

The Triz-Imen Method in the Intellectual Development of Children

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Abstract. *This article examines the theoretical foundations and practical significance of the TRIZ-IMEN method as an effective pedagogical technology in the intellectual and creative development of children. The possibilities of applying this method in the preschool education process are analyzed, and its impact on children's speech development, thinking skills, and intellectual potential is highlighted. In addition, the article reveals how the use of the TRIZ-IMEN method enables the organization of the educational process in an engaging, effective, and innovative manner.*

Key words: *TRIZ-IMEN, intellectual development, creative thinking, problem-based learning, pedagogical technology, preschool education.*

The Honorable President of the Republic of Uzbekistan, **Shavkat Mirziyoyev**, has adopted numerous important decisions aimed at the development and improvement of the preschool education sector. The President has emphasized the meaningful idea that *educators working in the field of preschool education are responsible for shaping the gene pool of future generations*. In the context of the rapidly developing New Uzbekistan, this idea is especially timely and relevant.

The gene pool of future generations implies the active development of children's intellectual abilities starting from the preschool age. In this process, the comprehensive development of preschool children's abilities—such as memory, perception, speech, and thinking—as key psychological processes is considered a primary task, based on the State Requirements of the Republic of Uzbekistan for the Development of Early and Preschool-Aged Children.

Time never stands still; it is in constant motion. This dynamic flow of time gives rise to new eras and new generations. Recently, terms such as *indigo children*, *new intellects*, and *hyperactive children* have become increasingly common. This is by no means accidental; rather, it reflects the direction of global development. As an integral part of the world community, Uzbekistan is also actively engaged in educating the new generation and revealing their talents and potential.

At this point, it is worth recalling once again the President's statement that *educators in the preschool education sector must shape the gene pool of future generations*. This clearly indicates that special emphasis is being placed on preschool education, which is logically justified, as the most critical stage of a child's formation occurs during the preschool years.

Thus, defining the gene pool of future generations as the active development of children's intellectual abilities from an early age would not be an exaggeration. The State Requirements of the Republic of Uzbekistan for the Development of Early and Preschool-Aged Children clearly outline the tasks that must be accomplished in this regard. The ongoing reforms and large-scale initiatives in the preschool education system are undoubtedly based on these state requirements.

Naturally, many effective methods are used in preschool education and upbringing. One such method is the **TRIZ-IMEN** approach. The main objective of this method is to encourage preschool children

to explore, think independently, and develop problem-solving skills through innovative and engaging educational practices.

TRIZ stands for *Theory of Inventive Problem Solving*. In TRIZ-based education, two fundamental principles play a central role: the interaction between the educator and the child, and the active involvement of the child in the learning process. The TRIZ method was introduced to our country in the 1950s through the efforts of the well-known Russian scientist, writer, and inventor **Genrich Saulovich Altshuller**.

TRIZ is a unique tool for generating original ideas and fostering creativity in children. The method enables teaching and upbringing under the motto "*Creativity in everything.*" TRIZ tasks are designed according to the child's age and developmental level, making the method especially relevant for comprehensive child development.

In preschool institutions, the following TRIZ-based problem situations are commonly used, for example:

- *What should we do to avoid getting wet in the rain?*
- *Why do we get sick?*

When children search for answers to such questions, their logical thinking, perception, memory, imagination, and speech become actively engaged, and their knowledge base expands.

For instance, to support children's social-emotional and creative development, the fairy tale "*The Lazy Little Bunny*" may be read aloud. Through discussion and problem-oriented questions, children are encouraged to reflect, analyze, and express their own ideas.

The main objective of the **TRIZ-IMEN** method is not merely to solve problems, but to find answers to real-life questions. In this approach, educators pose open-ended questions, and children provide unique and often unexpected responses.

For example, when five-year-old children are asked about liquid and solid substances, they may respond as follows:

- *A liquid can flow through a pipe and can be poured into a glass.*
- *A liquid can be pressed, but pressing a solid may hurt your foot.*

The TRIZ approach also contributes to the development of moral qualities such as rejoicing in others' success, willingness to help, and the desire to find solutions in difficult situations.

When using the TRIZ-IMEN method, children:

- learn to search for and create new ideas;
- are motivated to complete even simple tasks with creative solutions;
- understand the relationship between *problem* and *solution*.

The TRIZ-IMEN approach also plays an important role in the moral development of preschool children. Through games such as "*Good-Bad*," "*What Could This Be?*" "*Change Yourself*," and "*Why Is Someone Upset?*", children are encouraged to think critically, analyze outcomes, and improve their moral awareness.

In TRIZ-based teaching, the educator should actively use visual activities as a key component of developing creative thinking. As a result, children's range of ideas expands, their vocabulary grows, and their creative abilities develop.

Preschool age is a unique and critical stage of development, as a child's personality, life skills, and intellectual potential begin to form during this period. Therefore, in further developing the preschool education system and preparing children comprehensively and qualitatively for school education, the effective use of the **TRIZ-IMEN** method is of great importance.

The **TRIZ-IMEN** method aims to teach preschool children to explore, think independently, and find their own solutions. Its primary task is not simply to solve problems, but to help children find meaningful answers to life's questions by encouraging inquiry and valuing their original ideas.

“The Lazy Bunny”

Once upon a time, long ago, there lived an old farmer and a little bunny. In early spring, the farmer planted carrots in his yard. One day, the farmer asked the bunny to help him water and take care of the carrots. However, the bunny made an excuse, saying, *“I don't have time. I need to build my house bigger.”*

The farmer worked diligently and patiently on his own and grew sweet carrots. Later, he invited the bunny again to help harvest the carrots. But the bunny replied, *“Oh, Grandpa, what benefit do I get from your carrots? I'm enjoying eating grass and herbs in the garden anyway.”*

Disappointed by the bunny's behavior, the farmer harvested and stored the carrots by himself. Soon, a harsh winter arrived, and the bunny had nothing left to eat. Then the bunny cried, *“Oh no! I will die of hunger and cold. Please, Grandpa, give me some of your carrots!”*

Feeling sorry for him, the farmer said, *“It is cold, and I am old and weak. If you can manage, dig the carrots out from the edge of the pit.”*

Although the bunny tried hard, his hands and claws would not obey him, and he could not dig out even a single carrot. From exhaustion and cold, his whole body froze, and he could not move.

Worried, the farmer slowly came out of his warm house and saw the bunny barely whispering, *“Please help me.”* The farmer brought him inside and asked, *“Do you know why you ended up in this situation?”*

The bunny replied sadly, *“Please forgive me, Grandpa. I will never be lazy again. If I had helped you, I would not have been hungry, cold, or sick.”*

At the end of the fairy tale, children are encouraged to think about problem-based questions such as:

- *Why did the bunny end up in this situation?*
- *How could we help him?*
- *What would you have done in his place?*

Through discussion and reflection, children search for different solutions. By drawing conclusions from the example of the lazy bunny, they learn positive values such as honesty, diligence, respect for elders, and a caring attitude toward nature.

In preschool educational institutions, the significance of the TRIZ-IMEN method includes:

- developing children's intellectual and creative skills;
- enhancing cognitive abilities through games and active learning activities;
- strengthening cooperation between educators and parents.

In conclusion, the TRIZ-IMEN method is a pedagogical adaptation of the TRIZ approach tailored to children's intellectual development. It contributes to:

- the development of creative thinking and a systematic approach;
- strengthening speech and cognitive activity;
- forming skills for independent and thoughtful problem-solving.

The TRIZ-IMEN method supports the development of independent thinking, the analysis of problem situations, creative solution-finding, and logical reasoning in children. Moreover, the use of the **TRIZ-IMEN** approach plays a vital role in ensuring the comprehensive intellectual development of preschool-aged children.

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