

# THE CONCEPTS OF EDUCATION AND INNOVATION AND THEIR IMPORTANCE

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**Abstract:** in this article, the concepts of education and innovation are emphasized and covered in detail. The article also discusses the relationship between education and innovation and how innovation can be achieved through education.

**Key words:** education, nature of education, quality education, innovation, innovation in education, improvement, invention, novelty.

*“All that we lack at birth, all that we need when we come to man’s estate, is the gift of education. This education comes to us from nature, from men, or from things. The inner growth of our organs and faculties is the education of nature, the use we learn to make of this growth is the education of men, what we gain by our experience of our surroundings is the education of things. Thus we are each taught by three masters.”*  
(Jean Jacques Rousseau, in Emile)

**Introduction.** You’ll probably get a range of answers when you ask people what they mean by education. While many elementary-aged students may argue that learning is beneficial, secondary-aged youngsters frequently believe that school is necessary to obtain employment. Adults hold varying opinions, frequently stemming from their personal encounters with the educational system. Because it is frequently associated with the concepts of schooling, learning, and training, the term “education” is therefore difficult to define.

**Defining education.** Education has a significant impact on human life and is strongly linked to civilization and progress. Philosophy thus has a significant influence on education, which is a vital component of everyday activities. several philosophical disciplines, such as social and economic philosophy, have a significant impact on the several facets of education, including planning, policies, procedures, and implementation from both a theoretical and practical standpoint. The word education comes from the Latin educare, which means “bring up”. This term is linked to educere,

which means “bring out”, “bring forth what is within, “bring out potential,” and educere, which means “to lead”. Education, according to Webster, is the act of instructing or teaching. “To develop the knowledge, skill, or character of...” is another definition of education. Thus, from aforesaid definitions, we may assume that the purpose of education is to develop the knowledge, skill and character of students

Definitions of Education The Western philosophers have defined the education as under:

1. Socrates: “Education means the bringing out of the ideas of universal validity which are latent in the mind of every man”.
2. Plato: “Education is the capacity to feel pleasure and pain at the right moment. It develops in the body and in the soul of the pupil all the beauty and all the perfection which he is capable of”.
3. Aristotle: “Education is the creation of a sound mind in a sound body. It develops man's faculty, especially his mind so that he may be able to enjoy the contemplation of supreme truth, goodness and beauty of which perfect happiness essentially consists”.
4. Rousseau: “Education of man commences at his birth; before he can speak, before he can understand he is already instructed. Experience is the forerunner of the perfect”.
5. Herbert Spencer: “Education is complete living”.

The notion of education has taxed the minds of philosophers since the times of Plato and Socrates. Despite the multitude of definitions put forward, Matheson and Wells (1999) have argued that we are still no nearer reaching one that is wholly satisfactory. Gregory (2002) has suggested education is concerned with equipping minds to make sense of the physical, social and cultural world, while Peters (1966) has proposed that when we use the term “education” it brings with it the implication that there is an “intention to transmit”, in a “morally acceptable” way, something considered worthwhile; such beguiling simplicities having found expression in more recent political rhetoric (Gove, 2011).

**Education.** Education is the process of imparting knowledge to every person, preparing him for life in all aspects, acquiring skills and qualifications. Education

means acquiring knowledge and information and using it in practice on a large scale. Education plays an important role in the development of a person as a person and can also have a great impact on a person's development, thinking and lifestyle. The level of development of a person is a concept that is closely related to the system of education and the teaching process. Education gives the concept of teaching in this social environment, and it can be used and effective not only in educational institutions, but also in all other areas. In a word, education is the main core of every society and new changes, innovations and development of society can be achieved with the help of education. Education does not require age and level, skills and practical skills.

Papadopoulous (1998) acknowledged the many possible interpretations of the term “education”, arguing that it can be regarded as an all-embracing term, serving a number of different purposes in ways that recognise both product and process. He has suggested that education is variously seen as promoting:

- economic prosperity;
- employment;
- scientific and technological progress;
- cultural vitality in a society increasingly dominated by leisure activities;
- social progress and equality;
- democratic principles;
- individual success

Nature of Education:

As the meaning of education, so its nature which is very complex. The natures of education are:

- Education is life-long process: Education is life long process because every stage of life of an individual is important from educational point.
- Education is a systematic process: It refers to transact its activities through a systematic institution and regulation.

- Education is the development of individual and the society: It is called a force for social development, which brings improvement in every aspect of the society.
- Education is modification of behavior: Human behavior is modified and improved through educational process.
- Education is a training: Human senses, mind, behavior, activities; skills are trained in a constructive and socially desirable way.
- Education is instruction and direction: It directs and instructs an individual to fulfill his desires and needs for exaltation of his whole personality.
- Education is life: Life without education is meaningless and like the life of a beast. Every aspect and incident needs education for its sound development.
- Education is a continuous reconstruction of our experiences: As per the definition of John Dewey, education reconstructs and remodels our experiences towards socially desirable way.
- Education is a power and treasure in the human being through which he is entitled as the supreme master on the earth.

Therefore, the role of education is countless for a perfect society and man. It is necessary for every society and nation to bring holistic happiness and prosperity to its individuals.

Children have a right to an education, a quality education. Quality education includes:

- Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities;
- Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities;
- Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and

knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace.

- Processes through which trained teachers use child-centred teaching approaches in well-managed classrooms and schools and skilful assessment to facilitate learning and reduce disparities.
- Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society

Results that are related to national objectives for education and constructive social engagement and that comprise information, abilities, and attitudes

### **I. Quality Learners**

Schools collaborate with the students that enroll in them. The type of learners that children can be is significantly influenced by the quality of their life prior to starting formal education. A quality learner is influenced by a variety of factors, such as home support, early childhood experiences, and health.

### **II. Quality Learning Environments**

Learning can occur anywhere, but the positive learning outcomes generally sought by educational systems happen in quality learning environments. Learning environments are made up of physical, psychosocial and service delivery elements.

### **III. Quality Content**

Quality content refers to the intended and taught curriculum of schools. National goals for education, and outcome statements that translate those goals into measurable objectives, should provide the starting point for the development and implementation of curriculum (UNICEF, 2000). Challenges in reaching large numbers of children with quality content. Numeracy, Peace education, Life skills, Literacy.

### **IV. Quality Processes**

Until recently, much discussion of educational quality centred on system inputs, such as infrastructure and pupil-teacher ratios, and on curricular content. In recent years, however, more attention has been paid to educational processes — how teachers

and administrators use inputs to frame meaningful learning experiences for students. Their work represents a key factor in ensuring quality school processes.

## V. Quality Outcomes

The environment, content and processes that learners encounter in school lead to diverse results, some intended and others unintended. Quality learner outcomes are intentional, expected effects of the educational system. They include what children know and can do, as well as the attitudes and expectations they have for themselves and their societies.

### Defining innovation

The discussion on the definition of innovation sometimes mixed with the concept of the invention, change, and reformation in education. Some scholars also define innovation in education as a process, and some even explain it according to innovation theories in business development. These various definitions of innovation in education are very confusing when we try to discuss innovation in education.

Definitions of innovation can be found in (Rowe & Boise, 1974), (Dewar & Dutton, 1986), (Rogers, 1983), (Utterback, 1994), (Afuah, 1998), (Fischer, 2001), (Garcia & Calantone, 2002), (McDermott & O'Connor, 2002), (Pedersen & Dalum, 2004), (Frascati Manual, 2004) as well.

*“Innovation consists of the generation of a new idea and its implementation into a new product, process or service, leading to the dynamic growth of the national economy and the increase of employment as well as to a creation of pure profit for the innovative business enterprise. Innovation is never a one-time phenomenon, but a long and cumulative process of a great number of organizational decision-making processes, ranging from the phase of generation of a new idea to its implementation phase. New idea refers to the perception of a new customer need or a new way to produce. It is generated in the cumulative process of information-gathering, coupled with an ever-challenging entrepreneurial vision. Through the implementation process the new idea is developed and commercialized into a new marketable product or a new process with attendant cost reduction and increased productivity” (Urabe, 1988).*

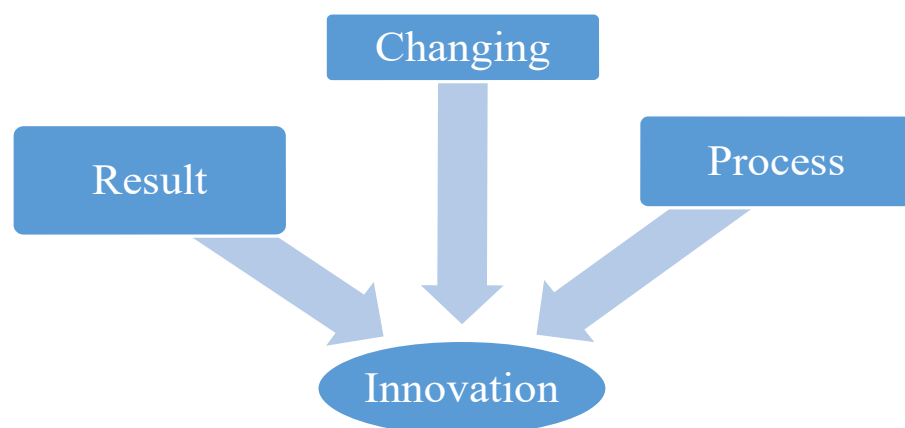
## **Innovation in Education**

The main characteristics of innovation are to bring new changes to the old one. Sometimes changes are good for the organization or group of people, but sometimes it had the other negative impacts on the system.

Some of the educational scholars define the type of innovation based on innovation theories. Smith (2009) stated that there are two types of innovation in education that are disruptive and sustaining. Disruptive innovations are the innovations that out from the box; it is a different practice to serve a group of people.

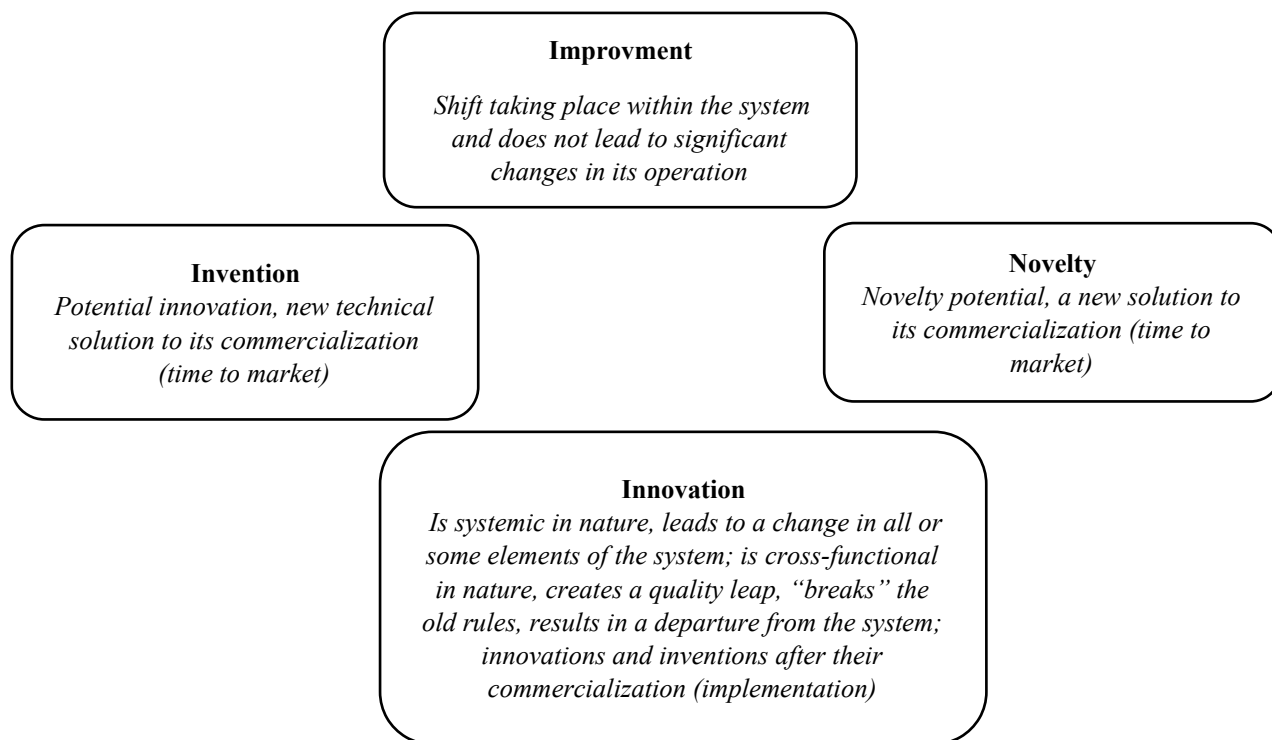
The methodology of research is based on theoretical analysis of literature sources related to the innovation and classification of innovations. It was explored the definitions of innovation by many authors, created the models of innovation definition and model of classification of innovation as well. For the assessment of innovation a number of literature sources have been analysed. The model “Innovation path for efficiency of innovation to benefits” was suggested to identify the main aim of innovation.

In general, the concept of “innovation” – a rather complex and multifaceted, his study of the subject of many studies, but, despite this, the generally accepted definition of innovation in science does not exist. There are three main approaches to the consideration of the term. This classification is presented in the below.(Fig.1)



**Figure 1. Approaches to the definition of innovation**

Innovation interprets as “improved”, “innovation”, to some extent, even the "invention". However, for use in scientific, legislative practice should clearly grasp the difference between these words. (Fig. 2) Explains the difference between these definitions and presented below.



**Figure 2. The concepts of “improvement”, “novelty”, “invention”, “innovation”**

According to Twiss, innovation - a process that combines science, technology, economics and management, as it is to achieve novelty and extends from the emergence of the idea to its commercialization in the form of production, exchange, consumption. (Twiss, 1989).

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