

## DESCRIPTION FOR THE GENERAL PUBLIC

Mihalyi Csikszentmihalyi, an eminent modern psychologist, appropriately acknowledged the need to study social conditions of creativity by saying that *the study of creativity by focusing on an individual alone is like trying to understand why an apple tree gives apples looking only at the tree and ignoring the sun and soil that support its life* (Csikszentmihalyi, 1990, p. 2002). Creativity by nature takes place in a social context, e.g. by providing different kinds of stimuli that encourage or discourage taking up creative activities, or by evaluating creative activity. Family is a natural environment that influences a child's development, including creative abilities. How is this possible? Which of the family factors have significant meaning? Is it the upbringing method, parents' education, or communication in the family? A lot of hypotheses were tested to date, but none of the existing studies give consistent answers.

This project will be fully devoted to identifying which configuration of family factors creates an optimal environment for developing creative potential in childhood. In a series of measurements, I will analyze not only the dynamics of the development of creative abilities and creative thinking of children in early school age, but also the influence of various family factors on the trajectory of mentioned development, i.e. cultural capital and family's socio-economic status, parenting style, values, aspirations and parents' involvement in child's education, division of roles and communication within family. The project will include a number of robust and complementary research methods such as tests, questionnaires, dyadic interviews, observations, and diary studies. This will allow to provide a reliable description of the conditions and characteristics of a family environment that foster the development of creative abilities in childhood.

As a result, I hope to explore not only which family factors have the most positive influence on the development of creative potential in childhood, but also whether the family conditionings of this development are also universal for the development of other cognitive abilities – intelligence and language abilities.