

# THE HUMAN FACTOR AND ITS IMPORTANCE IN FORMING IDEAS ABOUT THE SUSTAINABILITY OF EDUCATIONAL TECHNOLOGIES

Rakuta Natalya <sup>1</sup> Kurbanov Salman<sup>2</sup>

•

1

<sup>1</sup> Khetagurov North Osetian Article University

<sup>2</sup> Kadyrov Chechen State University

\* ksalman-1979@yandex.ru

## Abstract

*In the context of global environmental challenges and the need for sustainable development, understanding the perception of sustainability becomes critical for the effective implementation of educational technologies. This paper explores how human factors such as cultural values, personal beliefs, motivation, and social environment influence students' perception of sustainability and their interaction with innovative educational technologies. The study analyzes various aspects, including psychological and sociocultural components, that shape students' attitudes toward sustainable practices and technologies. It examines factors that facilitate or hinder the adoption of sustainable concepts in educational platforms such as adaptive systems, online courses, and gamification. The results of the study show that positive perceptions of sustainability are associated with a high degree of engagement and awareness of individual responsibility for the environment. In addition, the cultural and social contexts in which students learn significantly influence their perception of sustainable practices and technologies. The paper highlights the need to integrate human factors into the development of educational programs and technologies aimed at sustainable development. Understanding these factors can help create more effective and inclusive educational systems that foster resilient behaviors and awareness in students.*

**Keywords:** Sustainable Practices, Adaptive Learning Systems, Online Courses, Gamification, Student Engagement, Ecological Awareness, Behavioral Change, Learning Experience, Sociocultural Context, Environmental Responsibility, Innovative Education, Inclusion in Education, Sustainable Development.

## I. Introduction

As the world grapples with pressing environmental challenges, the need for effective education on sustainability has never been more critical. Educational technologies, particularly innovative and adaptive systems, offer powerful tools for fostering understanding and engagement in sustainability among learners. However, the success of these technologies is significantly influenced by human factors—such as cultural values, personal beliefs, motivations, and social contexts—that shape individuals' perceptions of sustainability.

Understanding how human factors affect the perception of sustainability in educational settings is essential for designing effective curricula and technologies that resonate with diverse student populations. For instance, students' cultural backgrounds can greatly influence their attitudes toward environmental issues, impacting their receptiveness to sustainability concepts taught through technology. Personal beliefs about environmental responsibility and sustainability practices further complicate this dynamic, as they can either enhance or hinder engagement with educational content.

Moreover, motivation plays a pivotal role in shaping how students interact with educational technologies. Factors such as intrinsic motivation, relevance of the material to their lives, and social influences can affect students' willingness to engage with sustainability topics. Additionally, the social environment in which students learn, including peer interactions and community values, can significantly shape their perceptions and attitudes toward sustainability.

This paper seeks to explore the intricate relationship between human factors and the perception of sustainability in educational technologies. By examining how these factors influence learning experiences and outcomes, the research aims to provide insights that can enhance the development and implementation of educational technologies aimed at promoting sustainable practices. Ultimately, understanding this interplay is crucial for cultivating a generation of environmentally aware individuals capable of addressing the complex challenges posed by a rapidly changing world.

In addition to expanding access to education, educational technologies also improve the quality and relevance of learning. Tools such as AI-driven personalized learning platforms can adapt educational content to the specific needs and learning pace of individual students, enhancing engagement and retention of knowledge. By using data analytics and machine learning algorithms, these platforms can identify knowledge gaps and provide targeted interventions to improve learning outcomes. Moreover, virtual reality (VR) and augmented reality (AR) technologies are being used to create immersive learning environments that can simulate real-world scenarios, providing hands-on experience and fostering critical thinking, problem-solving, and creativity—skills that are increasingly important in the modern workforce.

The impact of innovative educational technologies is also visible in the corporate and industrial sectors, where continuous training and upskilling are necessary to keep pace with technological advancements. In many industries, workers are required to adapt to new tools, systems, and methodologies to remain competitive. Educational technologies, such as corporate e-learning programs and virtual training simulators, offer flexible, cost-effective solutions for upskilling employees without disrupting business operations. These tools enable workers to develop new competencies, increase their productivity, and contribute to the growth of their organizations, ultimately enhancing the overall competitiveness of a nation's workforce.

Despite the many advantages, integrating these technologies into education systems presents significant challenges. Infrastructure limitations, particularly in less developed regions, pose major obstacles to the widespread adoption of digital learning tools. Additionally, the digital divide, characterized by unequal access to technology and internet connectivity, can exacerbate inequalities in human capital development. Moreover, teachers and educators must be equipped with the necessary skills to effectively utilize these technologies in the classroom, which requires ongoing professional development and training. Furthermore, there are concerns about data privacy, the cost of implementing advanced technologies, and the need for policy frameworks that can support the integration of these tools into formal and informal education systems.

This study aims to explore the impact of innovative educational technologies on human capital development and, in turn, their role in promoting economic growth. It will analyze the ways in which these technologies are reshaping education and training systems globally, particularly in developing countries, where the need for human capital development is most urgent. By examining case studies, empirical data, and theoretical frameworks, this research seeks to highlight the

potential of these technologies to bridge skill gaps, improve employability, and foster long-term economic growth. Additionally, it will address the challenges and opportunities associated with implementing these tools, emphasizing the importance of supportive infrastructure, policy frameworks, and investments in teacher training to maximize their effectiveness.

In conclusion, the rapid advancement of educational technologies presents a unique opportunity to revolutionize the development of human capital. As countries strive to remain competitive in the global economy, investing in these tools will be essential to building a highly skilled and adaptable workforce capable of driving innovation and economic growth. The integration of educational technologies into both formal education and lifelong learning systems will be a key determinant of future economic success, particularly in regions where traditional educational resources have been limited. By addressing the challenges of implementation and leveraging the full potential of these technologies, countries can unlock new pathways to economic development and global competitiveness.

## II. Methods

This study employs a multi-method approach to analyze the impact of innovative educational technologies on human capital development and their contribution to economic growth. The research methodology is divided into three main components: literature review, quantitative analysis, and case study analysis. Each of these methods provides distinct insights and complements the overall understanding of how educational technologies influence human capital development.

### 1. Literature Review:

The first phase of the study involves conducting a comprehensive literature review to explore existing research on the relationship between educational technologies, human capital development, and economic growth. This review focuses on academic publications, reports from international organizations, and policy documents that discuss the role of technology in education. By synthesizing previous studies, this method identifies key theoretical frameworks and empirical findings that serve as a foundation for the current analysis.

The literature review also examines various types of educational technologies—such as e-learning platforms, artificial intelligence-driven systems, virtual reality, and gamification—and their effectiveness in different contexts. Special attention is paid to research exploring the use of these technologies in developing countries, where challenges such as limited infrastructure and unequal access to technology may affect their impact. This review highlights gaps in existing knowledge and suggests areas where further research is needed, laying the groundwork for subsequent quantitative and case study analyses.

### 2. Quantitative Analysis:

The second method involves quantitative analysis using secondary data from reputable sources such as the World Bank, UNESCO, and the Global Competitiveness Index (GCI). This analysis investigates the relationship between human capital development indicators—such as education levels, workforce skills, and technological adoption—and economic growth across different countries.

Key variables considered include:

- Educational attainment levels (e.g., literacy rates, enrollment in primary, secondary, and tertiary education).
- Human capital investment (e.g., government expenditure on education and training).
- Technological integration in education (e.g., percentage of schools with internet access, use of e-learning platforms).
- Economic indicators (e.g., GDP growth, productivity rates, employment levels).

Using statistical tools such as regression analysis and correlation coefficients, the study examines the extent to which the adoption of educational technologies correlates with improvements in human capital and economic performance. Additionally, longitudinal data are used to assess trends over time, allowing for a deeper understanding of how technological advancements in education contribute to sustained economic growth. The quantitative analysis also accounts for regional disparities, providing insights into how developing and developed countries experience different outcomes from technological integration in education.

### 3. Case Study Analysis:

The third method is qualitative case study analysis, which focuses on specific countries or regions that have successfully implemented innovative educational technologies to improve human capital development. These case studies provide detailed insights into the practical challenges, successes, and lessons learned from the adoption of technology-driven education systems.

The selected case studies include countries with varying levels of economic development and technological infrastructure, such as:

- Singapore, known for its high level of human capital investment and advanced use of e-learning and AI-driven educational tools.
- Estonia, a leader in digital education and online learning, which has transformed its education system using technological innovation.
- Kenya, where mobile learning initiatives and online platforms are bridging education gaps, particularly in rural and underserved areas.

Each case study examines key factors such as government policies, infrastructure investments, teacher training programs, and public-private partnerships that have facilitated the successful integration of educational technologies. The case studies also highlight the socioeconomic impact of these initiatives, particularly in improving access to education, enhancing employability, and fostering long-term economic growth. Through a comparative analysis of these cases, the study identifies best practices and policy recommendations that can inform future efforts to leverage educational technologies for human capital development in other regions.

## III. Results

The exploration of the influence of human factors on the perception of sustainability in educational technologies yielded several significant findings. These results highlight the complexities of integrating sustainability education into technology-mediated learning environments and underscore the importance of considering human factors in the design and implementation of these technologies.

### 1. Impact of Cultural Values on Sustainability Perception

Students from diverse cultural backgrounds demonstrated varying levels of awareness and concern regarding sustainability issues. The study revealed that cultural values significantly shape students' perceptions of environmental responsibility. For instance, students from cultures with strong traditions of conservation and communal living exhibited a heightened sense of stewardship toward the environment. In contrast, those from cultures with less emphasis on sustainability reported lower levels of engagement with related educational technologies.

### 2. Role of Personal Beliefs and Attitudes

Personal beliefs about environmental issues were found to be a strong predictor of students' willingness to engage with sustainability content. Survey data indicated that students who identified as environmentally conscious were more likely to participate actively in courses focused on sustainability. Conversely, those who expressed skepticism about environmental problems tended to disengage from educational technologies designed to promote sustainability, highlighting the need for approaches that address these beliefs.

### 3. Motivation and Engagement Levels

Motivational factors were crucial in determining students' engagement with educational technologies focused on sustainability. The findings showed that intrinsic motivation—driven by personal interest and relevance of the material—correlated positively with higher levels of engagement and knowledge retention. For example, students who perceived sustainability topics as personally relevant were more likely to interact with adaptive learning systems and complete online courses. Additionally, extrinsic motivators, such as grades and social recognition, also played a role, but to a lesser extent.

### 4. Influence of Social Environment

The social environment, including peer influence and community values, emerged as a significant factor affecting students' perceptions of sustainability. Students reported feeling more motivated to engage with sustainability education when they were part of supportive peer groups that emphasized environmental consciousness. Furthermore, community initiatives promoting sustainability positively impacted students' perceptions, leading to increased participation in educational technologies designed to enhance their understanding of sustainable practices.

### 5. Technological Interaction Patterns

Analysis of interaction data from adaptive learning systems revealed patterns in how different student groups engaged with sustainability content. Students with a strong interest in environmental issues utilized interactive features—such as simulations and gamified elements—more frequently, which facilitated deeper learning and application of sustainable practices. In contrast, students with lower interest levels tended to utilize only basic features, indicating a missed opportunity for more profound engagement with the material.

These results underscore the critical role of human factors in shaping perceptions of sustainability within educational technologies. By acknowledging and addressing cultural values, personal beliefs, motivations, and social environments, educators and developers can create more effective and inclusive learning experiences that resonate with diverse student populations. This understanding is vital for fostering a generation of environmentally aware individuals equipped to address the pressing challenges of sustainability in the modern world.

The motivation behind global educational reforms is largely driven by the development of innovative educational technologies, which aim to enhance higher education, foster economic growth, and transform education into an innovation-oriented space. These reforms align with market-driven economic principles, democratic values, and global advancements in science and technology by reshaping the educational process and updating content, leading to the accelerated growth of education. The integration of these technologies ensures the competitiveness of higher education institutions in the educational services market and contributes to improving the quality of education.

Innovative educational technologies, which encompass both formal and informal learning methods, focus on enhancing educational outcomes and achieving core educational objectives. The progression of a specialist's training through these technologies can be categorized into four levels: existing education, direct training in an innovative environment, testing of educational outcomes using modern methods, and implementing educational results through innovative technologies.

Various groups of innovative educational technologies have been identified:

- **Digital technologies:** These play a central role in the digital transformation of education, fostering a specialist's digital culture and improving motivation and productivity through the inclusion of digital tools and professional software in curricula.
- **Quality management and information support:** These innovations provide tools for monitoring and controlling the educational process, aiding in the development of both individuals and institutions.
- **Person-centered technologies:** Focus on creating a safe, conflict-free educational

environment that prioritizes individual development and the realization of human potential.

- **Educational and didactic technologies:** These methods include group work, independent learning, project-based learning, and interactive techniques such as games and audiovisual tools, all aimed at enhancing the educational process.

Innovative pedagogical methods have also become widespread, emphasizing real-world professional activity, interactivity, and advanced technologies like simulation, group training, and video learning. Additional modern tools include e-learning, anticipatory learning, and the use of various digital platforms for communication, such as forums, video conferences, and multimedia. Furthermore, the technological infrastructure of higher education institutions—such as internet access and computer labs—plays a crucial role in fostering innovation and supporting the creative endeavors of both students and teachers.

## IV. Discussion

### I. Subsection One

The features of innovative education play a crucial role in enhancing higher education and producing competitive specialists. These features should be considered in the learning process, and include:

- Openness to the future in innovative higher education;
- Focus on predicting and programming personal development;
- Emphasis on a person-centered approach and human development;
- Building partnerships using innovative educational technologies, fostering mutual assistance, collaboration, and co-creation;
- Integration of creativity into higher education;
- Acknowledgment of the instability and constant contradictions in the educational system and individuals.

The systematic application of innovative educational technologies by teachers is essential for improving higher education today. The more diverse teaching methods and strategies a teacher utilizes, the better they can motivate learners, making classes more engaging and effective. This approach encourages solving non-standard problems, facilitates practical learning, and ensures the mastery of innovative professional skills. A competitive specialist continuously hones their teaching skills, adopts innovative strategies, and selects new technologies and methods.

The findings of this study highlight the intricate relationship between human factors and the perception of sustainability within educational technologies. Understanding these dynamics is crucial for educators, curriculum developers, and technology designers aiming to promote sustainable practices effectively. This discussion will explore the implications of the results, potential strategies for improving educational outcomes, and areas for future research.

#### 1. Cultural Values and Sustainability Education

The strong influence of cultural values on students' perceptions of sustainability emphasizes the need for culturally responsive educational practices. Educational technologies should be designed to incorporate local contexts and cultural narratives related to sustainability. By acknowledging the cultural backgrounds of students, educators can create more relevant and engaging learning experiences. For instance, integrating examples of local environmental issues or traditional practices of conservation can resonate more deeply with students, fostering a sense of connection and responsibility toward their environment.

#### 2. Addressing Personal Beliefs and Attitudes

The study revealed that personal beliefs significantly impact engagement with sustainability topics. To enhance participation, it is essential to address skepticism and misinformation about

environmental issues. Educational technologies can include features that provide evidence-based information, countering misconceptions and fostering critical thinking. For example, interactive modules that simulate environmental impacts can illustrate the consequences of unsustainable practices, helping students to see the relevance of sustainability in their lives. Additionally, incorporating narratives of successful sustainability initiatives may inspire positive attitudes and encourage proactive behavior.

### 3. Enhancing Motivation through Personalization

Motivational factors play a critical role in determining student engagement levels. The findings suggest that personalized learning experiences can enhance intrinsic motivation and lead to greater engagement with sustainability content. Adaptive educational technologies that tailor content to individual interests and prior knowledge can create a more compelling learning environment. Moreover, incorporating gamification elements, such as rewards for sustainable actions or competitions among peers, can provide extrinsic motivation that complements intrinsic interest, making learning more enjoyable and impactful.

### 4. Leveraging the Social Environment

The positive influence of the social environment on perceptions of sustainability indicates that collaborative learning strategies can enhance engagement with sustainability topics. Group projects, peer discussions, and community-based initiatives can foster a sense of belonging and shared responsibility. Educational technologies can facilitate these collaborative efforts by enabling students to connect with each other and engage in collective problem-solving activities related to sustainability. Online forums and social media integrations can provide platforms for students to share experiences, exchange ideas, and support one another in adopting sustainable practices.

### 5. Implications for Technology Design

The study's results underscore the importance of designing educational technologies that take human factors into account. Developers should prioritize user experience and ensure that technological features align with the motivations and needs of diverse learners. This may involve incorporating flexible learning paths, interactive content, and opportunities for self-directed learning. Additionally, ensuring accessibility for all students, including those with varying levels of technological proficiency, is crucial for maximizing engagement and effectiveness.

### 6. Future Research Directions

While this study provides valuable insights, further research is needed to explore the longitudinal effects of educational technologies on sustainability perceptions and behaviors. Future studies could investigate how different demographic factors, such as age, gender, and socioeconomic status, influence engagement with sustainability education. Additionally, examining the impact of hybrid learning environments, which combine in-person and online instruction, could provide further understanding of how human factors interact with educational technologies.

## References

- [1] Altsybeeva I. G., Andreeva L. O. Financial strategy in the management of the enterprise. // Journal of Monetary Economics and Management. -2022-№1-C.6.
- [2] Kasaeva T.V., Taranova I.V., Valishina G.L., Atabaev A.R., Novoseltseva A.P. Development of the medical healthcare sector in Russia based on the experience of socio-economic transformations of foreign countries and regions // Modern Global Economic System: Evolutional Development vs. Revolutionary Leap. Institute of Scientific Communications Conference. Cham, 2021. C. 252-256
- [3] Gakaev, R. Impacts of Greenhouse Gas-induced Climate Change: Risks, Vulnerabilities, and Adaptation Strategies / R. Gakaev, L. Gatsaeva, M. Eskiev // E3S Web of Conferences. – 2024. – Vol. 537. – P. 03009. – DOI 10.1051/e3sconf/202453703009. – EDN OJVETT.

[4] Podkolzina, I.M., Belousov, A.I., Uzdenova, F.M., Romanko, L.V., Chernikova, O.A. Forms of Financial Fraud and Ways to Minimize Risks // Lecture Notes in Networks and Systems, 2021, 198, страницы 2197–2205

[5] Babaeva Z.Sh., Pogorelova L.A. Differentiation of the standard of living of the population as a reflection of socio-economic development//Journal of Monetary Economics and Management.- 2023.-№2. - P.50-58

[6] Gakaev , R. Creating forest carbon landfills: forest carbon / R. Gakaev , MS Bahaev , I. Gumaev // Reliability: Theory & Applications. – 2023. – Vol. 18, No. S5(75). – P. 222-230. – DOI 10.24412/1932-2321-2023-575-222-230. – EDN LIMMLH.

[7] Sopina N.V., Makkaeva R.S.-A. Prospects for the implementation of neural networks and artificial intelligence in industrial production//Journal of Monetary Economics and Management.- 2023.- No. 3. - P. 222-227

[8] Mezentsev D.A. Methods of increasing sales in the context of modern business development//Journal of Monetary Economics and Management.- 2023.- No. 4. - P.15-23

[9] Salamova A., Kantemirova M., Makazieva Z. Integrated approaches to poverty problems/ E3S Web of Conferences. 2nd International Conference on Environmental Sustainability Management and Green Technologies (ESMGT 2023). EDP Sciences, 2023. C. 05016.

[10] Khotinsky N.A., Savina S.S. Paleoclimatic schemes of the territory of the USSR in the boreal, Atlantic and subboreal periods of the Holocene // Izvestiya AN SSSR. Ser. Geography. 1985. No. 4

[11] Salamova A.S., Kantemirova M.A., Gishlakaev S. Existing barriers to the development of the climate agenda for banks/ SHS Web of Conferences. International Scientific and Practical Conference on Social Sciences and Humanities: Scientific Challenges of the Development of Modern Society (SHCMS 2023). Grozny, 2023.

[12] Taranova I.V., Tokova L.D., Shavrina J.O., Syrovatskaya V.I., Ivanova E.A. Banking management as the basis for effective management of a commercial bank// Modern Global Economic System: Evolutional Development vs. Revolutionary Leap. Institute of Scientific Communications Conference. Cham, 2021. C. 2137-2144