

## **THE EMOTIONAL EXPERIENCE OF PRIMARY SCHOOL STUDENTS IN PHYSICAL EDUCATION**

### **ABSTRACT**

Understanding that Physical Education is defined as the pedagogy of motor behaviour means accepting that in Physical Education classes the pupil takes part in their totality, in all their corporal aspects. Motor behaviour is moulded by emotion, so that knowing that emotions are aroused while doing PE according to the traits pertinent to the motor situations means we have a better knowledge of our pupils. To do this, this study analyses the emotions aroused in PE classes of primary school pupils according to three types of sporting games: psychomotor games, of cooperation and opposition, using a GES questionnaire (Lavega, March and Filella, 2013). The emotional experience of the pupil varies according to the traits pertinent to the motor action, the greater number of negative emotions being aroused only when there are antagonistic interactions in the activity. The activities where the relationships determined by the internal logic of the game are of cooperation or in which the pupil plays alone are generators of positive emotions to a greater extent. The gender of the participants is not a variable that determines the emotional experience of the pupil.

### **KEY WORDS**

Emotion, domains of action, motor behaviour.

