

# Investigating deeply a motivation and creativity

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Gifted children have higher IQ, and in order to be motivated, they require issues that are challenging, as they will provide enough incentive to succeed and excel. Provision of challenging assignments and tasks as well as examination will be a sound motivator for the gifted children, as it will test their knowledge. Children, especially gifted ones, love rewards in nature. The rewards should be used as a motivator to increase the interest of the children in a task and strengthen their creative ability. Rewards, such as recognition and analytic books, for example, are bound to increase their interest.

These children are not good at social behaviour, and hence in a bid to seek a motivator, flexibility should be employed to have a motivator that does not require them to interact often with people. It should be flexible enough not to bring discomfort or make the child further lose interest. In order to pique their interest, gifted children require a motivator that is complex, where they will be expected to use a series of analytical skills to find solutions (Selby, Shaw, & Houtz, 2005). Their incentive should also be complex to occupy them and further increase their interest. The more the task is complex, the more the interest.

Gifted children are risk-takers, and their thrill comes from taking huge risks in any endeavour and being able to succeed. By providing tasks that involve taking risks even to a smaller extent, their interests will have been alerted and hence they will be motivated intrinsically and extrinsically. Curiosity is in the nature of children, but the more gifted they are, the higher their

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curiosity. A challenging and complex task increases their curiosity a notch above, and this, in turn, sparks their interest in the issue being discussed or presented, and hence the motivation which in this case will be intrinsic.

The other characteristic of gifted children, which is bound to ensure the approaches above work, is their independence of thought. This independence leads to a need for flexibility and challenges in their life, and hence when they are provided, interest is increased once more (Selby, Shaw, & Houtz, 2005). Gifted children are analytic and critical thinkers. They seek to solve problems as long as they do so alone or with other gifted children. In this case, therefore, if the approaches mentioned above are to be attained, the motivators presented have to require a high degree of critical examination to occupy the children.

It is equally important to motivate the demoralized students. The major contributors to a student's motivation include the teaching methods used and their learning environment. Teaching techniques should be diverse and varied if each personality is to benefit. Similarly, tutors should try their best to vary the classroom setting, for instance, from indoors to the outside environment. It would serve as a way of getting rid of monotony in learning settings. By so doing, both nature lovers and those who prefer to stay indoors get catered for, thus enhancing their motivation and learning experiences (Baeten, Dochy & Struyven, 2012).

Work, whether it is activity at school or home, will give the child the feeling of obligation. When they are obligated to complete a task or increase their

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creativity, they are not only motivated to do so but also feel challenged and hence work to their best (Cooper & Jayatilika, 2006).