

## **Abstract**

The diploma thesis aims to map creativity and motivation for learning in highly gifted children educated in common and special classes of primary schools. The theoretical part deals with giftedness, characteristics of gifted children, their identification, ways of education, and it also deals with creativity and motivation. In the empirical part, creativity and motivation of children were compared quantitatively, using data of highly gifted children educated in special classes, and the highly gifted children who attend common classes. The results showed that two factors of creativity, i.e. fluency and flexibility, are comparable in both groups. Factors of originality and elaboration appeared slightly higher in the group of children educated in regular classes. The external motivation was slightly higher among gifted the children educated in special classes. The need for success is higher in the group of children in common classes. In contrast, the fear of failure is higher in the group of children educated in special classes.