



SERBIAN PUBLIC OPINION ON CHILD IMAGINATION AND ITS CORRELATES

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Abstract. Child imagination is considered in developmental theories as a desirable precondition for later creative production, though in everyday use, imagination is viewed as fantasy, unreal, not practical and not important. The topic of interest in this paper is public opinion of imagination as the quality that can be encouraged to learn at home and the factors which influence this opinion. The data for the analysis were collected from the Third and Fourth Wave of World Values Survey. The findings suggest that imagination has a very low status among other child qualities which have to be supported. The increase in interest for imagination in the world and in Europe between the Third and Fourth Wave of the survey can indicate larger compliance with the actual demands of educational reform for democratization of education and encouragement of creativity of the young. Stagnation of child imagination status in the opinion of Serbian respondents is understandable in the framework of social crisis which happened at the time when the survey was conducted. The preference of imagination is positively correlated with respondents' postmaterialist orientation and educational level, but negatively with their age. The implications of findings for nurturing creativity in formative period are discussed. It is concluded that the school is invited to offer special programs to compensate for public opinion effects.

Key words: imagination, child, World Values Survey, public opinion, education.

Child imagination is considered as a precondition for the appearance of creativity according to the developmental theory of Vygotsky (Vigotski, 1996, 2005; Babaeva, 1999; Maksic, 2006). Imagination or fantasy is a creative activity based on the capacity of human brain to combine, process and create new representations and new behaviour out of the elements of earlier experience (Vigotski, 2005). On the other hand, in everyday use, imagination or fantasy usually refers to unreal – not corresponding to reality, without practical and serious importance. As the basis of creative activity, imagination appears in various spheres of cultural life, thus enabling artistic,

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scientific and technical development. The whole cultural world is a product of human creativity based on imagination. The encouragement of imagination has a double role such as: (1) a support for the development of a certain function and (2) a support for the development of all capacities of an individual.

Vygotsky (Vigotski, 2005) describes four forms of connection between imagination and reality. The first form of connection lies in the fact that everything created by imagination is always compounded of elements which have already existed in the earlier experience of man. The second form of connection between fantasy and reality is a more complex connection between the complete product of fantasy and some complex occurrences in reality, owing to somebody else's or social experience. The third form of connection between imagination and reality provides a combined product of imagination, the basis of which is the common feeling or a common emotional sign which unites various elements which make the connection. The essence of the fourth form of connection between fantasy and reality is seen in the fact that fantasy creates something essentially new, which did not exist in the individual experience and which does not correspond to some object existing in reality. Imagination which has been embodied begins to exist in the world and to influence it.

Why is the relation between child imagination and creativity so important for research? In the process of child development, imagination develops as well, reaching maturity only in adults. Child imagination, when it is independent from the influence of reasoning, is rather pure than rich. If creativity is considered as the creation of something new, Vygotsky (Vigotski, 2005) is convinced that all people have this gift, in larger or smaller degree. The relation between child and adult creativity is analogous to the relation between child play and life. Creative imagination, which is embodied in the present, represents a preparation for building up a creative personality, focused upon future. Through its outward appearance, creative imagination strives to confirm itself by the product which will exist not only for its creator, but for other people as well. At the opposite end comes fantasy, as a quality which remains in the inner sphere of the one who fantasizes. Creative imagination depends on the richness and the variety of the previous individual experience because it is the experience of the reality that provides the material out of which products of fantasy are made, not the person who fantasizes.

Imagination is a precondition for the development of creativity. Support for imagination in childhood contributes to creative production. Therefore, encouragement of imagination in childhood and youth can be treated as a favourable condition for the development of creative orientation of an individual and the expression of creative behavior in adulthood (Maksic,

1994). The study of the status of imagination among the education goals, important in raising the young, indicates how much the public opinion in a particular country, i.e. particular social groups within the country, and groups in education values it. Imagination as a non-materialist value has a potential to lead into creativity which could sustain personal and social development. Therefore, the topic of interest is the public opinion of imagination as the quality that the family should develop in children. For those purposes, the data from the World Values Survey¹ (in further text WVS) are used.

World Values Survey is a comparative research of socio-cultural and political changes, conducted on representative samples of the countries and communities encompassing almost 80% of world population, on all six continents in the duration of almost a quarter of the century (Inglehart, 1990; Pavlovic, 2006). The research shows that there are gradual, but constant changes regarding how people see their lives, work environment or family, or in the structure of politics, society, religion or moral related attitudes and values. These changes are, to a certain degree, predictable. The first fundamental dimension of cultural variations is the dimension of traditional versus secular-rational values (the basis for which is the relation towards authority), and the other survival versus self-expression values (the basis for which is the dichotomy materialist/postmaterialist values) (Inglehart, 1997). Both dimensions are the consequence of socio-economic development of a particular society and the movement of a particular society from pre-industrial to industrial towards post-industrial or postmodern society.

Postmaterialist values, in the sense in which Inglehart talks about them (Inglehart, 1990, 1997; Inglehart & Welzel, 2005), can be understood as giving priority to self-expression and quality of life as opposed to physical and economic safety. According to the theory of this author, intensive socio-economic development after the Second World War resulted in high levels of formative safety in which numerous generations grew up. In the long run, that resulted in spreading of postmaterialist values in the population of wealthy nations or individuals. Basically, these values are the reflection of an inherent human tendency – the aspiration towards autonomy and full accomplishment of individual's potentials. Spreading of postmaterialist values is the part of the wider process of cultural changes that take place in the direction of shifting the priority from traditional norms and authorities towards emancipation of an individual who highly values autonomy, quality of life and self-expression (Inglehart & Welzel, 2005). The clear implication

¹ Further information about the World Values Survey can be found on the following links: www.worldvaluessurvey.org; www.eurovaluessurvey.org; www.atlasofeuropeanvalues.com.

of this is high esteem of imagination, as a non-material value, on the part of postmaterialist oriented individuals.

Some analyses based on the data collected in the Third and Fourth wave² of the WVS conducted in 1994-1999 (Third Wave) and 1999-2004 (Fourth Wave) show that Serbia belongs to the group of European countries whose citizens are mostly materialist oriented and it is among rare countries in Europe where the materialist oriented citizens form absolute majority. Briefly, the main characteristics of values in Serbia are the following: the great amount of risk and uncertainty, low levels of trust in others and institutions and widespread materialist values (Pavlovic, 2006). The combination of these indicators puts Serbia in the group of underdeveloped ex-communist countries undergoing the process of transition and early democratization. Pavlovic (2007) concludes that hard times during the 1990's, unsuccessful and incomplete transition, traditionally patriarchal environment with high rate of authoritarianism in population and retraditionalization characterize the value profile of Serbian population in general, which can also be applied to the values concerning family.

The subject of this study is the value assigned to imagination as child quality that should be encouraged in children during formative period. The main research objectives are: (1) to determine the status of imagination as a child quality in the world, European and Serbian public opinion based on the results of the Third and the Fourth Wave of WVS; and (2) to examine correlates of preference of imagination on the results of the Fourth Wave of the WVS from the Serbian sample. As the most relevant characteristics of respondents, the following variables were singled out for analysis: materialist and postmaterialist values of the respondents, sex, age, education, marital status, number of children and religiousness.

Method

Participants. The sample consists of the respondents who were encompassed by representative samples of their states/countries or regions in the Third Wave of WVS (56 entities) and in the Fourth Wave (72 entities). The majority of countries were included in both waves³ (44 entities, among them

² The data from the first two waves of WVS are not used in this paper, primarily because Serbia was not a part of it and for that reason cannot be compared with the countries that were included.

³ Albania, Argentina, Austria, Bangladesh, Bulgaria, Belarus, Chile, China, Croatia, Czech Republic, Estonia, Finland, Hungary, India, Japan, Republic of Korea, Latvia, Lithuania, Mexico, Republic of Moldova, Nigeria, Pakistan, Peru, Philippines, Poland, Puerto Rico, Romania, Russian Federation, Slovakia, Slovenia, South Africa, Spain, Sweden, Turkey, Ukraine, Republic of Mace-

Serbia as well). Twelve countries were included only in the Third Wave⁴, and twenty-eight only in the Fourth⁵.

The Serbian sample for analyzing the correlates of preference of imagination comprises N=1200 respondents included in the Fourth Wave of WVS. The respondents are: approximately equally of male (47.8%) and female gender (52.2%); aged 18 to 86; the majority of respondents are married (63.6%); the majority of respondents has children (75.1%), most have two children (41.6%) or one child (21.9%). As far as their education is concerned, the majority of respondents has completed secondary school (42.6%), while 12.6% has not completed elementary school, and 19% has postsecondary/university education. As far as their occupation is concerned, nearly 80% of respondents has a profession/job, and these include the employees of state-owned and private companies, in expert and manual jobs, and in different levels of management (employers/managers, professional workers, non-manual, semi-skilled manual, unskilled manual, farmers and members of armed forces).

Measures. All measures of child qualities and respondents characteristics are taken from World Values Survey Questionnaire, i.e. database⁶.

Public opinion on child imagination. Within the study of family attitudes and values, ten qualities were offered, and the respondents could choose up to five qualities for which they estimate that they should be developed in children. A list of qualities contained: independence, hard work, feeling of responsibility, imagination, tolerance and respect for other people, thrift (saving money and things), determination (perseverance), religious faith, unselfishness and obedience.

(Post)materialist values. The respondents were offered four goals towards which their countries should strive in the following ten years, out of which they chose two and ranked them according to their importance. The offered items were: “maintaining order within the country”; “fighting rising prices”; “give people more say in important government decisions” and “protection of freedom of speech”. First two items are materialist goals and the last two are postmaterialist goals.

donia, United States, Venezuela, Germany West, Germany East, Serbia, Montenegro, Srpska – Serbian Republic of Bosnia, Bosnia Federation.

⁴ Azerbaijan, Armenia, Brazil, Taiwan Province of China, Colombia, Dominican Republic, El Salvador, Georgia, New Zealand, Norway, Switzerland, Uruguay.

⁵ Algeria, Belgium, Canada, Denmark, France, Greece, Iceland, Indonesia, Islamic Republic of Iran, Ireland, Israel, Italy, Jordan, Kyrgyzstan, Luxemburg, Malta, Morocco, Netherlands, Portugal, Saudi Arabia, Singapore, Viet Nam, Zimbabwe, Uganda, Egypt, Great Britain, United Republic of Tanzania, Northern Ireland.

⁶ European and World Values Survey Four-wave Integrated Data File, 1981-2004, v. 20060423 (The European Values Study Foundation and World Values Survey Association, Tilburg).

Data analyses. Percent and correlation analyses were performed, while for the examination of the significance of differences Kendall's coefficient of concordance, Chi Square test and Cramer's V, as well as Pearson's coefficient of linear correlation were used.

Results

Status of imagination among the preferred child qualities

Status of imagination among the preferred child qualities in the Third and Fourth Wave of WVS in the World, European and Serbian sample is shown in table 1. Table 1 contains the percentage of respondents who said that it is important to encourage a particular child quality.

Table 1: Status of imagination among the preferred child qualities in the Third and Fourth Wave of World Values Survey

Child qualities	WVS Wave*					
	Third Wave (1994-1999)			Fourth Wave (1999-2004)		
	World sample	European sample	Serbian sample	World sample	European sample	Serbian sample
	%**	%	%	%	%	%
Independence	43	45	51	51	51	61
Hard work	52	55	68	57	54	71
Feeling of responsibility	70	72	65	71	75	72
Imagination	17	17	13	21	20	10
Tolerance and respect of other people	66	67	50	70	72	65
Thrift saving money and things	38	41	30	36	37	31
Determination perseverance	38	41	44	36	37	41
Religiousness	30	20	13	38	23	20
Unselfishness	26	23	28	30	27	34
Obedience	34	30	39	39	31	32

* Data are weighted to N=1000.

** Percentage represents the number of respondents within the sample who said that it is important to encourage a particular child quality.

High and significant rank correlation in the Third (Kendall's coefficient of concordance = .955; $\chi^2 = 25.793$; df = 9; p<.002), as well as in the Fourth Wave (Kendall's coefficient of concordance = .912; $\chi^2 = 24.627$; df = 9; p<.003) shows that there are no differences in the structure of the child quality preferences between the three entities that were analyzed. Imagina-

tion is always at the bottom of the list. Although child imagination in developmental theories is considered as a very important precondition for later creative production, research findings on public opinion indicate that its status among the preferred child qualities is very low.

The following analyses are related to the significance of changes in the status of imagination which happened in the period between the Third and the Fourth Wave of the WVS, within each of the studied samples.

The change in valuing imagination at the level of World population is significant and moves in the direction of larger preference (Table 2: $\chi^2 = 331.294$; $df = 1$; $p < .000$; Cramer's $V = .050$).

Table 2: Opinion on child imagination in the World sample in the Third and Fourth Wave of World Values Survey

World sample		Opinion on child imagination		Total f
		Not important f	Important f	
Wave	1994-1999	47243 (82.9%)	9757 (17.1%)	57000 (100%)
	1999-2004	58220 (78.9%)	15597 (21.1%)	73817 (100%)
Total		105463 (80.6%)	25354 (19.4%)	130817 (100%)

*Note: Percentages are with respect to row total.

A similar trend is reflected in the changes at the level of the sample of European countries, both in the intensity and the direction. Although the preference of imagination increases, still not more than approximately one fifth of Europeans consider it important (Table 3: $\chi^2 = 66.690$; $df = 1$; $p < .000$; Cramer's $V = .031$).

Table 3: Opinion on child imagination in the European sample in the Third and Fourth Wave of World Values Survey

European sample		Opinion on child imagination		Total f
		Not important f	Important f	
Wave	1994-1999	23981 (82.7%*)	5019 (17.3%)	29000 (100%)
	1999-2004	31953 (80.2%)	7872 (19.8%)	39825 (100%)
	Total	55934 (81.3%)	12891 (18.7%)	68825 (100%)

*Note: Percentages are with respect to row total.

Serbia is an exception to this trend. Valuing imagination in the Third and the Fourth Wave is similar. However, imagination is more rarely chosen as an important quality in 2001 than in 1996. We can only talk about the tendency because the differences are not statistically significant (Table 4: $\chi^2 = 3.241$; $df = 1$; $p < .072$; Cramer's $V = .036$).

Table 4: Opinion on child imagination in the Serbian sample in the Third and Fourth Wave of World Values Survey

Serbian sample		Opinion on child imagination		Total f
		Not important f	Important f	
Wave	1994-1999	1117 (87.3%*)	163 (12.7%)	1280 (100%)
	1999-2004	1075 (89.6%)	125 (10.4%)	1200 (100%)
	Total	2192 (88.4%)	288 (11.6%)	2480 (100%)

*Note: Percentages are with respect to row total.

In general, differences in valuing imagination between the Serbian and the European, that is the World sample, additionally deepen in the observed period. Imagination is increasingly valued on the level of Europe and the World, while in Serbia the dominant tendency is opposite. It can be assumed that valuing imagination on the level of Europe, and even the whole world, increases because the importance of creativity for future development of manhood is being perceived more and more. The growing levels of education, increasingly higher levels of cognitive mobilisation, the increase in the percentage of citizens who work in service sector – with ideas, symbols and people, whereby human knowledge and innovations are the chief production factor – induces the growth in valuing imagination as an important child quality.

The situation in Serbia, where the significant changes related to low valuing of imagination between the two observed periods are practically absent, can be explained by poor social and economic conditions. Being deprived of the most elementary human needs during the 1990s, as well as immediately after that period, had as a consequence that the preferences at the top of value priorities were, among other things, the reflection of ungratified material needs thus leaving a very small space and physical energy for higher goals of non-material type. On the other hand, the characteristic traditional-authoritarian value syndrome, identified in the population of Serbia by numerous studies performed during the 1990s (Golubovic, Kuzmanovic

& Vasovic, 1995; Kuzmanovic, 1994), points out to the low valuing of autonomy of an individual and high susceptibility to the externally imposed authorities, within social circumstances which did not support the development of personal initiative, criticism and accomplishment of creative potentials of an individual. The consequence of that is a more pronounced valuing of qualities such as hard work at the expense of imagination.

Correlates of preference of imagination in Serbia

Correlates of preference of imagination were analyzed on the sample of Serbia and, as mentioned earlier, using the results of the Fourth Wave of WVS, which was conducted in Serbia in 2001. The choice was made out of the variables included in the study and, according to the estimation of their relevance, the following variables were chosen: sex, age, educational level, marital status, number of children, materialist and postmaterialist orientation, and religiousness. The results of the analysis show the significance of age, education and values of the respondents, while sex, marital status and number of children are not statistically significant. The overview of the obtained results follows.

Sex. Differences between men and women regarding the preference of imagination are not statistically significant ($\chi^2 = 3.078$; $df = 1$; $p < .079$; Cramer's $V = .051$).

Table 5: Opinion on imagination as important child quality according to the age of respondents

		Opinion on child imagination		Total f
		Not important f	Important f	
Age	15-29 years	200 (87.7%*)	28 (12.3%)	228 (100%)
	30-49 years	396 (85.7%)	66 (14.3%)	462 (100%)
	50 and more years	479 (93.9%)	31 (6.1%)	510 (100%)
Total		1075 (89.6%)	125 (10.4%)	1200 (100%)

*Note: Percentages are with respect to row total.

Age. Age of respondents is significantly correlated with their preference of imagination in such a way that older respondents value imagination less (Table 5: $\chi^2 = 18.546$; $df = 2$; $p < .000$; Cramer's $V = .124$). In the age group above 50 years old, there is a two times smaller number of people who value

imagination than in the age group of the youngest observed cohort. Older respondents are oriented more towards raising the young in the sense of providing the basic means for life, reinforcing diligence and taking responsibility. It is precisely this generation that suffered greatest frustrations due to their inability to provide for their children during the period of social crisis and time of war during the 1990's. When survival values are endangered, there is not much space left for imagination.

Education. Education of respondents is significantly correlated with their valuing of imagination – more educated respondents value imagination more (Table 6: $\chi^2 = 16.983$; $df = 3$; $p < .001$; Cramer's $V = .119$). With the growth of education level, there is a linear growth of preference of imagination, which provides convincing evidence about the importance of this factor. The more educated have higher awareness of the importance of imagination and they are more ready to support it, although it must also be taken into account that their basic needs might have been less endangered in the transition period.

Table 6: Opinion on imagination as important child quality according to the educational level of respondents

		Imagination as child quality		Total f
		Not important f	Important f	
Educational level	Incomplete primary school	143 (95.3%*)	7 (4.7%)	150 (100%)
	Primary school	245 (92.8%)	19 (7.2%)	264 (100%)
	Secondary education	452 (89.0%)	56 (11.0%)	508 (100%)
	Postsecondary/University education	228 (84.1%)	43 (15.9%)	271 (100%)
	Total	1068 (89.5%)	125 (10.5%)	1193 (100%)

*Note: Percentages are with respect to row total.

Marital status. There is a statistically significant correlation between marital status of the respondents and their preference of imagination ($\chi^2 = 10.415$; $df = 2$; $p < .005$; Cramer's $V = .094$). In the attempt of interpreting the results, it has been discerned that there is a significant difference between those who are married (10.9%) and those who are not married (12.9%). There were also the respondents from other categories, such as those living together, but not married, divorced, widowers etc. (3.8%). Since there were only few representatives of these categories, the only solution was to exclude them

from further analysis. There are no statistically significant differences in preference of imagination between the respondents who are married and those who are not ($\chi^2 = .669$; $df = 1$; $p < .403$; Cramer's $V = .027$).

Number of children. Differences in preference of imagination between the respondents who have children (1, 2 or more than 2) and those who do not have children is not statistically significant ($\chi^2 = 6.432$; $df = 2$; $p < .092$; Cramer's $V = .074$).

Postmaterialist values. Materialist and postmaterialist oriented respondents are significantly different statistically regarding the preference of imagination (Table 7: $\chi^2 = 18.472$; $df = 2$; $p < .000$; Cramer's $V = .125$). Postmaterialist oriented respondents value imagination significantly more than those who are materialist oriented. Three times more postmaterialists than materialists consider imagination desirable.

Table 7: Opinion on imagination as important child quality according to the value orientation of respondents

		Opinion on child imagination		Total f
		Not important f	Important f	
Values	Materialist	523 (91.3%*)	50 (8.7%)	573 (100%)
	Mixed	473 (89.4%)	56 (10.6%)	529 (100%)
	Postmaterialist	53 (74.6%)	18 (25.4%)	71 (100%)
	Total	1049 (89.4%)	124 (10.6%)	1173 (100%)

*Note: Percentages are with respect to row total.

Religiousness. Religiousness of respondents has been measured via their declaration (whether they are religious, not religious or atheists). Religiousness expressed in this way is not statistically correlated with preference of imagination ($\chi^2 = 3.045$; $df = 2$; $p < .218$; Cramer's $V = .053$). Probably, under other conditions of measurement of religiousness, such as religious behavior and religious practice in family, other type of relation with preference of imagination would be displayed.

Discussion

On the basis of results of the Third and the Fourth Wave of WVS, conducted in the periods 1994-1999 and 1999-2004, imagination is one of

not very often chosen qualities which the family should encourage at home, both in the whole sample, representing 80% of the world's population, and in the majority of European countries which were included in the study, as well as in Serbia. The findings on public opinion level put imagination on the bottom of qualities that children can be encouraged to develop at home. It can be assumed that imagination is included into the goals of higher rank and it is chosen rarely because the advantage is given to the qualities which will enable survival, gratification of basic needs or because imagination is perceived as fantasizing which is not productive, a waste of time or something irrational which draws the child away from reality.

The increase in assigning value to imagination in the world and in Europe, from the Third to the Fourth Wave of the Survey, can indicate larger compliance with the actual demands of educational reform for democratization of education and encouragement of creativity of the young in order to prepare creative work force, which will create and lead the knowledge-based society (Dracker, 1994; Rodrigues, 2003; Evropska komisija, 2005). Nowadays, there is also more talk on reflexive modernism of post-industrial age, which brings about the breakdown of "ontological security" and the creation of "risk society" (Beck, 1992; Giddens, 1990). This society demands relying upon individual abilities and responsibilities with the aim of solving social problems, in which the creative potential of an individual can have a crucial role. Stagnation of the child imagination status in the opinion of Serbian respondents is understandable in the framework of social crisis which happened at the time when the survey was conducted.

Consideration of the status of creativity in educational strategies and norms, brought about by relevant international and national institutions, confirms the high demands and expectations related to the expression and development of creativity in school (Maksic, 2007). Studies show that creativity is a significant goal of nurturing and education, according to the opinions of all interested parties in nurturing-educational process: the pupils, their parents and teachers (Urban, 1985; Maksic, 1994; Joksimovic & Stojiljkovic, 2006). Observation of school practice and monitoring of the effects of schooling indicate the absence of creativity in the majority of pupils and teachers (Maksic, 2006). The question arises – how should school provide a support for the expression and the development of creativity, the qualities possessed by creative personality?

The aim of developing teaching, based on the ideas of Vygotsky, is the development of theoretical thought and creativity, as the basis for the development of personality (Davidov, 1995). Didactic system of student training implies systematic work directed towards the comprehension of learning

processes by the students. The developmental differentiation of curricula enables respect for individual differences, the use of teaching methods which largely engage analytical and synthetic thought, the developmental usage of positive intervention and assessment, which is formative and diagnostic. The main goal of teaching becomes enabling the pupils to think effectively and express their thoughts succinctly (Montgomery, 1996). The main goal of education should be enabling the young to continue learning and think creatively even when they leave the education system, and developing imagination should be a key concept in that process (Freeman, 1995).

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Славица Максић и Зоран Павловић
СРПСКО ЈАВНО МЊЕЊЕ О ДЕЧИЈОЈ МАШТОВИТОСТИ
И ЊЕГОВИ КОРЕЛАТИ
Анстракт

Док се у развојним теоријама дечија машта третира као пожељан предуслов за каснију креативну продукцију, у свакодневној употреби овај термин се односи на фантазију, нешто нереално, непрактично и незначајно. Предмет интересовања у овом раду су ставови јавног мњења о томе у којој мери маштовитост дечета може да се подстиче у кући и фактори који утичу на те ставове. Анализирани су подаци који су прикупљени у Трећем и Четвртог таласу Светске студије вредности. Налази указују да маштовитост има врло низак статус међу особинама деце које треба да буду подржане. Пораст вредновања маштовитости на нивоу светског и европског узорка између Трећег и Четвртог таласа може се приписати већем уважавању захтева за демократизацијом образовања и подстицањем креативности младих који су садржани у образовним реформама. Задржавање ниског статуса маштовитости на узорку Србије разумљиво је у оквиру друштвене кризе која се дешавала у време извођења испитивања. Преферирање маштовитости је позитивно повезано са постматеријалистичком оријентацијом испитаника и нивоом њиховог образовања, а негативно са њиховим узрастом. Дискутоване су импликације налаза за подстицање креативности у формативном периоду. Закључено је да је школа позвана да понуди посебне програме за превазилажење ефеката исказаних ставова.

Кључне речи: маштовитост, дете, Светска студија вредности, јавно мњење, образовање.

Славица Максич и Зоран Павлович
СЕРБСКОЕ ОБЩЕСТВЕННОЕ МНЕНИЕ О ДЕТСКОЙ ФАНТАЗИИ
И ЕГО КОРРЕЛЯТЫ

Резюме

В то время, как в теориях из области возрастной психологии детская фантазия рассматривается как желательная предпосылка более поздней творческой продукции, в обиходном употреблении этот термин связывается с фантазерством – чем-то нереальным, непрактичным и незначительным. Предметом исследования в настоящей работе являются позиции общественного мнения по вопросу о том, в какой степени детскую фантазию можно поощрять в семье, а также факторы, воздействующие на эти позиции. Проанализированы данные, полученные в Третьей и Четвертой волне Всемирного исследования ценностей. Результаты указывают, что фантазии принадлежит очень низкий статус среди детских черт, заслуживающих поощрения. Качественный сдвиг в оценке фантазии на уровне всемирного и европейского корпуса между Третьей и Четвертой волной можно отнести к большому уважению требований к демократизации образования и поощрению творчества молодого поколения, зафиксированных в реформах образования. Продолжение низкого статуса фантазии на корпусе Сербии понятно в рамках общественного кризиса, имевшего место во время проведения исследования. Предпочтение фантазии положительно связано с постматериалистической установкой испытуемых и уровнем их образования, а отрицательно с их возрастом. Авторами рассмотрены импликации полученных результатов для поощрения творчества в формативный период. В заключении подчеркивается, что школа призвана представить особые программы для преодоления эффектов высказанных позиций.

Ключевые слова: фантазия, ребенок, Всемирное исследование ценностей, общественное мнение, образование.