

Gifted education: motivation and creativity



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Gifted Education: Motivation and Creativity Affiliation: Gifted Education: Motivation and Creativity

The Best Way to Strengthen Students Motivation to Think, Learn, and Create

Intrinsic motivation is also known as individual motivation, where the child seeks his or her own motivator and incentive. They employ task-focus motivation, where the child is focused on a task to give rise creativity and increase their cognition (Collins & Amabile, 2009). The child does not need an outside person to provide motivation to excel. Extrinsic motivation, on the other hand, is where the child is given motivation by outside sources with vested interest in their success, such as parents and teachers. The outsiders come up with the creative task in order to increase the potentiality and productivity of the child.

Methods That One Can Use to Motivate Some Gifted Students Who Lost Interest and Who Do Not Do Their Best

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 including 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, for example recognition and analytic books, are bound to increase their interest.

These children are not good at social behavior, 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.

Why Do You Think the Approaches That You Use Would Work for Them?

Gifted children may lose interest in what they do well at which means they become similar to other normal students. Motivating them will have to factor in their likes, talents and interest. They can also be motivated through provision or exposure to new ideas and interests, praising their efforts, rewarding them once their interests come back as well as turning things into competition and creativity.

Gifted children are risk takers, and their thrill comes from taking huge risks in any endeavor 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 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.

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

References

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