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INTEGRATION OF ARTISTIC-PRODUCTIVE AND THEATRICAL-GAME ACTIVITIES AS A MEANS OF FORMATION OLDER PRESCHOOL CHILDREN'S CREATIVE ABILITIES

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Abstract. The article highlights the features of the formation of preschool children's creative abilities through the integration of artistic and productive and theatrical and game activities. The analysis of studies of integration in preschool educational institutions and the issue of the formation of children's creative abilities is conducted. The essence of the concept of «integration» and ways of its implementation in the educational process of a preschool educational institution are determined. The importance of combining artistic and productive and theatrical and game activities for the development of cognitive interests of older preschoolers is substantiated. The influence of art education on the comprehensive development and formation of personality is characterized. The relevance and necessity of the integration of artistic and productive and theatrical and game activities, which provides the opportunity for preschool children to realize their creative abilities and express themselves in creativity is determined.

Key words: education, integration, creative abilities, productive activities, theatrical and acting activities.

Introduction. Numerous studies in education have shown that today creative thinking is considered to be fundamental skill in life. It can help people to solve both simple and complex problems. Modern life demands from individuals of all ages, including preschool children, to possess creative thinking skills. In a constantly changing and complex world, creative thinking enables individuals to discover innovative solutions, tackle unprecedented challenges, and adapt rapidly to change (Suharyat et al., 2023). Creative thinking skills are crucial for preschool children's development. Creative thinking has an impact on a child's cognitive development (Dilshod, 2019). Therefore, teachers, parents, and the environment should stimulate preschool children's creative thinking.

Creative thinking is an ability of the person to produce original ideas or answers (Duff, Kurczek, Rubin, Cohen and Tranel, 2013) and to perceive new and unsuspected relationships or unrelated factors (Piawa, 2010). Cropley (2001) stated that creativity is finding new ways regard unusual correlations or solutions. Mumford (2003) noted that identifying and defining problems is an important influence on creative performance. Guilford and Hoepfner (1971). stated that creative people are sensitive to the existence of problems and that individuals have few opportunities to demonstrate creative traits without the existence of problems to solve. Although Runco (2007) confirmed that creativity is very helpful for solving problems, he believes that creativity has other purposes, as well. Lemon (2011) also noted that creativity is a multifaceted trait. Several researchers report that recognizing, finding and being aware of problems are predominantly trait of creativity (Cropley, 2001).

Results of the study. Integration processes in modern preschool education system are components of general innovation processes and a characteristic feature of modern education. The content and technological aspects of the educational activity of a preschool institution are determined by the strategic directions of development of modern preschool education and provide the implementation of an integrative approach for building the content of education aimed at formation of preschoolers' holistic systemic worldview (Krutii, 2005).

The analysis of modern research shows a great scientific interest in the problem of integration in education (I. Bekh, M. Vashulenko, N. Gavrish, I. Zyazyun, V. Ilchenko, I. Kindrat, O. Savchenko and others). The works of such scientists as: (K. Belaya, I. Kindrat, M. Lazareva, etc.) are significant in the study of the problem of an integrated approach in the educational process system of a preschool educational institution.

The concept of «integration» was introduced into science by G. Spencer in 1857. The scientist linked it with the opposite concept – «differentiation» (from the Latin *differentia* – distinction). The term «differentiation» involves weakening the relationships between the elements of the whole (system) in order to maximize the efficiency of the functioning of each of them. At the same time integration is aimed at combining all elements to ensure the effective functioning of the system as a whole.

Integration (from the Latin *integratio* – connection, restoration) means the unification of any elements (parts) into a whole and the process of mutual rapprochement; unification and structuring of disordered phenomena, increasing the intensity of interaction between the elements of the system, orderly functioning of the parts of the whole. In preschool education, the definition of integration is considered appropriate to be formulated as: Integration is a natural dynamic process that involves the interpenetration and interconnection of elements, sections and educational areas based on a systematic and comprehensive disclosure of processes and phenomena, aimed at ensuring preschool children's integrity of the knowledge and skills. We use the term «integrated» talking about education, approach, classes based on integration (Krutiy, 2018).

The essence of the concept of «integration» most fully reflects the definition given by researcher M. Prokofieva: «Integration is a process of interaction of elements with given properties, which is accompanied by the establishment, complication and strengthening of essential connections between elements on the basis of a sufficient basis, as a result of which an integrated object (holistic system) with qualitatively new properties is formed, in the structure of which the individual properties of the original elements are preserved» (Prokofieva, 2008).

It is necessary to understand the essence of integration, because very often during the organization of the content or procedural aspects of the educational process, the conditions for integration are not fully performed, therefore, integrative formations are replaced by those that are only similar to them, or have some of their features. By the educational process in a preschool educational institution we mean a purposeful process of child's development as a result of his active life in a certain way organized conditions and interaction with pedagogical workers, parents and peers (Krutiy, 2018).

The essence of the integrated approach to the educational process is: combining related material from several sections of the program and different types of children's activities around one topic; mastering with preschoolers a much larger volume of educational material and achieving the integrity of their knowledge in a much shorter period of time; involving preschoolers in the process of active independent acquisition of knowledge; forming the child's creative personality, his abilities; ensuring the opportunity for children to apply the knowledge, skills and abilities acquired from different sections of the program in practical activities. Since the integrated approach to the educational process in preschool education is stated by the State Standard of Preschool Education and all Child Development Programs, teaching teams are trying to creatively modernize it, since integration is able to solve numerous problems of preschool education, and first of all – to improve its quality. It establishes new conditions for the activity of the educator and children, is an effective model for activating intellectual and cognitive activity and developmental learning in an educational institution, which requires the use of various forms of conducting the educational process, which has a great impact on the effectiveness of children's perception of educational material.

Scientists in their numerous researches describe the need to ensure active speech practice by means of various types of children's creativity. Dramatization games as a type of theatrical game (O. Amatyeva, N. Vodolaga) and artistic and productive activity (S. Lasunova, T. Postoyan) are usu-

ally mentioned among them. In numerous works (A. Anishchuk, A. Bogush, N. Gavrish, L. Tanina, O. Ushakova) the indicated types of activity act as a means of development of children's creative abilities and their speech development. Scientists (Yu. Kosenko, Yu. Perenchuk, L. Furmina) studied the creative manifestations of preschoolers in theatrical and game activity, which at its core contains a creative beginning and is an artistic activity itself.

The Basic Component of Preschool Education in the content of the educational line «Child in the World of Culture», in particular, in the section «Content of Theater Education», presents the following results of the educational work of preschool teachers with preschool children: orienting the child in the main types of theatrical art; the ability to analyze the nature and content of a theatrical performance; creating a stage image using brightly expressed expressive means (speech, facial expressions, gestures, movements, music, dance, singing); memorizing the plot sequence of the performance and using one's own artistic experience in organizing theatrical activities.

It is easier for a preschooler to perceive the world around through a fairy tale, because its language is simple and accessible, the plot is transparent and at the same time mysterious. Characters of a fairy-tale fit perfectly to the magical world of children's fantasy. The educational influence of a fairy tale on children is also urgent. Works of this genre demonstrate children models of correct and adequate behavior in various life situations, avoiding unnecessary moralizing and boring instructions. The dizzying change of events, the tension of the plot, the fascinating intrigue can cause children's steady interest in such a genre form. In addition, a fairy tale forms preschoolers' moral concepts, develops expressiveness of speech, lexical and grammatical correctness, sound pronunciation, coherence of expression, general culture of communication, accuracy of artistic speech and vocabulary (Havrysh, 2005).

G. Fadina, O. Filatova note that the usage of a fairy tale includes the following areas of a child's speech development: increasing the level of mastery of lexical and grammatical means of speech, the sound side of speech; improving dialogic and monologic speech. The fairy tale is aimed at enriching and activating the dictionary, mastering the meanings of new words, formation of the emotional state of children, development of children's communicative abilities and skills. Scientists distinguish the following stages of using a fairy tale in the process of formation of preschoolers' speech competence: 1) familiarization of children with the content of the fairy tale, figurative expressions and semantic shades of words; 2) verbal commenting on communicative situations, reproducing the main episodes, verbally reflecting one's attitude to the heroes of the fairy tale, compiling verbal descriptions of the heroes; usage of figurative expressions; 3) theatricalization of the fairy tale, in which an adult invites children to act out individual episodes of the fairy tale.

Therefore, the dramatization of fairy tales by children should be made a common occurrence in the life of a children's institution, involving all children in this. M. Alekseeva, L. Beregov, V. Yashina also highlight dramatization as an effective method of developing speech competence. They note that by dramatizing a fairy tale, the child uses the language of the fairy tale, connects the word with actions and images.

L. Fesyukova identifies the following methods of work with a fairy tale: selecting definitions for the main character (event, phenomenon, object); finding affectionate, beautiful, fabulous, sad words; composing a long and at the same time funny word; analyzing a word with the same spelling, but with different meaning: explaining the origin of the word; making up similar words (synonyms). N. Lutsan suggests that educators to use the following methods of work with a fairy tale to develop preschoolers' speech competence. Among them are composing a fairy tale according to the plan, using schematic images during retelling of a fairy tale. The author emphasizes that first the teacher explains the children how to use this scheme while telling the plot of the fairy tale, and then suggests that the children do it. Also, according to the plan, he suggests to guess and tell the fairy tale (Lutsan, 2005:264).

Theatrical production is also impossible without teaching children to speak beautifully, without stage speech, with the help of which it is possible to convey all feelings and thoughts through words. In a number of works of scientists (N. Abrahamyan, G. Bondarenko, L. Vygotsky, N. Vodolaga, N. Voloshyna, G. Yeskina, N. Miropolska, Yu. Samarina, R. Cherkashin, P. Yakobson) the inexhaustible possibilities of combination of literary and dramatic artistic genres are emphasized. Teaching children the correct performance of the artistic word, the teacher must realize the full depth, importance of this artistic activity and remember that, speaking «beautifully», preschoolers feel the aesthetic quality and richness of their native literary poetry and prose, therefore they will acquire professional skills in the colloquial genre of theatrical art. The creativity of a preschool child is endowed with a social nature, is diverse and unique, and it is precisely this that is the basis of the creativity of an adult artist, because, according to V. Romenets, «creativity, like a daydream, is a continuation and replacement of games with children plays earlier» (Romenets, 2004: 244).

The problem of usage of theatrical activities as a full-fledged and effective means of pedagogical influence on the development of a child's personality is recognized by teachers and psychologists of the past and present (L. Artemova, R. Zhukovska, O. Kononko, O. Kozlyuk, I. Lutsenko, L. Makarenko, D. Menzhderiytska, G. Mykhaylova, G. Marchuk, S. Rusova, M. Shut and others). Researchers mention that the problem of the pedagogical value of theatrical activities and various aspects of the importance of theater in the upbringing and development of a child is rather urgent.

Theatrical activity is a powerful means of speech development for children. While watching a performance, getting acquainted with literary works through the theater, they receive samples of correct, beautiful, emotionally colored coherent speech, proverbs, sayings, phraseological units. During the plot-role-playing game, develops dialogic and monologue speech. During speech-making activity, children use different types of coherent statements to solve specific game, communicative situations (reasoning, explaining, reproducing fairy-tale dialogues, composing their own scenarios, etc.). Speech becomes more understandable, expressive, grammatically formed. The game contributes to the development of plot composition. In the process of preparing and showing a performance, children develop coherent speech, which is emotionally colored and involves the widespread usage of verbal and non-verbal means of expression (after all, preschoolers either reproduce artistic speech plots and thereby assimilate the norm in its highest manifestation, or practice independently composing a plot and – further – a script for a theatrical performance).

Some researchers consider theatrical activities as games based on the plots of literary works (R. Zhukovskaya, V. Zakharchenko, Yu. Kosenko) or as creative role-playing games (T. Markova). Thus, T. Markova notes that in creative role-playing games that arise and develop under the influence of the content of children's books, children combine ideas from the works they have listened to with ideas that they have about the surrounding reality in one game plot. The connection with the text of a literary work in such games is less stable, and children have the opportunity to reflect in one game plot not only the content of any particular work, but also individual episodes from different literary sources, combining them with ideas about the surrounding from their personal experience. That is, we are talking about plot composition as a way for children to organize literary speech material independently – a plot, a scenario – the basis of the game. The author explores this type of game as a play for oneself, that is, in a situation where children do not direct their efforts to perform as well as possible in front of an audience, nor do they take on the dual role of the author. They play for themselves, sincerely giving themselves over to the role of the play.

Children's creativity in theatrical and game activities is manifested in three ways:

- as productive creativity (creation of their own plots or creative interpretation of a given plot);
- performing (speech, motor)
- acting abilities;
- design (sets, costumes, etc.).

It is known that a child of preschool age is able to make a creative image that is distinguished by originality, variability, flexibility and mobility. For a better understanding of the content and role of theatrical games in the development of creative qualities of preschoolers, we will distinguish types of theatrical games. Therefore, theatrical games are divided into two main groups – director's games and dramatization games. Director's games include: toy theater, picture theater, stand-book, shadow theater, flannel board theater. The main purpose of this group of games is that the child himself is not an actor, but only creates scenes, plays the role of a toy staff (volumetric or planar), depicts it with intonation, facial expressions. At the same time, the child's pantomime is limited, since the child acts as a motionless or immobile figure, a toy. Among the dramatization games, the most common are finger games and games with bi-ba-bo dolls. The peculiarity of these games is that the child himself takes an active part in the performed roles, using his means of expression – intonation, facial expressions, pantomime.

Emotions play an important role in creative development, which is confirmed by modern studies of mental cognitive processes – memory, thinking, imagination, which under the influence of emotions act as a stimulus for creative activity. Scientists believe that the creative process is impossible without experiences, without positive emotional reactions. The brightest episodes, which are accompanied by positive or negative emotions, are better remembered by children, are stored in memory and motivate them to creative self-expression. N. Ishchenko draws attention to the regularity in the relationship between memory and emotions: by the number of positive emotions, children remember a significant amount of the content load of the lesson, by the number of negative emotions, not knowledge remains in memory, but negative impressions about the process of their «non-obtention» (Ishchenko, 2018).

Psychologists and educators consider emotions as the most important factor of regulation of cognitive processes, the coordinated functioning of which is considered a condition for the successful implementation of creative activity (I. Bekh, L. Vygotsky, O. Zaporozhets, K. Izard, V. Sukhomlynsky, N. Trofaïla, etc.). Thus, K. Izard indicates that emotion «is experienced as a feeling that motivates, organizes and directs perception, thinking and action»; I. Bekh sees emotional experiences as the basis for the development of the spirituality of the individual (Bekh, 2012: 9); N. Trofaïla considers emotions to be a specific form of human interaction with the surrounding world, which is aimed at «cognition of the world and one's place in it through oneself» (Trofaïla, 2018: 156).; L. Subbotina notes that the richness of emotional states contributes to the development of creative imagination, fantasy and the formation of a child's culture of feelings.

Children are happy to be involved in theatrical activities due to literary, game, and personal motives. In her pedagogical activities, the domestic teacher S. Rusova proved the «dramatic instinct of babies» (Rusova, 2008: 195). S. Rusova also identified two ways of speech development in the process of theatrical games. If children prepare roles in advance, then this contributes to the enrichment of the preschooler's vocabulary, and if the game is played without prior memorization of the text, according to their own interpretation, then the verbal creativity of children develops. Children have various needs in the game that arise under the influence of a literary work, a desire for self-expression, communication, and self-knowledge arises through the reproduction of various images. In a sincere attitude towards the artistic image, its embodiment in forms of theatrical activity, the child reveals both his speech competence and certain knowledge and skills acquired earlier in specially organized training.

The deep and versatile interrelationship of various types of art and children's artistic and creative activities (visual, musical, theatrical, game, artistic and speech, etc.) and its influence on the formation of children's artistic and creative abilities was pointed out by T. Komarova. Under her leadership, the problems of integrating visual activity and music were addressed by S. Kozyreva, games-dramatization and visual activity by O. Trusova, nature and visual activity by O. Yanakieva, objects of the aesthetic cycle by S. Khmarsky, etc.

Research shows that the comprehensive use of the arts in work with preschool children in artistic activities, namely the integration of artistic design and theatrical and game activities, is necessary for the formation and development of elements of aesthetic culture. One of the important elements of aesthetic culture is aesthetic feeling and aesthetic taste.

Artistic design activity is the most important means of aesthetic education. In their creativity, children convey the aesthetic qualities of objects that they noticed and singled out in the process of perception. Creating their own product (drawing, modeling, applique, craft, etc.), children note why they like these products, what is interesting in them, why they please them, and, conversely, what causes a negative attitude. Often, aesthetic assessment is intertwined with moral. Therefore, the manifestation of attitude to works of art is a manifestation of not only aesthetic assessment, but also the social orientation of creativity in preschool children, which is of great importance for the moral education of children (Yaryhina, 2006: 11).

Speaking about the possibilities of socialization of a child of 6–7 years old by means of artistic and transformative activity, it should be noted that the key emphasis in it is determined by the artistic image. A. Ivershyn, K. Bostan carried out a thorough analysis of the specifics of the formation of an artistic image in preschool children in the process of design activity. The researchers indicate: «The artistic image is a connecting link in the cultural dialogue between the object and the consumer – this is a fundamental moment for design». O. Polovina expresses the opinion that the seed of the image, which is found in the joint creative work of children and the teacher, is a source of information that preschoolers activate with the help of attention, imagination and fantasy.

The most detailed analysis of the concept of «artistic and productive activity» was made by M. Stefan. The researcher determines that the basis of this process is the artistic image, which is a characteristic of the author's creative thinking. It is the embodied image, according to M. Stefan, that is a kind of result of this thinking. In the created product – an artistic product, it is fixed, determining the imagery, creative idea and the result of embodiment.

In the process of artistic design activity, favorable conditions are created for the development of aesthetic, emotional perception of art, which contributes to the formation of an aesthetic attitude to reality and to art. Observation and highlighting the properties of objects that should be conveyed in the image (shape, structure, size, color, location in space) contribute to the development of aesthetic feeling of children, the formation of figurative representations, imagination. Artistic activity of children is the creation of an artistic image, when all its characteristic properties are conveyed in the process of observation. In the process of such activities, children develop observation, aesthetic perception, aesthetic emotions, artistic taste, creative abilities; the ability to see beauty in the environment and works of art (Konysheva, 2006).

Musical and theatrical activities affect the development of various aspects of a child's life. They contribute to the development of the intellectual sphere, because through the means of the theater, the child's knowledge about the theater and the people who work there is enriched, he learns to compare the heroes of different fairy tales, plans his own actions to implement the idea of a future performance (Bila, 2010).

The development of the physical sphere includes involving the child in showing individual actions (with toys, fairy tale characters), imitating movements, actions of poetic heroes, using motor actions in the process of theatrical games, selecting movements in accordance with the character's personality. The communicative sphere is coordinating one's own actions with the actions of other children, participating in joint actions with the educator based on the plots of literary works, and realizing the collective nature of the creative act.

Acting abilities of preschool children are such a level of manifestation of the psychological characteristics of the individual, providing them with a stable interest and success in artistic and speech activities (expressive narration of works of art) and successful performance of roles in theatrical

and acting activities. We recognize the possibility of different levels of manifestation of this type of special creative abilities of preschoolers, because experience shows that there are children who are capable of theatrical and acting activities, and there are those who are characterized by giftedness, as a particularly high qualitative level of manifestation of abilities. Talent is the result of a person's conscious and conscientious work on the development of giftedness and therefore manifests itself at a more mature age.

The idea of complex usage of different types of art is very relevant in our time. As O. Ivanenko notes, thanks to the interaction of arts, which acquires great potential in modern education, new opportunities and modern ways of mastering reality are realized. Such an approach ensures the disclosure of the child's personal and creative potential, promotes his artistic and creative activity.

During fine art classes, we offer to depict, mold or construct the heroes of a fairy tale (make a sketch). Each child understands this image in his own way, both graphically and in color. We devote a separate lesson for creation of sketches of future scenery. At this stage, we can organize a competition for the best works-sketches for the future performance. The most interesting stage of the work, we believe, is the manufacture of the heroes of the performance from various materials and the design of the decoration of the future performance. It is desirable that adults – teachers and parents – should be very careful at the stage of making the scenery and heroes of the fairy tale play and not impose their vision. Maximum independence and artistic imagination in creating heroes and scenery is of great importance. If an individual student can work on the image of the hero of a fairy tale (preferably the one who will perform this role), he will convey his vision and his figurative structure of the image. You can work on the scenery in groups. For example, if the scenery changes twice, then each group of 2–3 students will do their part of the work and think it over in terms of form and color (first a graphic image, and then a color image). When the images of the fairy tale are created (finger puppets, a hand puppet, a stick puppet), the children begin to work on the text and movements. At this stage, the most important role is played by the educator or teacher, who can teach how to do this as clearly as possible: diction, movements, emotionality. So that the child does not just memorize the words, but is able to convey the character of the work.

A large number of scientists in their works consider the impact of multimedia technologies on the development of preschoolers' thinking processes, highlighting the factors and consequences of the impact of modern computer technologies on the lives of children in general. A number of scientists (G. Asvatsurov, T. Gabay, L. Gabdulislamova, Yu. Bogachkov, N. Klevtsova, A. Kozlova, S. Novosyolova, T. Pirozhenko, T. Piskunova, M. Sinitsa) note that the usage of multimedia significantly increases the effectiveness of learning, since: the teacher is given the opportunity to transmit a large amount of information with minimal time; dynamic animation attracts and maintains children's interest in the material being studied (engaging memory, attention and imagination); the ability to individualize the pace of information presentation in accordance with the child's intellectual capabilities; presentation of tasks in the form of a game, usually during which a positive emotional response is observed (the specificity of teaching preschool children also lies in the fact that their educational activities are closely related to the game). As the results of numerous studies, the motive for learning will be more effective for the child precisely in the case if in the learning process it is proposed to do something for the game.

As R. Silko notes, «cartoons are a universal and international language of communication between children and adults around the world. Cartoons are very close to the world of childhood, because there is always a game, a flight of imagination, and nothing is impossible. Cartoons are a universal, multifaceted means of child development in the modern visually saturated world. Expressive means of cartoons are the most natural stimulants of creative activity and unfettered thinking for children.» (Trofaïla, 2018).

Plasticine animation is a great mechanism for development child's creative abilities, cognitive interest, and also an opportunity to determine what type of activity a child is more inclined to. There

is a large number of ways to make animated films. This is both hand-drawn animation, and computer graphics, and various types of animation – plasticine, puppet, object. Modeling is one of the most productive types of visual activity and for preschool children, playing with small toys and plasticine characters is very interesting. In addition, during modeling, two hands work synchronously and the work of two hemispheres is coordinated. Plasticine modeling contributes to the development of fine motor skills, which in turn affects the development of speech, memory and thinking.

Modeling provides a lot of opportunities for the development of children’s creative activity. After all, the specifics of modeling classes require, on the one hand, creative activity, constant mental work, imagination, independence, initiative; on the other hand, modeling classes are characterized by a pronounced aesthetic orientation (both in form and content).

The usage of integrated forms of organization of the educational process, firstly, activates educational activity, stimulates children’s informational and emotional perception of educational material, enables a comprehensive consideration of phenomena and concepts, and therefore, adequately meets the needs and abilities of students of this age for holistic knowledge of reality; secondly, it allows to condense the educational process, increase the generalization of knowledge and skills acquired by children, which contributes to the development of the logic and flexibility of the individual's thinking, the formation of his systemic worldview.

Conclusions. The problem of formation of creative abilities of children of senior preschool age, theoretical substantiation of the interaction of arts, implementation of programs for the comprehensive development of the child in practice remains to be the most important task of psychological and pedagogical science. The result of the integration of artistic and productive and theatrical and game activities is the holistic artistic and aesthetic development of children, which gives preschool children the opportunity to realize their creative abilities, to express themselves during creative activities. In this case, integration is endowed with significant opportunities for the formation of value orientations, moral and aesthetic attitudes and artistic interest, and active personality formation in children in social relations.

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