

Both pedagogy and psychology need the concept of thirst for ability and thirst for blazing new trails

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Abstract

The desire for ability (the interest in increasing wisdom) and the desire for innovation (the interest in creation) exist objectively, and the desire for knowledge (**interest in recognition**) cannot replace them. People pay more attention to ability, especially creativity, than to knowledge. It is much easier to make up for the lack of knowledge than to make up for the lack of ability. However, in pedagogy and psychology, there is only the concept of the desire for knowledge, but not the concept of the desire for ability and the concept of the desire for innovation. The strange phenomenon of "using cognitive interest to carry out intellectual and creative education" has existed for a long time. This makes insufficient the subjective initiative of "the cultivation of ability and innovation consciousness that must be started and run through". Strong comprehensive ability and innovation are the needs of the times for talents. Ability and innovation awareness can be cultivated. Just as the levels of knowledge and ability are different, the levels of thirst for knowledge and thirst for ability are also different. The thirst for knowledge cannot replace the thirst for ability and innovation. The process and methods of ability development and knowledge transfer are different and cannot be replaced by each other. It is necessary and possible to establish the concept of desire for ability and desire for innovation. Apply the concept of desire for ability and innovation to change the strange situation of cultivating creativity and comprehensive ability based on cognitive interest.

Keywords: Desire for knowledge (cognitive interests), Desire for ability (interest in increasing wisdom), Desire for innovation (interest in creation), Psychological orientation, Creative education.

The educational circle talks about stimulating students' thirst for knowledge and cultivating their abilities. If there is no concept of desire for ability, it seems strange to cultivate ability by stimulating the desire for knowledge (it needs to use a conversion process instead of directly stimulating the desire for ability. This conversion process can be easily avoided). Those who oppose the establishment of the concept of the desire for ability and innovation may recognize in their hearts that the desire for knowledge includes the desire for ability and innovation. The reason for this objection is insufficient. Moreover, the need to use knowledge and ability to solve practical problems and explore natural and social laws is the desire for innovation, which cannot be completely expressed and replaced by the desire for knowledge. The desire for ability and intelligence and the desire for innovation and creation are objective and cannot be fully and accurately expressed by the desire for knowledge. Innovative practice and the cultivation of the desire for ability and innovation urgently need the appellation of "desire for ability" and "desire for innovation".

Desire for knowledge or thirst for knowledge (Cognitive interest) and desire for ability (interest in increasing wisdom) and innovation cannot completely replace and include each other. Cognitive interest, interest in increasing wisdom and interest in creation are objective existence. For important objective existence, it is human's dereliction of duty not to use proper noun concept to express it. It can be said that the purpose of seeking knowledge is to apply knowledge and innovation (solving experimental problems and transforming the world). The need of cognition is divided into two categories: the need of instinct (curiosity) and the need of reason (preparation for a foothold in society). Seeking knowledge is the initial preparation for the need of self-realization. The cognitive interest derived from curiosity is a low-level need, which is one level lower than the self-realization need (Interest in solving practical problems, exploring the unknown and transforming the world with knowledge and wisdom) derived from reason. I really don't know how educators use the low-level needs to cultivate the high-level needs of students (for example, to cultivate the desire for ability and the sense of innovation).

In the era of Bacon, information was relatively closed, new knowledge spread slowly, and the share of new knowledge was small, and people generally believed that knowledge was important, and ability was also mistaken for knowledge, or that the role of wisdom was mainly to acquire knowledge. It is believed that today's human society has entered the era of knowledge economy.

The following is a discussion.

1. The desire for ability and innovation exist objectively, and they have been accurately positioned in the psychological system like the desire for knowledge

Although there are no two words "desire for ability (the interest in increasing wisdom)" and "desire for innovation (the interest in creation)" in textbooks and standard thesaurus, people have subconsciously known the basic content of "desire for ability" and "desire for innovation" by understanding the content, method and purpose of seek knowledge, seek ability and innovation. Almost every normal person has felt his desire and impulse for seek ability and innovation. That is, the desire for ability (the interest in increasing wisdom) and the desire for innovation (invention interest) are objective existence, and they are very important objective existence that affect people's thinking and behavior and affect the speed

of social development.

1.1. Innovation has become the subject of the times, indicating that the desire for innovation exists and is rising unprecedentedly

The history and reality of the development of human society fully show that the nation and country that attaches importance to innovation and is good at innovation will be full of vitality and develop rapidly; If a nation or country follows the beaten track, has rigid ideas and loses creativity, it will be difficult for it to develop and will be beaten passively in the competition. That is to say, innovation is the inherent need of national prosperity and social development. In the era of rapid economic development, the role and significance of innovation is more direct and prominent.

The so-called knowledge economy is an economy that takes the possession and allocation of intellectual resources and the production, processing, dissemination and application of knowledge and information based on modern science and technology as the most important factors. Through a new understanding of the status of intelligence, knowledge and technology in the world economy, people believe that we have entered the era of knowledge economy. The characteristics of economic development determine that the level and speed of knowledge innovation is the key factor of economic growth, and the ability to master and apply knowledge and information is the core of economic competitiveness. It determines the realistic urgency and objective necessity of investing in people, cultivating and developing people's creative ability and mastering the ability to apply knowledge and information. Sharable knowledge is the crystallization of the wisdom of the former, and unshareable knowledge is the crystallization of the wisdom of the current generation. Most knowledge is shared. Today, with the development of network and information dissemination, and after mastering the basic knowledge and skills, what knowledge is needed can be found quickly (like looking up words and dictionaries). From this point of view, shareable knowledge has become a tool. The development of economy depends on knowing what knowledge and technology to use and how to use the knowledge and technology required by the intelligent movement. The level of technology is an important part of the level of knowledge. High-tech and the wisdom of using knowledge are the source of competitiveness. Therefore, the knowledge economy can also be called the technological economy and the intellectual economy (the intellectual economy is more accurate and practical than the knowledge economy). High and new technology can only be generated in practical innovation activities. It can be seen that innovation is the subject of the times. The need and motivation for innovation exist, and the desire for innovation must exist. For the same reason, the need and motivation for innovation exist, and the desire for innovation must exist. In addition, the use of existing shared knowledge and self created knowledge to develop the economy is very rare, and most production units use shared knowledge to develop the economy.

The most important factor affecting the speed of socio-economic development is not the economy but the superstructure. The decisive factor for superstructure, the state of development of a country or region, and the achievements of people working in administrative and public institutions is not knowledge but wisdom. From the perspective of the definition of a knowledge-based economy, the most important things are "intellectual resources" and "production and processing of knowledge". The soul of these things is intellectual intelligence or ability. The soul of these things is intellectual intelligence or ability. In English, knowledge and intelligence are synonymous. This is clearly an obstacle to establishing the concept of **desire for ability (the interest in increasing wisdom)** (caused by the precision of language expression. However, it is not an obstacle to establishing the concept of innovation desire). The "law of knowledge economy" is mentioned above ignores the important role of the superstructure of society. The decisive factor of social economy and superstructure is mainly national wisdom rather than knowledge. The soul of the knowledge economy is wisdom and the desire and behavior for innovation, rather than knowledge. The reason why the term "knowledge economy" is still used is because people have habitually overlooked the role of "processing knowledge and information" in the process of utilizing knowledge and only see the role of knowledge itself. In fact, the result of applying knowledge is the generation of new knowledge. The most important factor among them is the wisdom and innovative ability to apply knowledge. In a complete cycle, knowledge originates from cognitive ability and wisdom and ends with the result of applying knowledge.

In the knowledge economy, technology and education have become the driving forces for sustainable economic development. The knowledge economy is an economy based on the highly developed technology and education. The knowledge that contributes the most to the speed of economic development is "new knowledge" and "scientific utilization of knowledge". Therefore, the knowledge economy has put forward unprecedented and urgent requirements for the cultivation of innovative talents. People's desire to improve their innovation ability and engage in innovative activities has never been higher, and they have been committed to carrying out creative education. The desire to engage effectively in creative activities is the desire for innovation (i.e., the interest in creativity). If there is no desire for innovation, there is no motivation for innovation, and creation and creative education cannot be discussed. It can be seen that the rise of the wave of innovation and creative education indicates the objective existence of the desire for innovation. Since the desire for innovation (creative interest) is the driving force behind creativity and creative education, cultivating the desire for innovation is the foundation of creative education. Cultivating the desire for innovation requires the term and concept of "innovation desire" (or "creative interest").

As mentioned above, the need for abilities, new things, and creative activities themselves determines the desire and motivation for ability and innovation (that is, as long as the need for "improving ability" and innovation exists, the desire

for ability and innovation objectively exists). The existence of the desire for ability and innovation determines the necessity of establishing the concepts of ability and innovation in order to accurately express and utilize them and improve the efficiency of cultivating them. Someone has already used the term 'innovation desire'. The 'thirst for innovation' is an important aspect of the desire for innovation (*i.e.* the interest in creating, **the** interest in increasing wisdom).

Listening to stories, browsing books, and browsing online can gain knowledge, but these processes are cognitive rather than creative. The process of creating new things is also accompanied by an understanding of the things created and related things. Existing knowledge can be designed as unknown and recognized through simulation creation. It can be seen that the cognitive process can be divided into several different levels: the cognitive process without innovation, the cognitive process simulating innovation, and the cognitive process completely synchronized with innovation. Only the most difficult and highest level cognitive process completely coincides with the creative process. In this process, there is a need for both a desire for knowledge, ability, and innovation. The process of accepting existing knowledge is not a strictly innovative process. In this process, the desire for knowledge is a direct need, while the ability to remember and understand is an indirect need induced by the desire for knowledge. In terms of the amount of knowledge that each person receives, accepting knowledge created by predecessors and others is the main body, while the share of new knowledge created by oneself is very small. The process of individual development and education is an integral part of the social development process, not an overall social development process. This determines that, in terms of individuals or educational processes, the subject of cognition inherits the knowledge of predecessors and others (although in terms of society as a whole, it is the desire for knowledge that triggers the desire for innovation). It can be seen that in terms of individuals and educational processes, replacing the desire for knowledge and innovation with the desire for knowledge is "using a small horse to pull a big cart".

1.2. Seeking ability and innovation are eternal themes

Animals generally undergo survival training such as predation and resistance after birth. However, animal behavior is an unconscious pursuit of ability. Since the birth of conscious humans, the pursuit of ability and the development of intelligence have never stopped, and unconscious ability seeking behavior has been transformed into conscious needs, interests, motivation, and goal coordination, unity of behavior. That is to say, the need for survival competition and human consciousness jointly determine the conscious tendency of humans to pursue abilities.

Many people have discussed the relationship between knowledge and ability, as well as the importance of ability (or intelligence). Now, the consensus is that the core of innovation is innovation ability or intelligence, and innovation has become a topic of the times. In an era where innovation activities have sparked a wave, the desire to pursue abilities and develop intelligence is bound to be unprecedentedly high. The upsurge of quality education is a strong manifestation of human desire to pursue comprehensive abilities.

Any successful practical activity cannot do without wisdom. Everyone has experienced the utility of ability and the desire for it. Everyone has experienced the utility of ability and the desire for it. When summarizing past work, one often yearns for a higher level of intelligence due to some shortcomings and mistakes. If an organization wants to remain invincible in competition, it must hope that the quality of its employees is high. The purpose of competing for talent among organizations is also to improve their intellectual structure. Students can develop a tendency to "hope for the development of their abilities" when solving difficult problems and when they do not score high in exams.

At the beginning of human birth, the need for survival was much stronger than the need to understand the world. The history of the desire for ability is no shorter than the history of the desire for knowledge. Ability and wisdom are not inherited, but can only be cultivated and developed through nurture. The human need for ability is eternal. Therefore, pursuing ability (developing intelligence) is an eternal theme. However, there is still no concept of the desire for ability, and the existing concept of the desire for knowledge does not contain the connotation of the desire for ability (The old definition of thirst for knowledge was a conscious inclination to acquire knowledge and constantly understand the world in search of truth). Although many people acknowledge the existence and cultivation of the desire for ability, they have to use the concept of the habitual desire for knowledge and the non-standard term "learning interest" to indirectly express and cultivate the desire for ability. People cling to the idea that interest is a cognitive tendency and reject the new concepts of desire for ability and innovation, which are incompatible with the characteristics of the current innovation era. This not only makes it difficult to express the desire for ability and directly and quickly awaken it, but also continues to maintain a mismatch between the cognitive interest in seeking knowledge and the goal of cultivating abilities and developing intelligence. Thus, the psychological theory of interest cannot keep up with the development of education and the economy. Since there is a place for desire for ability in both the psychological system and social practice, and there is no good substitute for desire for ability, why not establish the concept of desire for ability and end the state where desire for ability can only mean indescribable?

1.3. The Role of Ability (Intelligence) and Desire for Ability and Innovation in Human Development and Social and Economic Development

Nowadays, the dissemination of information is very fast (with just a click of the mouse, shared knowledge can be easily found on a computer). In terms of the total amount of available knowledge, there is not much difference between

different institutions and individuals. The biggest difference lies in the exclusive rights of new knowledge and technology, as well as the ability and wisdom to comprehensively apply knowledge and solve practical problems. Most knowledge is public knowledge, and public knowledge is shared. Only knowledge whose intellectual property rights have not been abandoned is non shared knowledge. Both units and individuals acquire intellectual property through the use of intelligence (or the ability to solve experimental problems with knowledge and intelligence). The content of "ability is resource" can be added after "knowledge is power". Power is also a resource, but wisdom (ability) is the most valuable resource in production, life, and political and economic activities. The desire to use knowledge and ability to solve practical problems is not a thirst for knowledge. In order to meet the needs of the development of human cognition and the principle that there must be specialized terminology to describe the important objective existence, we must establish the concepts of desire for ability (the concept of intellectual interest) and innovation.

1.4. The relationship between the desire for knowledge, ability, and innovation is hierarchical and intersected in content (a relationship in which levels is Different but content is intersect)

When people realize that the connotations of knowledge, ability, and innovation are different, as well as the characteristics, methods, and motivations of seeking knowledge, ability, and innovation, they will inevitably realize that the definition of the desire for knowledge that fully includes the desire for ability and innovation is inappropriate. People already have a subconscious that the essential characteristics of the desire for knowledge, ability, and innovation are different. In order to adapt to the accurate psychological positioning of concepts and meet the needs of cognitive development, and considering that requiring students to have an interest in the process and methods of creative education (i.e., to have a tendency and selectivity towards teaching methods and methods) is a new trend in educational development and teaching reform, I attempt to define it as follows.

The desire for innovation (*i.e.* interest in creation or interest for exploration, including interest for reforming) refers to the intentional activity of participating in creative activities, solving practical problems, constantly creating new things, and exploring the essential laws of things. The desire for ability (*i.e.* interest in increasing wisdom, also known as educational interest) refers to the conscious tendency to develop a single talent and comprehensive ability to continuously participate in educational activities. The desire for knowledge (also known as interest in recognition) refers to the conscious tendency to acquire knowledge and constantly understand the world. The process of seeking truth is both a process of cognition and a process of creation, reflecting the intersecting relationship between cognition and creation. Under these circumstances, the conscious inclination to constantly explore the truth is a shared content of the desire for knowledge and innovation. The content, methods, and administrative levels of thirst for knowledge vary among different populations. For students, thirst for knowledge is the desire to acquire knowledge provided and created by others (needs belonging to the third and fourth levels: emotional and belonging needs, respect needs). Researchers seek knowledge in the form of authentic exploration, motivated by the needs of the fifth level (the need for self actualization). For society (anthropomorphism) or for all humanity, seeking knowledge is creating new knowledge and discovering new laws. For all humanity, public knowledge in places such as libraries or photo machine networks does not need to be explored or created again. Believing that the desire for knowledge fully encompasses the desire for innovation is the mistake of treating intersecting relationships as inclusive relationships. The desire for knowledge cannot tolerate the conscious tendency of "eager to solve practical problems, participate in creative activities, and create new things" in the desire for innovation. On the contrary, the conscious tendency to "desire to solve practical problems, participate in creative activities, and create new things" can lead to the generation of a thirst for knowledge.

The value and characteristics of cognition determine that the main content of generalized cognitive ability is still "general cognitive abilities such as memory"; Creativity is characterized by "retrieval ability, selection ability, analogy ability, operational research ability, intuitive thinking ability, divergent thinking ability, and imaginative ability". It is the highest level of intelligence, characterized by comprehensive analysis. It can be considered that cognitive ability and creativity are two different aspects formed by the polarization of intelligence.

In China, there was no lack of cultivation of a thirst for knowledge in the past. However, there is still a lack of motivation for ability and creativity, which is strong evidence of the above conclusion.

The characteristic of seeking ability is to develop oneself through training and participation in practical activities. From the perspective of knowledge seeking, puzzle based learning is an effective means to improve the efficiency of knowledge seeking; from the perspective of seeking ability, seeking knowledge is a necessary procedure for seeking ability. All abilities are the ability to contribute to knowledge (primarily in processing, applying, and creating knowledge). The process and purpose of seeking knowledge is to "turn ignorance into knowledge", and the purpose of seeking ability is to optimize the structure and function of the brain and other organs to develop intelligence. Both seeking for ability and knowledge are requirements for human's own development, but seeking for ability is more demanding than seeking knowledge. The desire for knowledge does not necessarily lead to a reasonable desire for knowledge as it should, but it can lead to an adequate desire for knowledge. Knowledge is only the basis of quality, and ability is the core of quality. So the desire for ability is one level higher than the desire for knowledge. Seeking

knowledge is to arm oneself with knowledge, and ability is to arm oneself with knowledge and ability and transform oneself and the world. Seeking knowledge is the simpler "combination" of knowledge and man, and seeking ability is the more complex "catalysis" of things to man. Seeking ability can transform the structure and function of your brain, and pure acceptance of knowledge plays a much smaller role in this respect.

Creativity is the highest level of intelligence. Creative activity is the highest intellectual activity. Creating motivations is the highest level of need. The three essential factors of the process of creation are: to arm yourself with knowledge, to transform yourself with wisdom, and to transform the world with knowledge and wisdom. Seeking ability consists of two (elements) essential factors: armed oneself with knowledge and intellectually transforming oneself. In the narrow sense, knowledge is the only essential factor that can arm oneself with knowledge. The essence of knowledge is to transfer the subordinate relationship of knowledge, the essence of ability is to develop people themselves, and the essence of innovation is to create a new "existence" from "existence" now. That is to say, seeking knowledge and ability is addition, transfer, and catalysis, while innovation is manufacturing. There is no absolute boundary between seeking knowledge, ability, and innovation, but their essence is clearly different. Seeking knowledge and ability is objectively transforming oneself, while innovation is subjectively and actively transforming the world. The desire for innovation can effectively lead to a desire for knowledge and ability. The desire for innovation is developed on the basis of the desire for knowledge and ability, that is, the desire for innovation is one level higher than the desire for ability.

Intelligence is necessary for both seeking knowledge and innovation, and there are the same elements in seeking knowledge, ability, and innovation. Therefore, the relationship between the desire for knowledge, ability, and innovation is both intersecting and progressive.

1.5. The purpose and methods of seeking knowledge, ability, and innovation are different, and the level of motivation is also different

The direct purpose of seeking knowledge is to acquire knowledge and arm oneself. The direct purpose of seeking ability is to enhance wisdom and develop oneself. The direct purpose of innovation is to acquire new things, realize oneself, and transform the world. The ultimate goal of seeking knowledge and puzzle is innovation, that is, seeking knowledge and puzzle is the means and innovation is the end. The ability beyond physical fitness mainly refers to the ability to analyze and process information, which is wisdom. The purpose of understanding the world is to transform it "is a high-level summary of the relationship between seeking knowledge and creating. The direct purpose of puzzle is to increase one's own wisdom, while the indirect purpose is to seek knowledge and innovate more effectively. The process of seeking knowledge is the process of receiving and storing information from not knowing to knowing (this process requires memory and understanding ability. But the need for knowledge and ability does not mean that "knowledge is ability, nor does it mean that the desire for knowledge is the desire for ability). Therefore, the main way to seek knowledge is to use sensory organs to perceive, and the brain to remember and understand. The quickest and simplest way to seek knowledge is to read books, listen to news, and go online. If one seeks knowledge for the sake of knowledge, lacking the desire for ability and innovation, it is easy to experience the phenomenon of "high scores but low abilities". This phenomenon objectively exists in real life and was quite common in China for a period of time. Throughout history, there has been no shortage of "bookworms or nerds" (who are incompetent, pedantic, and possess the aura of bookworms). This fact indicates that the desire for knowledge cannot replace the desire for innovation and ability (cognitive interest cannot replace creative interest and intellectual interest). The unscientific way of seeking knowledge needs improvement. Improving from the source requires a clear understanding of the importance of motivation for ability and innovation. Since the root cause of unhealthy ways of seeking knowledge is a lack of desire for ability and innovation, resulting in an excessive pursuit of speed and results in seeking knowledge, correcting unhealthy ways of seeking knowledge should first cultivate and stimulate the desire for ability and innovation, and secondly, design knowledge seeking activities as the best puzzle activities (transforming knowledge seeking into ability seeking, innovation, and simulated innovation).

Maslow's hierarchy of needs theory suggests that human needs can be divided into five levels, from low to high: Physiological needs, safety needs, belonging and love needs, self-esteem needs, and self actualization needs 【1】. Maslow pointed out the need to be self centered. In fact, the highest level of needs also includes the need to fulfill historical missions and shoulder social responsibilities (*i.e.* the need caused by a high sense of social responsibility and historical mission). The main motivation for seeking knowledge is the need for self-esteem, while the desire for innovation is the need for self actualization.

Accepting existing knowledge can avoid using the most complex and advanced minds, and can only utilize the simpler and lower level minds (such as the process of children and "bookworms" understanding the world). The group of "high scores but low abilities" mainly engages in simpler and lower level mental activities in the process of acquiring knowledge. Although the intelligence required to understand the world is also observation, attention, memory, thinking, and imagination, the intelligence that each person uses to master existing knowledge throughout their lifetime is, on average, absolutely dominated by memory, observation, attention, and general thinking abilities. We can confirm that in the real world, the pure pursuit of existing knowledge requires lower levels of intelligence. Since motivation and interest are determined by needs, the motivation and interest determined by low-level needs are also low-level, and high-level needs correspond to high-level motivations and interests. It can be seen that even without considering the established psychological positioning and purely emphasizing the importance of seeking ability and innovation, the subject of

cognitive interest can be considered as a lower level interest in pursuing knowledge.

From the characteristics of ability and intelligence, all abilities belong to subjective conditions for the storage, processing, application, reprocessing, and recreation of knowledge. So, from pursuing knowledge to pursuing ability, it is a leap in understanding and a manifestation of human social progress. The need for ability is one level higher than the need for knowledge. Innovation is the purpose of pursuing knowledge and ability, the process of using ability to add value to knowledge (i.e., the process of using knowledge and ability to create new knowledge), and is the most complex and advanced mental activity of human beings. Innovation requires both advanced intelligence and good personality and psychological qualities. The characteristics of innovation determine that the beneficiaries of innovation are society rather than just the innovators themselves. Innovation requires dedication and a high sense of responsibility and mission to society. The motivation for innovation lies not only in the high level of self-esteem and self actualization, but also in the need to be socially responsible and fulfill historical missions. The pursuit of knowledge, ability, and innovation is also a leap in human thinking and a manifestation of social progress. In the history of human cognitive development, it is indeed the first recognition of the importance of knowledge (such as the Bacon era), then the importance of ability (such as the late 20th century), and finally the importance of innovation (which began to form a wave around the end of the 20th century). The human need for ability and innovative spirit is increasing year by year. We can fully believe that the motivation and interest for innovation are higher than those for seeking knowledge and ability.

2. The process (method) of imparting knowledge cannot replace the process (method) of cultivating ability

From the structure and function of computers, it can be seen that seeking knowledge and seeking ability (knowledge transfer and ability development) are different. Receiving knowledge is equivalent to input from a computer and storing information. Human abilities other than memory are equivalent to the functions of the central processing unit in an electronic computer that analyzes and processes information. Seeking ability is to strengthen the function of processing or analyzing information. The main determinant of computer performance is the central output processor rather than the keyboard, mouse, hard drive, and memory devices. It can be seen that cultivating abilities is more important than imparting knowledge. Stimulating the desire for ability is more important than stimulating the desire for knowledge. The purpose of understanding the world is to transform it. Transforming the world is more important than understanding it.

The knowledge in computer networks can be extremely rich. However, computers cannot complete any creative work. Only humans can creatively solve practical problems using knowledge (analyzing information) (computers cannot complete the work of exploring natural and social laws and creating inventions). No matter how advanced the computer is, it is just a tool. Knowledge is also a tool resource. Only wisdom can control tools. Just like 'dictionaries have only the share of being used and controlled, and cannot control anything else', knowledge has only the share of being used and controlled, and cannot control anything else. Ability or wisdom can control knowledge, but knowledge cannot control ability or wisdom. This is determined by the different levels and functions of knowledge and abilities. The knowledge in computer networks is extremely rich.

Knowledge is the foundation of developing ability (thinking is based on language and knowledge. Thinking ability is intelligence). The deeper a student understands of basic knowledge, the stronger their mastery, and the more proficient their corresponding skills are, which is more conducive to the development of their abilities (Knowledge growth is positively correlated with ability growth). There is no ability without knowledge. A person with only knowledge but no ability is a living book and map (difficult to receive, understand, and apply knowledge). The process of imparting knowledge and cultivating abilities is intertwined, interconnected, and complementary. There are differences in the connotation, function, and purpose of knowledge and ability. Knowledge is the soil or carrier for generating ability. Mastering knowledge is an indispensable prerequisite for forming abilities. Ability is an important means of acquiring new knowledge and applying it. The development of students' abilities is not spontaneous in the process of imparting knowledge. The misconception is that learning knowledge naturally leads to the comprehensive development of abilities. In fact, the development of intelligence in the teaching process aimed at imparting knowledge is not comprehensive. It is more scientific to impart knowledge in the process of developing intelligence and cultivating abilities (This is also a process of imparting knowledge to cultivate abilities and develop intelligence). Without the concept of desire for ability and the goal of seeking ability, cultivating abilities and developing intelligence can only be done covertly, and the effect will definitely not be very good. For the old teaching pattern aimed at imparting knowledge, the new teaching pattern is guided by cultivating abilities and developing intelligence to impart knowledge.

The phenomenon of high scores but low abilities exists, and there is a bias in imparting knowledge and cultivating abilities in learning. This imbalance or bias is related to only the concept of the desire for knowledge without the concept of the desire for ability and the concept of the desire for innovation. Of course, it is also related to "Bacon's knowledge is in the famous saying of power without mentioning the role of ability" (in Bacon's view, knowledge includes the ability to use knowledge to solve practical problems, or he believes that wisdom also belongs to knowledge. Otherwise, why doesn't he mention wisdom that is more important than pure knowledge)? Establishing the concepts of ability seeking desire and innovation desire can prevent such biases. Contrary to the phenomenon of high scores but low abilities, illiterate and intelligent individuals also exist. For example, Liu Bang and Zhu Yuanzhang are both semi illiterate. However, their wisdom was not comparable to that of the scholars at the time, leading the uprising army to overthrow

the Jiao Dynasty and establish their own dynasty. Before the 19th century, there were many highly intelligent illiterates. Their knowledge and wisdom are self-learning and self cultivation (through observation, thinking, and hands-on). The positive and negative phenomena indicate that knowledge and wisdom are positively correlated, but not strictly proportional. In other words, the development of knowledge and wisdom is both closely related and relatively independent. Imparting knowledge and cultivating abilities are both related and relatively independent, and the desire for knowledge and desire for ability are also related and relatively independent. The imparting of knowledge that only requires extensive knowledge and strong memorization has little to do with the development of intelligence. This knowledge include: historical knowledge, geographical knowledge, foreign language knowledge, etc. (they are closely related to intelligence only when scholars verify, explore, and discover them). In short, the concepts of desire for knowledge and desire for ability cannot be completely replaced by each other. The concepts of innovation and thirst for knowledge cannot be completely replaced by each other.

3. The significance of establishing the concepts of ability seeking desire and innovation desire

3.1. Easy to express and understand the objectively existing desire for innovation and ability, emphasizing the importance of innovation and intelligence

Since the desire for ability and the desire for innovation exist objectively, and the desire for knowledge cannot replace the desire for ability, it is of great significance to describe these two objective phenomena by establishing new concepts or transforming old concepts (improving psychological theory, promoting the cultivation of students' abilities and intellectual development in the teaching process, and forming innovative habits). The necessity of the existence of the concepts of desire for ability and innovation lies in expanding the connotation of the concept of desire for knowledge to fully encompass the concepts of desire for ability and innovation, which can cause confusion in thinking and cannot meet the needs of cognitive development.

People realize that seeking knowledge, ability, and innovation are different; Knowledge, ability, and innovation awareness are different. Using logical thinking and intuition, it is easy to infer from these two "differences" that the desire for ability, innovation, and knowledge are different. If the desire for ability and innovation is still just a desire for knowledge, it conflicts with psychological sediment, logical thinking, and intuitive thinking. Only when both ability seeking and innovation belong to the category of knowledge seeking can it be considered that both ability seeking and innovation desire belong to the category of knowledge seeking. However, the fact is that quality education does not fall within the scope of knowledge transmission, and seeking ability and innovation does not fall within the scope of seeking knowledge (even if previously classified as 'yes', it is time for a change). Therefore, it is believed that the desire for ability, development of quality, and innovation belong to the category of thirst for knowledge, which can cause confusion.

The second signal system is a conditioned reflex system formed by words and language as conditioned stimuli. Due to the presence of a second signal system, people are able to use general concepts and thinking to reflect objective reality with the help of words. No matter who uses the second signal system, the objective reality reflected by the concept of "thirst for knowledge" must first be a narrow cognitive interest, mainly a thirst for knowledge, rather than a thirst for ability and a thirst for new things (except for students, after deep thinking and logical reasoning, the thirst for the unknown can lead to a thirst for new things). The reason is that people have the experience of "ability and innovation consciousness are different from knowledge, and seeking ability and innovation is different from seeking knowledge" (value positioning and psychological positioning). It is certain that the term 'thirst for knowledge' cannot intuitively and quickly evoke an understanding of the desire for ability and innovation. It is extremely inconvenient to use the concept of 'thirst for knowledge' to cultivate and stimulate the desire for ability and innovation.

The significance of interest lies in its ability to lead to a focus on the things of interest. The need for abilities is reflected by intellectual interests, rather than being comprehensively reflected by cognitive interests. Expanding the connotation of cognitive interest and believing that cognitive interest reflects the needs for knowledge, ability, and creation in a very balanced manner is not conducive to highlighting the needs for ability and creation through the desire for knowledge intuitively and quickly. That is to say, extracting intellectual and creative interests from the original cognitive interests will have a better teaching effect. We should know that the desire for knowledge can trigger the desire for ability, but the desire for knowledge is not equivalent to the desire for ability, nor can it contain all the content of the desire for ability. Carrying out quality education must attach importance to the development of comprehensive abilities. It is impossible to develop abilities without the desire for ability (because without the desire for ability, one cannot actively develop abilities). Developing ability requires cultivating the desire for ability, and cultivating the desire for ability requires the concept of ability. Even if the desire for ability belongs entirely to the category of the desire for knowledge, it must be indicated by the term "desire for ability". Otherwise, using the desire for knowledge to engage in activities that develop one's abilities will inevitably result in insufficient motivation (lack of confidence) due to indirect and vague motivation. The transition from understanding the world to transforming it is a leap, because creation is the application of existing knowledge and abilities to acquire new things and knowledge, which belongs to the re practice and re understanding based on existing practice and knowledge. That is to say, although understanding the unknown

involves creation, and understanding others' knowledge can also be simulated as exploring the unknown, the main content of understanding and innovation have different levels. Although there is an intersecting relationship between cognition and innovation, if the concept of innovation desire is not established and used to cultivate the necessary innovation desire for innovative activities, there is also a problem of indirect and vague motivation and insufficient innovation motivation (or confidence). The general public's (especially primary and secondary school students) still believe that "seeking knowledge" is primarily based on the literal meaning (or the concept reflected by teachers and parents in cultivating their thirst for knowledge). This literal understanding touches upon the essence and is also a reflection of psychological positioning. So no matter how psychologists expand the connotation and extension of "knowledge concept", the existing positioning of "seeking knowledge" in the psychological system is mainly focused on pursuing human knowledge, followed by exploring human unknowns (especially for students). Even if the desire for knowledge includes all the contents of the desire for ability and innovation, without the concept of the desire for ability and innovation, the brain receiving the stimulation of the word "desire for knowledge" is difficult to reflect the objective reality of the desire for ability and innovation contained in the desire for knowledge.

3.2. Adapt the development of interest concepts to the development of education

Innovation consciousness is the sum of psychological activities such as conscious understanding and experience of knowledge, technology, wisdom, and creative activities themselves, composed of innovative desire, creative character, creative ability, and creative psychology. For creative education, the desire for innovation is the foundation, creative character is the condition, creative ability is the core, and creative psychology is the purpose. Cultivating the desire for innovation, creative character, and creative ability cannot be completely separated.

Research has shown that the utilization rate of the human brain is only 10% or even lower. The desire for ability and innovation is not only a motivation for intellectual and creative activities, but also a behavioral motivation to promote brain development and receive quality education and creative education. Cultivating and stimulating the desire for ability and innovation is the foundation of creative education in intellectual education.

With the advent of the knowledge economy era, creative education is in the ascendant. German educator Spranger once said, "The ultimate goal of education is not to impart existing things, but to induce human creative power and awaken a sense of life and value." 【2】 Simply put, creative education is to strengthen the cultivation of the desire for ability and innovation, as well as other excellent creative qualities, and to strengthen the training of creative skills and thinking. Strictly speaking, creative education is an educational practice with the basic value orientation of cultivating people's innovative spirit and ability, with the goal of cultivating talents with innovative spirit and ability, and the purpose of exploring people's innovative potential and promoting harmonious development of personality. It focuses on comprehensive education that meets the needs of creativity. It is clearly the core of quality education and its concretization and deepening. The broad sense of innovation desire clearly includes the conscious tendency to actively accept creative education and pursue comprehensive development of quality. Seeking knowledge can only belong to the category of "intellectual education", but its proportion in quality education is limited. So, the interest theory based solely on the concept of curiosity can no longer adapt to the situation of educational development. The wave of creative education has risen, and the desire for innovation objectively exists. Engaging in creative education cannot fail to cultivate the desire for innovation, and there is no concept of innovative desire that accurately reflects the psychological positioning of innovation desire in human beings. How uncoordinated it is!

The rapid development of economy, culture, and technology has led to a consensus on lifelong education. Modern economic growth theory proves that intellectual capital is the most important factor in modern economic growth, and lifelong education is the incubator of intellectual capital. The fundamental task of lifelong education is to cultivate versatile talents with innovative spirit. Using the interest theory of "there is no desire for ability or innovation, only the desire for knowledge" to guide life-long education work will greatly reduce its promoting effect. In other words, creative education needs to be based on cultivating the desire for innovation, and there is no concept of "innovation desire" in psychological theory. The inevitable result is that interest theory hinders the development of education. The use of the concept of thirst for knowledge to exclude the concepts of ability and innovation, and the vigorous promotion of such thirst for knowledge will inevitably hinder the shift of education focus from imparting knowledge to cultivating abilities and innovative awareness.

3.3. Improve the theory of quality education and creative education

The previous learning goal was mainly to pursue knowledge. Now, the goal of creative education is to promote thinking, participate in the exploration process, enhance innovation awareness, form a creative psychology, and pursue comprehensive development of quality. The level of learning objectives has greatly increased. If the previous emphasis on knowledge instillation was driven by the desire for knowledge, but the current emphasis on the process of inspiring thinking is still solely driven by the desire for knowledge, then it is an unreasonable phenomenon that the level of goals has risen while the level of motivation has not. Perhaps some people believe that this is not an unreasonable phenomenon, but rather a high level of curiosity. However, in the past, people did not feel that high-level thirst for knowledge did not match low-level learning goals. Before this century, the main motivation for people to vigorously cultivate their thirst for knowledge was the pursuit of low-level internal drive for knowledge. It is impossible for a high-level motivation to

target a low-level goal for a long time. Therefore, previous practices have also confirmed that the desire for knowledge is not a high-level motivation. Expanding the concept of thirst for knowledge to become a high-level motivation is a way to solve problems. But this approach still needs to specify that the desire for knowledge includes all the content of the desire for innovation, otherwise it will not have a good effect. This indicates that this approach is still not advisable, only by establishing the concept of innovation desire.

From seeking knowledge (understanding) to creating, even if it is not a leap in hierarchy, it should be said to be a shift in focus 【3】. If the goals of cognition and creation are both directed by the desire for knowledge, the shift from emphasizing knowledge acquisition to emphasizing creation gives people a feeling of 'changing the soup without changing the medicine', which is difficult to reflect as a major educational reform. Replacing the term 'thirst for knowledge' with the term 'conscious inclination to constantly seek truth' in the definition of 'thirst for knowledge' will greatly improve the situation. This indicates that people only accept the connotation of the "conscious inclination to acquire knowledge" in the concept of thirst for knowledge based on the characteristics of the cognitive process (i.e., the understanding of the concept of thirst for knowledge is "inherently inadequate"). It's better for us to give up the idea of further expanding the connotation of the concept of thirst for knowledge.

The theory of creative education should first clarify the goals, objectives, methods, innovative driving system, and composition of innovative consciousness of creative education, and then introduce technical content such as creative thinking theory and creative methods. The composition of innovative consciousness is the desire for innovation, creative character, creative ability, and creative psychology. The desire for innovation is the foundation that should run through the entire process of creative education. If the concept of innovation desire is not established, the composition of innovation consciousness and the position of innovation desire in creative education cannot be explained in such concise language 【4】. In that explanation, the irreplaceability of the term "innovation desire" indicates the absolute necessity of its existence. It is precisely because the concept of innovation desire was not established that the previous theory of creative education in this article did not (and cannot) clarify that cultivating and stimulating innovation desire is the fundamental work of creative education, which should run through the entire process of creative education. This important idea and technical content makes the theory of creative education have significant defects.

To vigorously cultivate the desire for innovation and engage in creative education, and transform the traditional process of seeking knowledge into an exploratory process, it is necessary to replace cognitive motivation with creative motivation, and let the function of innovative desire replace the function of seeking knowledge. Previously, there had been significant efforts to cultivate a thirst for knowledge, but it did not inspire sufficient motivation for ability and creativity. Now, if we do not develop the concept of thirst for knowledge and continue to cultivate a thirst for knowledge that is no different from before, we cannot expect the miracle of "cultivating thirst for knowledge can stimulate sufficient motivation for ability and creation" to occur. If the concepts of innovation desire and ability seeking desire are established to directly cultivate innovation desire, the status and characteristics of innovation determine the ability to simultaneously stimulate creative motivation and sufficient ability and knowledge seeking motivation. It can be seen that in the process of carrying out creative education, not only cannot the desire for knowledge replace the desire for ability and innovation, but there is a trend of gradually replacing the desire for knowledge with the desire for ability and innovation. The previous text has already clarified that the function of innovation desire is more comprehensive than that of thirst for knowledge. If you prefer to use a concept of learning interest, you should also use the concept of innovation desire (creating interest) or thirst for ability rather than the concept of knowledge desire (**interest in recognition**). If the process of creation is the process of cognition, then in terms of the promoting effect of concepts on modern education, we only use the concept of innovative desire and eliminate the concept of seeking knowledge. Therefore, it is completely necessary to establish the concepts of innovation desire and ability seeking desire. Due to the fact that ability is the core of quality, while creative thinking ability is the core of innovative consciousness, the use of similar reasoning processes coupled with the spontaneous existence of desire for ability is the easiest to evoke, and ability serves as a bridge between knowledge and creation, which also leads to the conclusion that establishing the concept of desire for ability is necessary.

4. Review and Outlook

Wishing oneself to be intelligent and capable is a clear wish for everyone to maintain for a lifetime. This desire is the desire for ability (educational interest). In practice, people also realize that a lack of knowledge can quickly fill in, while a lack of intelligence (comprehensive ability) is difficult to fill in; Ability and knowledge are not equal; In the process of solving practical problems, wisdom is more important than knowledge. Innovation is an activity process, and students' interest in the creative process is a direct learning motivation to pursue systematization, scientificity, and innovation in the educational process. The desire to seek knowledge and wisdom can only be achieved through the "scientific learning process". Establishing the concepts of desire for ability and innovation, and vigorously cultivating and stimulating the desire for ability and innovation intuitively and clearly, is highly conducive to emphasizing the process oriented education that inspires students' thinking. It can be seen that the timing for establishing the concepts of ability seeking desire and innovation desire is becoming increasingly mature. There is no doubt that people will use the terms 'desire for ability' and 'desire for innovation'. It is worth discussing whether to make the desire for knowledge include all the contents of the desire for ability and innovation, or to make the three concepts of the desire for knowledge, ability, and

innovation intersect in a hierarchical and progressive manner. According to traditional beliefs, receiving education is a cognitive process, while creating is a practical process. But education has undergone significant changes: it is required to conduct education in a simulated and creative manner as much as possible, and to receive creative education while participating in creative practice, that is, the educational process and creative process have become intertwined and inseparable. The desire to participate in creative activities and create new things can lead to the desire to prepare for creation. Creative preparation activities include creative exercises, simulated creativity, and receiving creative education, among which the necessary abilities, character, and psychology to engage in creativity can be acquired. It can be seen that the desire for innovation is the motivation for creative education, that is, the extension of the concept of innovation desire is the desire to acquire creative skills and receive creative education. The importance of creation determines that the theory of practice will inevitably sublimate into the theory of creation, thus becoming the philosophical foundation of this article.

In the Bacon era, people regarded the functions of wisdom and ability as the functions of knowledge. Now people have corrected this misconception from their hearts and affirmed the difference between the functions and functions of knowledge and intelligence. This is an inevitable result of the development of human understanding. The formal establishment of the concepts of energy seeking desire and innovation desire in the theory of sexual psychology conforms to the development law of this understanding, and is a precise and detailed psychological positioning of learning interests. Its significance is self-evident

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