combines the development of communicative competence with the formation of analytical skills, cooperation, and active participation in social life [5].

At the same time, ESD involves specific strategies and directions of work, which are particularly relevant in upper secondary school, as this stage of education is associated with the development of thinking, civic position, and readiness to participate in social processes. UNESCO guidelines emphasize that students should acquire new skills, including the ability to analyze problems, evaluate proposed solutions, understand the values underlying opposing positions, and examine conflicts arising from these problems and solutions [2, p. 21].

In this aspect Bowden R. contends that English functions not only as an object of learning but also as a tool for communication, analysis, and intercultural interaction, preparing students for participation in global society [7].

At the same time, particular importance is attached to learning aimed at developing the ability to interact, since “learning processes within education for sustainable development should promote the development of the ability to participate and cooperate” [2, p. 20].

An important principle of ESD is the active involvement of students where the educational process is viewed as a space for cooperation and shared decision-making. The above encourages English language teachers to take into account current requirements for implementing ESD in the process of teaching secondary school students. In particular, the practical implementation of certain aspects of ESD in teaching English to 11th-grade students involves project-based learning and collaborative learning.

One example of ESD in a foreign language classroom is the project “Responsible Consumer,” which is aligned with the Sustainable Development Goals (SDGs) and aims to develop responsible consumption skills among students. Participating in the project students explore the environmental footprint of a particular product (e.g., coffee or clothing). They create a presentation or video report (public speaking, creating media) in which they compare different brands based on sustainability criteria and propose “green” alternatives.

In our view, collaborative project work allows students to deeply explore various aspects of the problem and develop teamwork skills necessary for solving global issues. In this context, the implementation of ESD is directly related to foreign language communication, and the English language classroom becomes a space of social interaction where dialogue, cooperation, and critical thinking are developed.

Ultimately, the integration of education for sustainable development into the process of teaching English is an important direction for modernizing foreign language education. Combining sustainable development content with English language learning contributes to the development of language skills, critical thinking, collaboration abilities, and a responsible attitude toward global challenges. The use of project-based and collaborative learning ensures the practical implementation of ESD principles in upper secondary school and fosters active citizenship.

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GAMIFICATION IN TEACHING ENGLISH TO ADOLESCENTS

These days, gamification is gaining a lot of attention in the field of education, especially in teaching English as a foreign language. Many adolescent learners find it hard to stay concentrated and motivated while studying and face difficulties in remembering new vocabulary or grammar rules. Therefore, modern educators are eager to find new effective approaches to enhance and facilitate the learning process and improve learning outcomes. Gamification is one way to make students more active, involved, and motivated. The aim of this study is to understand how digital games and competitive elements influence students' interest, engagement, and knowledge retention.

According to Self-Determination Theory, developed by Edward Deci and Richard Ryan, learners' motivation increases when the needs for autonomy, competence, and relatedness are satisfied. Gamification is the use of game elements such as points, leaderboards, levels, badges, rewards, etc., as a system for motivating students in the educational process. It makes learning more enjoyable and engaging.

Several studies indicate that gamification has a significant influence on the level of adolescent learners' motivation. For example, Putri Fachri Aulia Fatah explains that students in a gamified setting show increased engagement, which is manifested in initiating interactions, seeking challenges embedded in educational activities, and even the ability to maintain focus for longer periods. She highlighted such elements as the "fun factor," competition, and recognition of achievements as the biggest motivators for learners [1, p. 311].

However, some participants noted that game elements can sometimes shift the focus from studying toward earning rewards and may distract from deep cognitive engagement. In addition, it is important to maintain healthy and balanced competition in order to avoid stress and pressure among learners and to sustain a friendly learning environment [1, p. 312].

Modern research demonstrates that rational and effective ways of designing gamified learning can not only help learners acquire a new language but also build further skills such as trust, strategy, and social involvement. Studies highlight that gamification is an effective tool for overcoming motivational barriers in learning, as it adds an element of play and engagement to the educational process. Scientists have proposed a special model (GNPL), which includes principles such as goal setting and