

*S. Mysko,
Student,
O. Zymovets,
Senior Lecturer,
Zhytomyr Ivan Franko State University*

TRIZ AS AN EFFECTIVE TOOL FOR DEVELOPING CREATIVE THINKING IN CHILDREN OF UPPER-KINDERGARTEN AGE

In the current context of educational transformation, creativity is viewed not as a luxury or an «additional» outcome, but as one of the key competencies necessary for a child's successful socialization and adaptation in a changing world. This approach aligns with the value orientations of the Law of Ukraine «On Education» [2], which emphasizes the role of education in the comprehensive development of the individual and in forming «competencies that ensure the ability for self-realization, civic participation, and work».

The issue of developing creative thinking is particularly highlighted in the new regulatory framework for preschool education: the Law on Preschool Education adopted in 2024–2025 [3] and the state standards define preschool education as a sphere aimed at fostering the formation of basic child competencies, among which are creative activity, the ability to solve problems independently, and initiative. In other words, the state sets the task not only to «care for» and «teach» children, but also to develop thinking as a creative force.

The Basic Component (State Standard) of Preschool Education [1] provides the methodological basis for introducing innovative technologies into the educational process, defining the expected outcomes and competencies of preschool children. Among its priorities are the creation of conditions for the development of cognitive activity, artistic and aesthetic perception, and creative engagement. This makes the use of methods focused on developing creative (divergent) thinking not only desirable but also necessary from the standpoint of the modern standard.

The TRIZ technology (Theory of Inventive Problem Solving) in this context appears as a tool that allows systematic training in generating unconventional ideas, posing and refining problem questions, and restructuring thinking logic – in short, forming those mental operations that lay the foundation for further creative activity. It is important to emphasize that the application of TRIZ in a preschool institution must comply with the requirements of the standard, be adapted to the age characteristics of children, and take the form of pedagogically sound tasks and play-based situations.

The relevance of our scientific inquiry is determined both by social demand (the need to cultivate a creative personality from early childhood) and by the normative and legal support for such changes in educational practice. At the same time, there remains practical uncertainty: which specific TRIZ forms and methods are most effective for senior preschool children, how to integrate them into daily group activities, and how to measure creative development outcomes in accordance with state standards.

TRIZ is a technology for solving inventive problems, aimed at nurturing and developing a person's creative thinking. The approach has attracted – and continues to attract – the attention of modern educators and psychologists who have adapted it for work with children in preschool institutions. The works of H. Altshuller, such as «*The Algorithm of Invention*» and «*Creativity as an Exact Science*», formed the foundation for applying TRIZ in working with preschool children and for incorporating TRIZ methods into educational activities. Later, specific studies (by B. Zlotin, S. Ladoshkina, A. Nesterenko, T. Sydorchuk, and others) developed a system for introducing TRIZ into the educational process of preschool institutions [4].

The goal of implementing TRIZ technology in preschool education is to cultivate in children such qualities as flexibility and system-based thinking, exploratory activity, innovativeness, and the ability to make independent decisions. Educators are well aware that every child is naturally endowed with creative potential and a certain measure of talent. Proper education and training merely help to unlock these abilities, creating the conditions for their active development. To nurture a well-rounded personality, it is crucial from early years to develop in children the ability to think creatively, to approach problem-solving in non-standard ways, and to perceive the world in all its diversity.

Thus, considering the importance of developing creative thinking in the modern preschool education system and the significant potential of TRIZ technology as an effective tool for fostering creativity in senior preschool children, this issue requires further scientific reflection. Therefore, in our master's thesis, we plan to explore in more detail the possibilities of implementing TRIZ in preschool education practice, to determine the optimal pedagogical conditions, methods, and forms of work that promote the development of children's creative abilities.

Further research will focus on finding effective ways to integrate TRIZ with other innovative educational technologies, as well as studying the influence of this technology on the formation of children's personal activity and creative self-realization.

REFERENCES

1. Basic Component of Preschool Education (new edition) [Electronic resource]. Approved by the Order of the Ministry of Education and Science of Ukraine No. 33, January 12, 2021. – URL: https://mon.gov.ua/staticobjects/mon/sites/1/rizne/2021/12.01/Pro_novu_redaktsiyu%20Bazovoho%20komponenta%20doshkilnoyi%20osvity.pdf (accessed: 30.10.2025).
2. Law of Ukraine «On Education» [Electronic resource]. – URL: <https://sje.gov.ua/law/zakon-ukraini-pro-osvitu/> (accessed: 30.10.2025).
3. Law of Ukraine «On Preschool Education» [Electronic resource]. – URL: <https://www.rada.gov.ua/news/razom/257175.html> (accessed: 30.10.2025).
4. Zaporozhchenko, Yu. H. (2013). *Use of ICT Tools to Improve the Quality of Inclusive Education*. Information Technologies in Education, Issue 15, pp. 138–145.