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**GENESIS OF THE CONCEPT OF INNOVATION AND ITS ANALYSIS**

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**Abstract** This article analyzes the changes in the world education system, the national education system, the interrelationship of education with innovation, development, the genesis of the concept of innovation and its current state. method, such as the social mechanism of innovation development.

**Keywords.** Innovation, education system, Innovation phenomenon, scientific and technical, social development.

**Introduction**

The events of the world in recent years have become a requirement of the times to further increase the importance of the education system of society as a factor of development of the country. Indeed, the National Education System plays a particularly important role in this, as it is considered to be a particularly influential part of the processes of change taking place in the world. Changing the education system in line with the requirements of the time is becoming a pressing issue. Any modernization requires the adoption of high technologies, which can be developed only on the basis of the latest scientific data. Innovation has always been inextricably linked with the education system, so it is constantly evolving. Of course, education does not directly determine the number of innovations. But the education system creates an intellectual environment in society that allows to put and solve scientific problems, to put into practice the results obtained. For this reason, it is not appropriate to approach the education system only as a system that consumes national income, as

it creates the basis for scientific, technical and social development in this area. As a result, there is a need to develop innovative programs to stabilize the education system and increase its efficiency.

**Results and discussion**

The analysis of the genesis of the concept of innovation and its current state allows us to express changes in the components that characterize the sequence and social mechanism of the process of implementation of innovation and the way they interact.

This, in turn, provides an opportunity to imagine innovation as a system. All this, of course, is a necessary condition for understanding the essence of innovation, but the above factors alone are not enough to determine the scope of innovation mechanisms, the structural elements of society, its social role and functions in interaction with social systems. Speaking about the importance of innovation as a factor of development, it is necessary to study the laws of its interaction with different social systems in this context, because "... the processes that support the stability of systems must be distinguished from other processes that lead to a new state of the system, a state that must be described in terms that record changes in the original structure. Although this difference is relative, it is this relativity that is important and regulatory" [1, 79]. The nature of the relationship under study is determined by the fact that it is about the relationship between innovation and education as a social institution and process. In this case,

education, in turn, is considered one of the important resources of development, because "... without education, man, his abilities and creative forces cannot grow, because education (along with science or with it) becomes an important resource of development" [2,14-15]. Education as a resource for the development of society should create conditions not only for the material and intellectual development of each person as a member of society and an individual, but also for the development of productive forces and social relations, ensuring that people act as free individuals. In short, innovation in education becomes a unique social mechanism that provides a resource for development and thus determines the image of the future social structure, the scope of human interaction with nature, society and other people.

However, innovation manifests itself not only as a specific technological system, but also as a separate activity for the transfer of existing activities to a new quality. The reason for this is that "activity is an organic system in general ... The inevitable sign of an organic evolving system is that it is able to create the organs it lacks in the process of its development" [3,68].

In the process of innovation, the nature and type of activity change in the same way and lead to the emergence of an appropriate way of thinking and lifestyle. The main factor in this process is self-development. "Innovative organization of activity ... allowed the world to rise to a completely new, postindustrial "level of development - artificial mechanisms took on a natural character in the social organism and thus, so to speak, changed its immune system" [4,84]. Consequently, research approaching innovation as a factor in the development of education can be constructive only if the two

directions of reality: the description of innovation in education based on the interaction of systems and the study of innovation as a factor in the development of education intersect. The versatility and complexity of the phenomenon of innovation, the completeness of the contradictions in the interpretation of its content have led to the emergence of different bases of classification. In some cases, it is a matter of "classification of innovations" [5,13], and in some cases, the separation of technical-technological and social concepts of innovation [6,82]. In some approaches to the classification of innovations, there are scientific, technical, managerial and social innovations that differ in their algorithms [7,78], while in some approaches it is proposed to distinguish different types of innovations according to "methodological factors" [8,43]. It is possible to continue the description of approaches to the classification of innovations, but this does not change the nature of the problem. In our view, the essence of the problem is determined by the fact that in each of the proposed approaches reflects only the part of the conceptual content that is more relevant to the selected subject and capabilities of the research being conducted. Theoretical and methodological bases that integrate the integrity of the phenomenon of innovation and the diversity of opportunities for the functional realization of this integrity in different social conditions either do not exist, or are considered secondary to the directly analyzed scope or segment of the phenomenon. Ultimately, such an object-centered approach to a polycentric and polyfunctional phenomenon by its nature distorts the phenomenological essence, allowing an increase in the number of essences, reinforcing the notion that it is an unsolvable problem. Innovation, on the other hand, as a type of

human life activity, is so intertwined with other types of this life activity that it faces natural difficulties in distinguishing and categorizing the manifestations of human nature. However, "... innovative efforts that are not secured in terms of worldview and behavior are usually not only ineffective, but also dangerous in practice - they discredit the idea" [9,34]. Another element is missing here - the "humanitarian-systematic methodology". According to the author, "it provides an opportunity to understand the processes and interactions in education, defines the main directions of their design and organization, helps to set realistic goals, a system of concepts and perceptions that allows to understand, comprehend and describe events and processes offers" [9,35].

### Conclusion

In conclusion, the theoretical and methodological element that lies between the choice of worldview and the social mechanism of behavior allows us to maintain the order of the foundations, while maintaining a high degree of uncertainty as a condition of creative research. At the micro level of intersystem relations in the field of education, the following criteria can be distinguished: terminal (reflecting the essence) criteria that record the integral features as a result of innovation, including the socio-educational value of innovation; technological criteria that characterize innovation according to the level of novelty. But all considerations of the criteria of innovation as a system become more abstract until the basis of the social interactions that define these criteria is determined. Not only the content and subject of innovation, but also the corresponding socio-cultural form will depend on it.

The activity carried out as a social mechanism of innovative development becomes the content of

social reality in the space of subjects and objects that can create an innovative social system. At the same time, the laws of life of the social system interact with the laws of innovation as a social mechanism of development, creating the uniqueness of its socio-cultural image. The nature of the interaction process places its demands on the content and mechanisms of management culture, which play a key role in the maintenance and development of innovation, a key feature of the innovation system.

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