

Summaries

Oriane Petiot, Jean-François Desbiens, Jérôme Visioli - Perceptions d'élèves du secondaire concernant leurs inducteurs émotionnels en EPS

The aim of this article was to identify, describe, and organize hierarchically the elements which according to secondary school physical education (PE) students, triggers or induce positive and negative emotions. PE students' perceptions were collected using written critical incidents technique (Flanagan, 1954). They were asked to report a memorable episode lived in relation to the PE class since the beginning of the school year. The inductive analysis of the 369 episodes (1 / student) that were collected allowed the identification of an emerging taxonomy composed of eight main categories. The most dominant category centered on the PE teachers, and most notably on the interpersonal behaviors they displayed. The objectives, the contents and their implementation in the PE courses are also discussed in regard to their relation with emotions experienced in PE settings.

Key words – Emotions, social perceptions, critical incident, teacher's interpersonal behaviors

Frédéric Loyer & Éric Dugas - Le catch en EPS : une pratique physique originale adaptée aux élèves ?

In physical Education and sports (EPS), the opinions are contrasting concerning the cathartic effect of combat sports as one means, among others, to substitute violent and undesirable behaviors 'equivalent forms of aggression' which are socially acceptable (Elias & Dunning, 1994). However, a singular combat practice could participate in interactional "well-being" of students; This is the « catch ». The analysis of the structures of this physical activity actually reveals a freedom of action left to participants (accomplice transgression of the rules, pre-established roleplaying games).

Thus, a 'school-catch' in EPS original cycle is proposed to a mixed class of high school students (n = 24). Non-participant observation of meetings and interviews conducted with some students (difficult, introverted, etc.) reveal that practice offers the opportunity to live

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highly diversified, unusual relational situations. So the mock game (mimicry) gives the young person the ability to set its own structure of the game and it provides access to regulation of its lines of aggression and violence. It thus participates in the acquisition of relational and emotional skills.

Key words: combat sports, wrestling, relational and emotional skills, violence, aggression.

Patrick Marle & Eric Duprat - Au football, la règle du hors-jeu a-t-elle encore un sens ?

The purpose of this paper is to offer a point of view on the difficulty in applying the offside rule in soccer. It does not constitute a research, but rather a reflection mainly focused on the central question « how to favor the game-play in soccer ». This paper is organized around three sections. The first section examines the history of this rule. The second section is centered on its current evolution and its application, and finally the third one discusses its relevance and legitimacy in the professional soccer.

Keywords: Soccer, rules, offside, relevance, sense.

Claire Pontais & Fabienne Brière - Compréhension des modes de fonctionnement d'enseignant-e-s dans l'enseignement de l'EPS à l'école primaire et perspectives pour la formation. L'exemple de la gymnastique rythmique (GR) à l'école primaire

The purpose of this study is to identify professional problems - formulated in terms of contradictions to be managed - and practice-induced knowledge associated with the implementation of renovated contents in Physical Education. The question is (a) to better understand teachers' functioning while using didactic material as a support to their training, and (b) to draw hypotheses as to obstacles with regards to the transformations of their PE teaching practices in primary schools. Studying the way teachers conceive and implement practice set-ups at school and how they appropriate the training material makes it possible to draw new training avenues.

Key words : situations of school practice ; professional problem ; practice knowledge