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MEMORIA DE TRABAJO EN CONTEXTOS EMOCIONALES EXPERIMENTALES

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RESUMEN

Introducción: La memoria de trabajo (MT) es un sistema de almacenamiento temporal y procesamiento simultáneo de información. **Objetivo:** Analizar el efecto de la alta y baja MT y condiciones emocionales positivas y negativas sobre el rendimiento en pruebas de MT. **Muestra:** 48 participantes con alto y bajo span de MT. La clasificación se realizó en función de su ubicación por debajo del percentil 35 ($n=26$), o bien, por encima del percentil 65 ($n=22$) en el rendimiento de la prueba pre feedback. **Método:** En primer lugar, se administraban dos pruebas de la BIMeT-V, la cual evalúa la MT verbal, y luego se solicitaba que el sujeto complete un instrumento que evalúa la inteligencia emocional. Luego de completar este instrumento el sujeto recibía de forma aleatoria un feedback escrito negativo ($n=28$) o positivo ($n=20$) sobre sus habilidades emocionales. Finalmente, el sujeto completaba las dos pruebas restantes de la BIMeT-V. **Resultados:** Se realizó un ANOVA 2x2. Se encontró solo un efecto principal significativo del span. **Discusión:** Los participantes con alto span fueron los que exhibieron un menor rendimiento en la prueba post en comparación con los sujetos del grupo de bajo span independientemente de la condición emocional.

Palabras clave

Memoria de trabajo - Regulación emocional - Emociones

ABSTRACT

WORKING MEMORY IN EXPERIMENTAL EMOTIONAL CONTEXTS
Introduction: Working memory (WM) is a system of temporary storage and simultaneous processing of information. **Objective:** Analyze the effect of high and low WM and positive and negative emotional conditions on performance in WM tests. **Sample:** 48 participants with high and low WM span. The classification was made based on the scores being below the 35th percentile ($n = 26$), or above the 65nd percentile ($n = 22$) in the performance of the pre-feedback test. **Method:** First, two tests of the BIMeT-V were administered, which evaluate verbal WM, and then the subject was asked to complete an instrument that evaluates emotional intelligence. After completing this instrument, the subject received randomly written negative ($n = 28$) or positive ($n = 20$) feedback on their emotional abilities. Finally, the subject completed the remaining two tests of the BIMeT-V. **Results:** A 2x2 ANOVA was performed. Only one significant main effect of span was found. **Discussion:** Participants with high span were those

who exhibited a lower performance in the post test compared to subjects in the low span group regardless of emotional condition.

Keywords

Working memory - Emotional regulation - Emotions

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