Chapter 8
We Cooperate to Learn to Compete Through Motor Play: The Role of Emotions in Motor Conflicts and Quality Education (SDG 4)

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ABSTRACT

Emotions are crucial for regulating our lives and shaping our perception of reality. In Physical Education (PE), the holistic approach emphasizes their importance. PE fosters emotional experiences through various activities, which can sometimes lead to interpersonal conflicts. Students often experience negative emotions like anger during competitive games, increasing the likelihood of conflicts. Research shows that positive emotions are stronger in cooperative situations. Therefore, incorporating diverse motor activities in PE is vital for enhancing competencies and improving school coexistence, contributing to quality education. A study in a bilingual school with 50 students explored emotional experiences in cooperative challenges, revealing that positive emotions prevailed regardless of competition or conflict. Understanding and managing emotions in PE can improve interpersonal dynamics and conflict resolution, aligning with educational objectives.

1. JUSTIFICATION

1.1. Motor Play and Social Interaction: Keys for an Integral Development in Physical Education

Physical Education (PE) is a discipline that tries to promote the integral development of schoolchildren through motor conduct. Within this field, Motor Praxiology (MP) is key, as it studies the conditions and relationships established in motor situations. Let us imagine for a moment a group of children playing a

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cooperative game such as parachute. They are in a delimited space and establish relationships with the other participants in the game, working as a team to achieve the final goal. Similarly, PM focuses on studying the conditions and relationships that occur in motor situations, as in the case of cooperative play. Like the children in the parachute, PM analyses space, material and time, together with the interactions between participants, in order to design activities that promote learning and the integral development of the human being. Just as cooperative play seeks cooperation and teamwork, PM seeks to foster relationships between participants and the development of motor and social skills.

This discipline, known as 'the science of motor action', was created by Parlebas (2001) to analyse motor actions in sporting situations as a product of the interactions between participants. Each person has a particular way of manifesting him/herself motorly, according to his/her personal history and genetic information. Each person expresses him/herself through a certain motor conduct, showing personality through motor skills (Lagardera and Lavega, 2003). Motor conduct is defined as 'the meaningful organisation of the actions and reactions of a person who acts, the relevance of whose expression is of a motor nature' (Parlebas, 2001, p. 85). This is not limited only to the physical participation of the player, but reflects his or her personality through movement, being a central element in PE, focusing on the person and his or her decisions, emotions and motor strategies beyond mere physical execution.

In relation to motor conduct, Parlebas (2001) defines PE as the pedagogy of motor conducts, these being the basis and main object of study of PE. This area, far from teaching how to bounce a ball, focuses on the person who participates in the game, as well as on the decisions they make in terms of their movement, the emotions they experience, their motor strategies and their ability to interpret the body signals of the other participants, etc. When playing, it involves both its physical dimension and its psychological and social dimensions, trying to ensure that the person is able to relate effectively to the world around them, using both their physical abilities and other subjective aspects such as their emotions, motivations, perceptions, etc. (Lavega, 2018).

It is therefore essential for PE teachers to encourage and adapt students' motor conducts in the direction of patterns and behaviours that are considered ideal (Parlebas, 2001). This implies 'carrying out an authentic pedagogy of motor conducts' and, therefore, approaching the individual reality of each learner, achieving a personalised educational process (Lagardera and Lavega, 2005, p. 8). For this, a change in the role of the teacher is crucial, becoming a systematic observer, capable of selecting motor situations that trigger sequences of motor actions that are beneficial for their students and from these, create a catalogue of motor conducts. In this way, by educating from motor actions, they will be able to modify the motor conducts of their students in the optimal direction (Lavega and Lagardera, 2005) through inclusive activities that involve all students, regardless of their abilities, guaranteeing continuous and meaningful learning, and contributing to an inclusive, equitable and quality education, in line with the fourth Sustainable Development Goal (SDG) of the 2030 Agenda.

In this context, motor actions are defined as 'the process of performing the motor conducts of one or several subjects acting in a given motor situation' (Parlebas, 2001. pp. 41-42), with the understanding that subjects adjust their motor conducts according to the characteristics of the game. It can therefore be deduced that the internal logic of each game leads to the appearance of certain motor conducts and, therefore, emotional experiences, influenced by elements such as space, time, material and relationships between participants.