


**STRATEGIC OBJECTIVES OF SUSTAINABLE DEVELOPMENT MODEL IN
PRODUCTION AND EDUCATION**

Zaur Imrani^A, Sarkhan Jafarov^B



ARTICLE INFO	ABSTRACT
<p>Article history:</p> <p>Received 31 March 2023</p> <p>Accepted 27 June 2023</p>	<p>Purpose: The research aims to create a general economic-geographical model and explore its application possibilities using various criteria to achieve sustainable development in production and education. Introducing a new model is one of the most critical conditions since scientific research in this direction only partially solves the problem. In this regard, creating an economic-geographical model in production and education is very important. The model can positively affect the regulation of mutual relations of any economically developed countries with a favourable geographical position.</p>
<p>Keywords:</p> <p>Sustainable Development; Resource Management; Production; Education; Economic-Geographical Model.</p>	<p>Theoretical framework: The model we have presented can be applied from a theoretical point of view in creating new production areas, increasing personnel potential, and improving the quality of education. However, there is a need to conduct scientific research in this direction. Because in order to achieve the principles of stable and sustainable development in production and education, a favourable and accessible environment must first be formed so that people's social well-being and quality of life can reach a high level of development. Nevertheless, all forms of education provide us with a wealth of experience and information related to various scientific fields, as well as an understanding of the wider world and human interactions.</p>
	<p>Design/methodology/approach: From a methodological point of view, several scientists and specialists deal with ways of developing production and education and their application mechanisms. In this direction, we approached the scientific works of N.A.Iskakov, L.N.Rodionova, Y.I.Vaisman, R.Jovovic, M.P.Todaro, Z.T.Imrani and others, their ideas and scientific results from a synergistic point of view. Besides these, there are different methods of approach in the field of production and education. Grouping methods were used: event, fact, cause and effect, as well as a deduction, systematic study of objects, synthesis of events and processes, characterizing production and education, comparison in determining optimal options, generalization, establishing interaction and in preparation of the model.</p> <p>Findings: In our modern times, economic power reflects the social and ecological components and the ability to produce products. In addition to production, this potential includes scientific and technical achievements and the level of education. The economic-geographical model of sustainable development in production and education can have different directions, but its advantage is related to meeting the minimum needs of people in the future by achieving complex development.</p> <p>Research, Practical & Social implications: The economic-geographical model presented in the field of production and education can help to focus on many ideas based on political, economic, social as well as environmental sustainability at the local, regional and global levels. Geographical development is not only natural but also can lead to the solution of economic problems.</p>

^A PhD in Geography. Associate Professor. Ministry of Science and Education of the Republic of Azerbaijan, Institute of Geography Named After Academician H. A. Aliyev. Baku, Azerbaijan E-mail: zaur_imrani@mail.ru
Orcid: <https://orcid.org/0000-0002-0606-3753>

^B PhD. Senior Lecturer. Western Caspian University. Baku, Azerbaijan. E-mail: sarxan_cafarov@mail.ru
Orcid: <https://orcid.org/0000-0002-1835-0709>

Originality/value: Aerospace, electronic, microbiological, biochemical and other fields, which have the latest scientific achievements and are equipped with technological equipment, occupy the most essential place in modern production. However, the most critical changes in the economy are related to the advanced development of professional services, information technology and scientific research. In this regard, the value of the research will be a foundation for undergraduate and graduate students, and the application of the model will allow for the exploration of many theories and applications of sustainable development in urban and rural areas.

Doi: <https://doi.org/10.26668/businessreview/2023.v8i7.2603>

OBJETIVOS ESTRATÉGICOS DO MODELO DE DESENVOLVIMENTO SUSTENTÁVEL NA PRODUÇÃO E NA EDUCAÇÃO

RESUMO

Objetivo: A pesquisa tem como objetivo criar um modelo econômico-geográfico geral e explorar suas possibilidades de aplicação usando vários critérios para alcançar o desenvolvimento sustentável na produção e na educação. A introdução de um novo modelo é uma das condições mais críticas, pois a pesquisa científica nesse sentido resolve apenas parcialmente o problema. Nesse sentido, a criação de um modelo econômico-geográfico na produção e na educação é muito importante. O modelo pode afetar positivamente a regulamentação das relações mútuas de qualquer país economicamente desenvolvido com uma posição geográfica favorável.

Estrutura teórica: O modelo que apresentamos pode ser aplicado do ponto de vista teórico na criação de novas áreas de produção, no aumento do potencial de pessoal e na melhoria da qualidade da educação. Entretanto, é necessário realizar pesquisas científicas nesse sentido. Porque, para alcançar os princípios de desenvolvimento estável e sustentável na produção e na educação, primeiro é preciso formar um ambiente favorável e acessível para que o bem-estar social e a qualidade de vida das pessoas possam atingir um alto nível de desenvolvimento. No entanto, todas as formas de educação nos proporcionam uma riqueza de experiências e informações relacionadas a vários campos científicos, bem como uma compreensão do mundo mais amplo e das interações humanas.

Projeto/metodologia/abordagem: Do ponto de vista metodológico, vários cientistas e especialistas lidam com formas de desenvolver a produção e a educação e seus mecanismos de aplicação. Nesse sentido, abordamos os trabalhos científicos de N.A.Iskakov, L.N.Rodionova, Y.I.Vaisman, R.Jovovic, M.P.Todaro, Z.T.Imrani e outros, suas ideias e resultados científicos de um ponto de vista sinérgico. Além desses, há diferentes métodos de abordagem no campo da produção e da educação. Foram usados métodos de agrupamento: evento, fato, causa e efeito, bem como dedução, estudo sistemático de objetos, síntese de eventos e processos, caracterização da produção e da educação, comparação para determinar as opções ideais, generalização, estabelecimento de interação e preparação do modelo.

Conclusões: Em nossos tempos modernos, o poder econômico reflete os componentes sociais e ecológicos e a capacidade de produzir produtos. Além da produção, esse potencial inclui conquistas científicas e técnicas e o nível de educação. O modelo econômico-geográfico de desenvolvimento sustentável na produção e na educação pode ter diferentes direções, mas sua vantagem está relacionada ao atendimento das necessidades mínimas das pessoas no futuro por meio de um desenvolvimento complexo.

Implicações sociais, práticas e de pesquisa: O modelo econômico-geográfico apresentado no campo da produção e da educação pode ajudar a focar em muitas ideias baseadas na sustentabilidade política, econômica, social e ambiental nos níveis local, regional e global. O desenvolvimento geográfico não é apenas natural, mas também pode levar à solução de problemas econômicos.

Originalidade/valor: Os campos aeroespacial, eletrônico, microbiológico, bioquímico e outros, que têm as mais recentes conquistas científicas e são equipados com equipamentos tecnológicos, ocupam o lugar mais essencial na produção moderna. Entretanto, as mudanças mais críticas na economia estão relacionadas ao desenvolvimento avançado de serviços profissionais, tecnologia da informação e pesquisa científica. Nesse sentido, o valor da pesquisa será uma base para estudantes de graduação e pós-graduação, e a aplicação do modelo permitirá a exploração de muitas teorias e aplicações do desenvolvimento sustentável em áreas urbanas e rurais.

Palavras-chave: Desenvolvimento Sustentável, Gestão de Recursos, Produção, Educação, Modelo Econômico-Geográfico.

OBJETIVOS ESTRATÉGICOS DEL MODELO DE DESARROLLO SOSTENIBLE EN LA PRODUCCIÓN Y LA EDUCACIÓN

RESUMEN

Objetivo: La investigación pretende crear un modelo económico-geográfico general y explorar sus posibilidades de aplicación utilizando diversos criterios para lograr un desarrollo sostenible en la producción y la educación. La introducción de un nuevo modelo es una de las condiciones más críticas, ya que la investigación científica en esta dirección sólo resuelve parcialmente el problema. En este sentido, la creación de un modelo económico-geográfico en la producción y la educación es muy importante. El modelo puede afectar positivamente a la regulación de las relaciones mutuas de cualquier país económicamente desarrollado con una posición geográfica favorable.

Marco teórico: El modelo que presentamos puede aplicarse desde el punto de vista teórico en la creación de nuevas zonas de producción, el aumento del potencial del personal y la mejora de la calidad de la educación. Sin embargo, es necesario realizar investigaciones científicas al respecto. Porque para alcanzar los principios del desarrollo estable y sostenible en la producción y la educación, primero es necesario formar un entorno favorable y accesible para que el bienestar social y la calidad de vida de las personas puedan alcanzar un alto nivel de desarrollo. Sin embargo, todas las formas de educación nos proporcionan una gran cantidad de experiencias e información relacionadas con diversos campos científicos, así como una comprensión del mundo en general y de las interacciones humanas.

Diseño/metodología/enfoque: Desde un punto de vista metodológico, diversos científicos y expertos abordan las formas de desarrollar la producción y la educación y sus mecanismos de aplicación. En este sentido, abordamos los trabajos científicos de N.A.Iskakov, L.N.Rodionova, Y.I.Vaisman, R.Jovovic, M.P.Todaro, Z.T.Imrani y otros, sus ideas y resultados científicos desde un punto de vista sinérgico. Además de estos, existen diferentes métodos de enfoque en el ámbito de la producción y la educación. Se utilizaron métodos de agrupación: acontecimiento, hecho, causa y efecto, así como deducción, estudio sistemático de objetos, síntesis de acontecimientos y procesos, caracterización de la producción y la educación, comparación para determinar las opciones óptimas, generalización, establecimiento de la interacción y preparación del modelo.

Conclusiones: En nuestra época moderna, el poder económico refleja los componentes sociales y ecológicos y la capacidad de producir productos. Además de la producción, este potencial incluye los logros científicos y técnicos y el nivel de educación. El modelo económico-geográfico de desarrollo sostenible en la producción y la educación puede tener diferentes direcciones, pero su ventaja está relacionada con la satisfacción de las necesidades mínimas de las personas en el futuro mediante un desarrollo complejo.

Implicaciones sociales, prácticas y de investigación: El modelo económico-geográfico presentado en el ámbito de la producción y la educación puede ayudar a enfocar muchas ideas basadas en la sostenibilidad política, económica, social y medioambiental a escala local, regional y mundial. El desarrollo geográfico no sólo es natural, sino que también puede conducir a la solución de problemas económicos.

Originalidad/valor: Los campos aeroespacial, electrónico, microbiológico, bioquímico y otros, que cuentan con los últimos logros científicos y están dotados de equipos tecnológicos, ocupan el lugar más esencial en la producción moderna. Mientras tanto, los cambios más críticos de la economía están relacionados con el desarrollo avanzado de los servicios profesionales, la tecnología de la información y la investigación científica. En este sentido, el valor de la investigación será una base para los estudiantes de grado y postgrado, y la aplicación del modelo permitirá explorar muchas teorías y aplicaciones del desarrollo sostenible en las zonas urbanas y rurales.

Palabras clave: Desarrollo Sostenible, Gestión de Recursos, Producción, Educación, Modelo Económico-Geográfico.

INTRODUCTION

In the process of globalization, the integration of countries into the world economy is carried out openly in various fields. This creates conditions for countries to have economic advantages and protects them from adverse effects (Khalikov, M.S., 2004). From this point of view, the field of production and education has a leading position and determines the most effective and superior directions of the economy and social sphere (Valiyev, D.A., 2008).

In our modern era, structural and organizational changes in the world economic system, as well as uncertain dynamic processes accompanied by the global economic crisis, create a number of complex and multifaceted problems in ensuring the sustainable socio-economic and ecological development of countries. The primary and leading tool in the search for practical solutions to these problems is the efficient work of production areas and the improvement of the education system. Because production and education create material benefits for future generations by efficiently using natural resources and satisfying people's spiritual needs.

LITERATURE REVIEW

A number of global problems observed in the world and determination of their solution directions require the development of a new concept and their implementation. Concepts of this type cover development directions of fundamental importance. These are the logical criteria that ensure sustainable development in the production and education system. Because in our modern era, the concept of "sustainable development" stands out for its universality and is characterized by various aspects: sustainable socio-economic development, sustainable ecological development and its management, sustainability of production activities, etc. In scientific literature, the term sustainable development is used for different purposes.

N.A. Iskakov said that humanity is economically strengthened and developed due to the rapid exploitation of natural resources (Iskakov, A.N., 2008). L.N. Rodionova notes that the category "sustainable" has an interdisciplinary nature, is used in various sciences and research, and its meaning changes over time (Rodionova, V.M., 1995). Y. I. Vaisman says that the transition to sustainable development is a very long process (Weissman, Ya.I., 2008). R. Jovicic calls sustainable development the integrated development of communities by adding innovative, educational, health, cultural and recreational criteria in addition to economic, social and environmental criteria (Jovicic, R. et al., 2017). M.P. Todaro measures sustainable development by people's standard of living, stating that it is a high form of self-esteem and freedom, a process of improving the quality of human life and opportunities (Todaro, M.P., 2015). Z.T. Imrani states that sustainable development is possible through the conflict of economic interests, social justice and protection of the interests of the powers that be, environmental regulation is always at the centre of attention (Imrani, Z.T. et al., 2016). All these concepts can be considered as a guarantee of the stability of both production and education systems. In addition to being multi-faceted, sustainable development should be approached from an economic-geographical point of view, and the provider of sustainability in the

production and education system should always be at the centre of attention. Because the first providers of development are connected precisely with the proper organization of production and the consistently high quality of education.

MATERIALS AND METHODS or METHODOLOGY

Materials reflecting various development trends are used to make effective management decisions in the field of production and education. These materials are the subject of the study of cause-and-effect relationships of processes and events resulting from the influence of objective and subjective factors.

The materials obtained in the research process were studied with the help of the following methods:

- The method of deduction has a vital role in understanding objective reality and in acquiring fundamental knowledge about the events that have happened. This method is a form of logical thinking by drawing conclusions from general propositions. With the help of the deduction method, various concepts and skills are interpreted, objective indicators are analyzed in the research process, and theoretical materials are brought to the efficiency index.
- The induction method is a coherent and factual explanation of all possible structural elements. Induction is knowledge gained based on practical exercises and experimental results. Through it, new knowledge is obtained based on propositions and determines cause-and-effect relationships between objects.
- The method of comparison studies the manifestation form of events and processes in order to understand reality, and helps to reveal different and similar features between them. This method clarifies conflicting signs, and studies trends and directions of development.
- The grouping method is used for the purpose of summarizing and classifying processes and events. This method helps to detect interactions, identify patterns, and conduct evaluations. The grouping method helps to choose the optimal options.

The above-mentioned methods are carried out in the research process from a scientific point of view together with the methodological approaches explained in the literature review. Because the methodological approach acts as one of the essential components in the formation of knowledge and skills and in drawing logical conclusions. With its help, the research process

is regulated, and ideas and practical advantages based on general principles of scientific research are revealed.

PRODUCTION AS A PROVIDER OF SUSTAINABLE DEVELOPMENT

The transition to sustainable development should be based on the rational (logic-based) use of natural resources and should use economic-geographic approach methods in solving regional problems. Because regional development is the main characteristic of the implementation of the sustainable development model. The term is currently accepted as a universal concept, a model of "civil development" in all countries of the world, and the role of regions in its provision is constantly increasing. This requires new approaches in determining regional socio-economic policy, and new forms and methods in managing its continuity.

Some scientists and experts believe that sustainable development is a category of economic development that implies the presence of specific natural resources in the region (natural resources distinguished by their unique role in the development of the region). However, at this time, the ecological capabilities of the region should be taken into account and they should not lag behind the general level of development. Regional sustainable development is considered both product-oriented and process-oriented development. The product-oriented approach is the value provided by production and consumption relations (increasing production, introducing innovations in production), and the process-oriented approach is the changes occurring in development (development strategy and regional planning) (Malik, K. et al., 2011).

Like other systems, the regional system, which has the characteristic of stability, is formed under internal socio-economic processes and external influences and regulates itself regardless of the conditions of uncertainty (Uskova, T.V., 2009). Sometimes, they emphasize that sustainable development is the same concept as balanced development. However, the main essence of development is the mutual management and coordination of different activities, which I think is practically impossible. It would be more correct to say that sustainable development is a positively oriented process to meet the minimum needs of current and future generations. However, it is also possible to consider sustainable development as an unabated rate of growth to meet people's needs in the long term.

The strategy of sustainable development is basically economic, social and ecological, and attracts attention by satisfying the physiological and personal needs of people (material, spiritual, cultural, etc.) (Imrani, Z.T., 2016). This depends on the modern state and economic

relations of production areas, the functionality of natural resources, the social lifestyle of people, the health of the ecological environment, etc. (Shimova, O.S., 2017).

O.S. Shimova graphically symbolized sustainable development and its goals within a triangular sphere and combined them into circles (Fig. 1.).

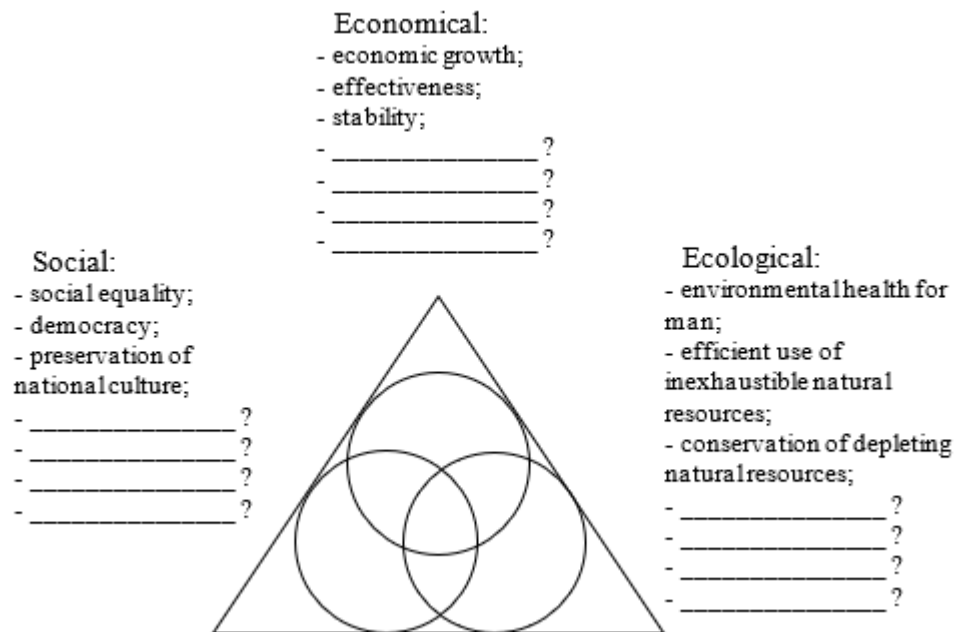


Figure 1: O.S. Shimova's sphere model of sustainable development

Like O.S.Shimova, the directions that can support the development of the sustainable target triangle are shown in the "National Strategy for Sustainable Development" program of Germany. Directions: economic productivity, social responsibility and environmental protection should be interrelated and joint processing, reliability and continuity of the decisions should be ensured. But the triangle is given within the circle and shown in the model as the absolute limit of the ecological optimization principle (Figure 2.). In the program, sustainable development is called a complex integrated approach. This development strategy is based on four directives (indicators): intergenerational equality, quality of life, social cohesion and international responsibilities (Ten years of continuous ..., 2012). However, at this time, the interaction mechanisms between them should be revealed, and a long-term strategy should be developed for existing problems and targeted conflicts.

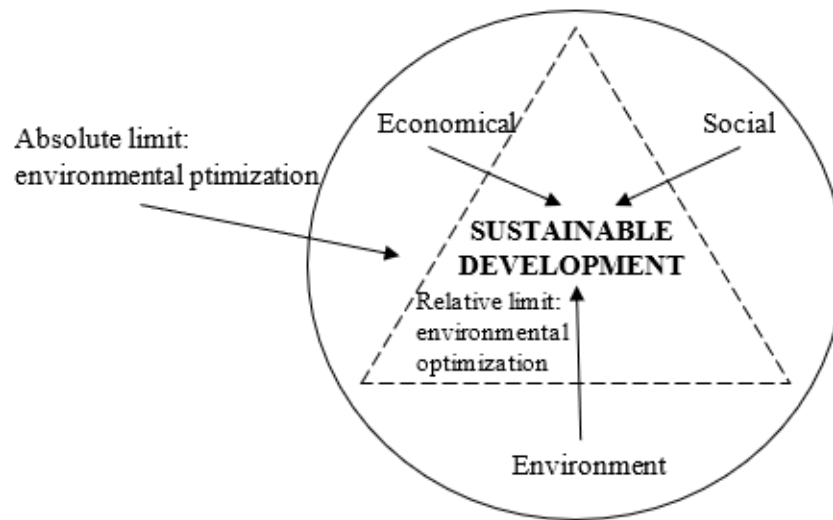


Figure 2. Target Triangle of Germany's national strategy for sustainable development

Taking into account the above-mentioned factors of sustainable development, a general development model should be developed by conducting a regional analysis of production, studying its strengths and weaknesses, and examining the directions of development scientifically, theoretically and practically. For this purpose, we have tried to develop a model of sustainable development of production (Figure 3).

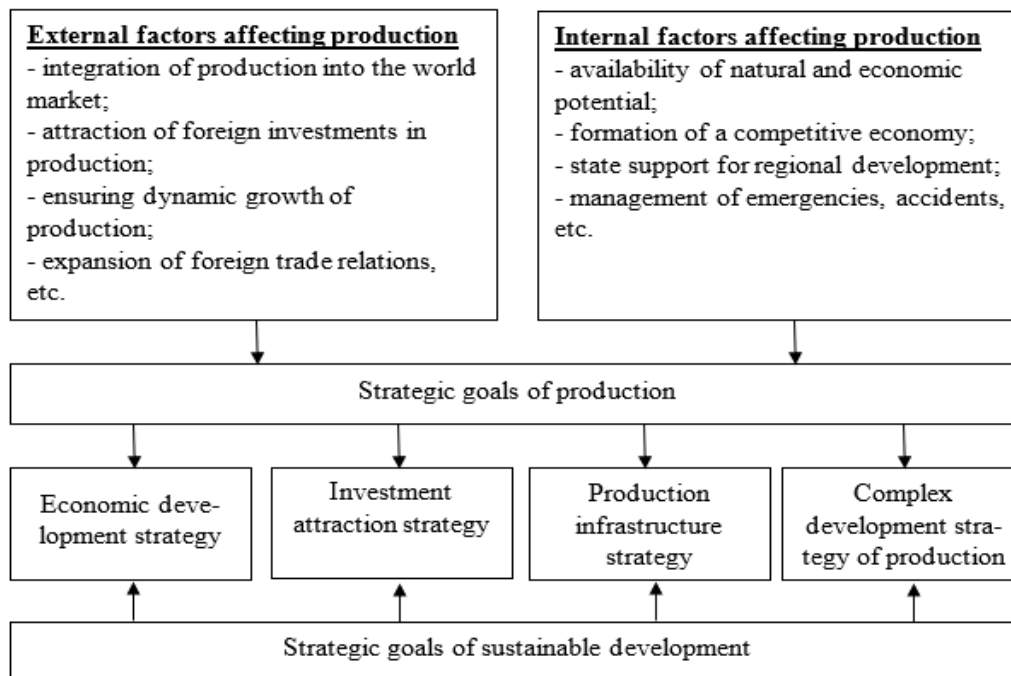


Figure 3. Economic-geographical model of sustainable development in production
 Note: The model was designed by Z.T. Imrani.

If we look at the economic-geographic model of sustainable development in production, we will see that it is possible to protect the interests of all participants of the proposed system and create a balanced environment between them. For this, the strategic goals of production should be determined and the components that can bring economic benefits should demonstrate the necessity of formulating fundamental principles in practice.

EDUCATION AS A PROVIDER OF SUSTAINABLE DEVELOPMENT

Raising the level of education, which is one of the indicators of sustainable development, can play a decisive role in meeting the vital needs of future generations. Education is evaluated by the general level of development of human capital. That is, education is a measure of spiritual wealth and ensures the inclusive development of the population.

Vanderbilt University professor I. Finn said that education plays a special role in the development of society. I. Finn believes that democratic governance is based on the quality and effectiveness of education (Finn Ch. et al., 1995). The strategic goals of education can be grouped as follows: 1) ensuring equality in the field of obtaining quality education; 2) revising the content of education and ensuring the modernization of teaching methods; 3) provision of specialization in accordance with the needs of the market economy (Social and philosophical ..., 2019).

Education is an integral part of modern life. Compulsory education is represented by three types of schools: primary, secondary and senior classes. If a student decides to continue his studies in high school, which last two years, he can enter the university after graduation. Many specialized schools pay attention only to specific subjects. Also, in addition to public schools, there are several private schools where education is not free. Higher education includes secondary vocational education, bachelor's degree, specialist, master's degree and postgraduate studies. It is also possible for both children and adults to get additional education.

The main factor in the further development of the country's economy is knowledge and innovative technologies, where higher professional education is an important aspect. The solution of education issues and the creation of the first innovative complex of the education system, one of the essential elements of which is not only the formation of scientific and technical programs but also the fact that most of these programs need funding from the authorities of the constituent entities.

The researcher is interested in studying an approach for the fair evaluation of personnel performance in the business sector as a strategy for managing entrepreneurs in the future

(Lamesawan et. al., 2023) The study also found a statistically significant impact of the dimensions of management information systems (software, procedures, human resources, and telecommunication) on knowledge management processes (Almeshref & Khwanda, 2022). Therefore, it is necessary that the formation and further development of innovative activities in the higher education system be carried out on the basis of:

- creation of funds for the development of the higher education industry;
- modernization of the efficiency of the use of existing scientific equipment, creation of innovative complexes, which will increase the efficiency of the entire cycle of formation and development of high-tech products;
- attracting financial resources through consumers of innovative products produced by the higher education system.

Education is defined as a problem-cognition and memory-forming approach to the truth of the phenomenon, the completeness of its image with the unit of cultural-historical dimensions, a fundamental model of the future. As for problem-cognitive education, its conceptual foundations, teaching methods are formed as the content of different, but paradigmatic relations. In order to achieve sustainable development in the education system, first of all, the existing potential power should be taken into account, the structure of education and its integration into the world science should be ensured, and a general approach that can eliminate the problem by applying various models in the field of education should be formed. We see the model of sustainable development in education in the following prism (figure 4.).

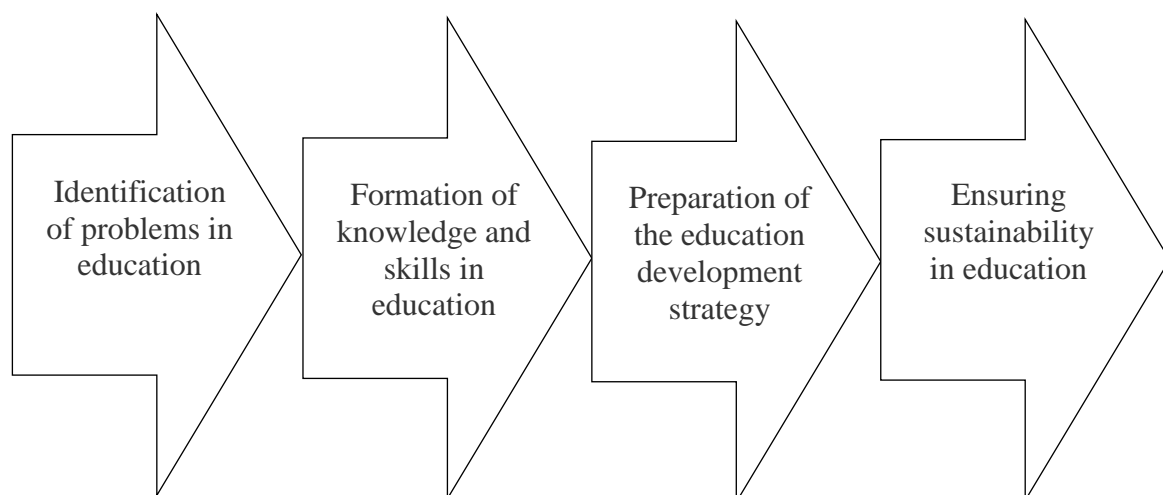


Figure 4. Model of sustainable development in Education

Note: The model was designed by S. Jafarov.

Only in this case, educational, scientific and innovative complexes will be able to ensure the process of obtaining scientific knowledge, their implementation through the educational processes of universities, as well as solve practical problems in the field of economic and cultural development of the country.

In any case, each type of education gives us a lot of experience and a lot of knowledge that is related not only to a specific science or scientific field but also to our understanding of the world and human relations.

The solution to the above tasks will contribute not only to the organization of the higher education system in order to improve the quality of training of specialists and scientific and pedagogical personnel but also can serve as a successful Economic and geographical model of sustainable development in education.

RESULTS AND DISCUSSION

In the research process, various methods of approach according to modern standards were used in the field of production and education. These methods can act as providers of development in a new paradigm based on sustainable development. We presented constructive models based on the materials obtained as a result of methodical approaches. With the help of these models, the construction and implementation of future development strategies can be considered as one of the important components.

CONCLUSION

The economic and geographical model of product development can be any economically developed state that has a favourable geographical position, as well as its position in relation to other developed countries and states. The stability of production can lead to the development of other areas by having a positive effect on the general development trend. In addition to having economic advantages, production is closely involved in the efficient use of nature and the organization of environmental protection.

The formation and further development of innovative activities in the higher education system were carried out on the basis of:

- creation of funds for the development of the higher education industry;
- directing technologies to production;

- modernization of the efficiency of the use of existing scientific equipment, and creation of innovative complexes, which will increase the efficiency of the entire cycle of formation and development of high-tech products;
- attracting financial resources through consumers of innovative products produced by the higher education system.

The solution to the above tasks will contribute not only to the organization of the higher education system in order to improve the quality of training of specialists and scientific and pedagogical personnel but also can serve as a successful Economic and geographical model of sustainable development in education.

REFERENCES

Almeshref, Y., Khwanda, H. (2022). Information Systems Effect on Enabling Knowledge Management. *International Journal of Professional Business Review*, Vol. 7 No. 5 p. 01-27. doi.org/10.26668/businessreview/2022.v7i5.e834

Finn Ch., Hengel M., Chenoweth E. (1995). *What is democracy?* Baku: Elnur-P, 1995.

Imrani, Z. & Jafarov, S. (2023). Economic-Geographical Model of Sustainable Development in Manufacturing and Education. *International Journal of Innovation and Economic Development*, 9(1), 47-54. <https://doi.org/10.18775/ijied.1849-7551-7020.2015.91.2004>

Imrani, Z.T. (2016). Regional aspects of sustainable development policy in Azerbaijan // "Geographical problems of Azerbaijan regions" republic scientific-practical conference. Baku. p. 101-104.

Imrani, Z.T., Musaeva, M.R. (2016). Socio-economic aspects of the concept of sustainable development in the Republic of Azerbaijan // - Dagestan: South of Russia: ecology, development. Volume 11, No. 2, - p. 42-49. <https://doi.org/10.18470/1992-1098-2016-2-42-49>.

Imrani, Z., Eminov Z., Jafarov, S. (2022). The Current State of Foreign Trade Relations of the Republic of Azerbaijan. *Proceedings E-book. Dilkur Academy*, 52–58.

Iskakov, A.N. (2008). *Sustainable development: science and practice*. - Moscow: RANS, 464 p.

Jafarov, S. (2021). Basic principles of school policy, educational development and organization of public education systems. "Teacher" publishing house, 123–127. <https://doi.org/10.5281/zenodo.5831806>

Jafarov, S. & Aliyev, Y. (2022). Education Policy and Leadership. *International Journal of Innovation and Economic Development*, 7(6), 14-23. <https://doi.org/10.18775/ijied.1849-7551-7020.2015.76.2002>

- Jafarov, S., & Aliyev, Y. (2022). Innovative Approaches and Methods in Azerbaijani Education. Proceedings E-book. Dilkur Academy, p. 11–16. <https://doi.org/10.5281/zenodo.7108972>
- Jafarov, S. (2023). New challenges in education. *OOO Logika+*, 2(89), 7–11. <https://doi.org/10.31618/ESSA.2782-1994.2023.2.89.350>
- Jafarov, S. (2022). What Causes Culture Shock? Proceedings E-book. Dilkur Academy, 398–402.
- Jovovic, R. (2017). The concept of sustainable regional development – institutional aspects, policies and prospects. *Journal of International Studies*. –10(1), – p. 255-266. doi:10.14254/2071-8330.2017/10-1/18.
- Khalikov, M.S. (2004). Regionalization and globalization as two tendencies of the development of the modern world // Materials of the International Scientific Conference: Lomonosov readings. – Moscow: Volume 1, p. 157.
- Lamesawan P., Silpcharu T., Wattanakomol S. (2023). Guidelines for evaluating the fair performance of personnel in the manufacturing and service business sector. *International Journal of Professional Business Review*, Vol. 8 No. 6 p. 01-18. doi.org/10.26668/businessreview/2023.v8i6.1714
- Malik, K., Ciesielska, M. (2011). Sustainability within the region: the role of institutional governance // – Opole: Economic and Environmental Studies. No 11(2), – p. 167-187.
- Rodionova, V.M. M.A. Fedotova, (1995) Financial stability of the enterprise in the conditions of inflation. Moscow: Perspective. 176 p.
- Social and philosophical problems of sustainable development. (2019). Scientific editor: S. Huseynov. Baku: Science and Education. 312 p.
- Shimova O.S. (2017). Sustainable development. Minsk: BSEU, 394 p.
- Ten years of continuous development Made in Germany. (2012). National Strategy for Sustainable Development. – Berlin: Federal government. 12 p.
- Todaro, M.P. S.C.Smith (2015). Economic development. New Jersey. 860 p.
- Valiyev, D.A. (2008). Integration of Azerbaijan into the global economy. - Baku: Adiologlu. 428 p.
- Weissman, Ya.I. L.V. Rudakova. (2008). Strategy of sustainable development. Perm: PGTU. 486 p.
- Uskova, T.V. (2009). Management of sustainable development of the region. Vologda: ISEDT RAS. 355 p.