

## Physical Activity and Its Relation to Body and Ludic Expression in Childhood

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### **Abstract**

*The article discusses the conditions of the relationship between learning and playing through motor activities, considering the latter as a potential place of education and training of the personality. They are then taken into account the function of the game, theories and research on the game, both among children between adult and child. Finally, it is highlighted the interdependence between the game and the motor activity in the evolution of the child, but is exalted above all the recreational and mobility, as a resource for learning and privileged relationship that allows the child to transform reality according to his inner needs and to realize its potential. The importance of playing with their parents for the child's educational opportunity, and training to build bonds of intimacy with the people most important to him. Today, however, due to busy engagements of the parents, you are likely to spend little time with their children. It's good to emphasize the importance of space and time to recover for the game, especially because it is through play that goes deeper communication between children and adults.*

**Keywords:** learning, game, exercise, socialization.

### **1. Introduction**

The ability to learn is a feature, in particular, human. We learn through action, practice, experimentation, looking at each other, to develop the functions related to the survival and development of motor skills, to get the organization of complex forms of thinking. The imitation of the language and behavior, understood as motor actions then become fundamental to learning and development: motor skills and language, including body language and virtual language also with exergames (Di Tore et al, 2012abc, Raiola 2014ab, Raiola et al 2014ab), are closely related because their cerebral localization is found in adjacent areas (Altavilla et al, 2014abc).

There is no learning without motivation. Having the opportunity to experience an autonomous motor activity is fundamental in early childhood, as an opportunity for the structuring of learning and relations with the outside world. The ludic-motor activities to help you learn even ways to learn, which can stabilize through a coherent and consistent continuity through the practice. In addition, the postural control and balance of the body carries out many data that could be useful to analyze the phenomenon (Raiola, Nughes, 2015).

Play activities involve a wide range of behaviours and can be situated in different contexts, which may have multiple meanings for children and adults (Wood E. & Attfield J., 2005). In the game it is possible to understand both the basics of the forms of learning and the level of growth and maturity of the child (Raiola, Tafuri, 2015). A child, while playing, the best manifest his inner world of what could be done verbally, at the same time he emphasizes, through the recreational activity, his need to communicate and socialize with others. The recreational-motor and social activities between parents and children are good indicators for assessing the degree of well-being of children and the quality of relationships in the family (Raiola 2015abc).

The aim is to investigate on the phenomenon and establish some significant aspects and give relationships between learning and playing through the physical activities.

## 2. Method

Taking reference various search and a wide literature on the function of the game, it was compared the relationship between learning and playing during the practice of physical education activities.

The sensory-physical activity starts when the child becomes aware of the existence of people and things around him (Raiola 2014ab, Raiola et al 2014). The game is a potent mediator to activate learning in every period of life, it stimulates the formation of the personality, which prepares to assimilate the rules and improves social integration.

The need to play, although the timing and conditions, is also present in the adult; in fact, the playful activity of the adult retains the characteristic of symbolic transformation of real aspects. For example, in creative writing, sports, musical and artistic expression meets this activity, in general, the desire to compete and to prove, by suspending the consequences of actions, through the function that Bruner calls "moratorium of the game."

The time devoted to the game decreases with age and the proliferation commitments, despite what recreational activities maintain a significant role in allowing download of tension, stress and fatigue recovering useful energy to work activities; while for children, however, the game is an engaging and conscious activities, which are devoted great efforts and from which you expect great satisfaction. The importance of playing with mom and dad for the child is an opportunity to build bonds of intimacy with the people most important to him. Today, however, it often happens that due to busy engagements, you risk to spend a little time playing with their children.

The function of the game is crucial in the structuring of the personality, especially during childhood. The recreational activity constitutes the background experience of a lifetime childish, which is expressed thanks to the need for movement and exploration. The game allows the acquisition of the rules of social life; and then, spend a lot of time playing in childhood increases the chances to socialize in a satisfactory manner as adults.

The recreational and motor is based on the pleasure principle: you can start playing for pleasure but only when the game takes on meaning you can continue it, postponing the pleasure of a moment following the accomplished action. Play, start playing and continue to play is related to the attitude that you have towards reality.

Various theories have attempted to explain the reason that pushes the individual to play the game: you play to have an outlet for the surplus energy; according to which the person has excessive energy charge that needs to download, making any type of game. You are using the game as a residue of ancestral functions, according to which the subject reproduces spontaneous activity of some distant predecessors who now seem unnecessary. You play to vent and development, namely on the one hand it develops and retains the useful features for adult life and, secondly, it acts as a safety valve to drain the energy of some antisocial tendencies that the individual brings from birth. You are using the game as a preparatory exercise, whereby the playful activity has the task of exercising biological functions that will be used in later life.

The game, according to Winnicott (1974), is comparable to the transitional phenomena, that is, as those other activities of an expressive and creative in the subject in which children and adolescents experience the transition from dependence to independence, learning to be a star and only retaining a degree of confidence in a positive reality that protects it.

Lewin (1972), in field theory, pay attention to the processes of perception, so it is extended to the social processes and group. He considered the playful activity as a substitute for real activity, since the child passes more easily from the actual size of the imaginary dimension, characterized by the transfiguration of real events, which become the basis of representation which takes place continuously on the scene of various games childhood.

Huizinga, finally, argued that each game has its own rules, the transgression of which is contemplated and tolerated. But ask yourself out of the game is an element of destruction of the game itself.

## 3. Conclusions

The educational and training activities grows mainly on the production of meaningful relationships, conveyed through the corporeality, not only the transmission of simple notions. It is, for the most part, the establishment of relationships and meaningful relationships through which they build skills that prepare the ability to make choices. The teaching and learning of games and movements are the meeting place between knowing and doing, between being and expressing, between owning and sharing between staying together and cooperate to build.

The motor activities are the foundation of all learning and accompany the individual development in all its phases.

The child that makes the experience draws from these skills when he can understand what's going on; for example, he will not be able to learn to ride a bike unless he first tried to go there, and will not be able, even if he knew by heart all the sequences of how you ride, or even if he had seen footage of how you go cycling. To be able to do it is

essential to try to remember and then log in again . In memory recall involves a cognitive process , or perform again an idea-motor process .

The processes of learning and teaching, regardless of programs or intentions can never be divorced from the reality and effectiveness of operational experience. Experience is the practice of self that acts and takes possession of the skills to do in practice , establishing links and relationships with reality.

The action - educational training , which is expressed in the relationship between people , is mediated by language and emotional involvement that animates the interpersonal relationship . The delivery of a culture is not possible if there is no satisfactory communication between those who own culture and those who access it.

The idea of introducing the game in education goes back to Rousseau ; you have to wait educationalists modern setting for the fulfillment of psychological and educational children's games.

Montessori (1994) , for example, has tried to scale the material fun to psychological maturity of the child, with the specific purpose to develop the sensory-motor functions . The child was well educated to recognize , through the game , its different sensory-motor activity .

The same Piaget (Smith, 2003) has provided a forecast well-wishing recreational and motor activity of the child, in his opinion the child's game should be construed as a training for the future, in activities covered by adulthood. Who plays learn to " be " , establishes a positive relationship with others, with the human and natural world and you can put in the perspective of the ethical, social , aesthetic, cultural. Volleyball (Parisi et al 2014ab), as well as other sports game, is a natural environment or educational setting, where the ludic sport activities are their sublimation in term of social, hectic, psychological skills.

The game is the highest product of the children , take them to grow as individuals and creative thinkers , capable of making decisions and to enter into relationships with others. Relive the reality in which they are immersed , and that's how they know , you make a right the present, the past and the future in anticipation of their own desires . When in the game favors creativity and avoids repetition, develops the cognitive and emotional growth , create personalities that do not run pre- orders (Gaetano 2012ab, Gaetano et al 2012).

The attitude of the parents, teacher , instructor , becomes crucial if the focus is placed not only on the result and always , but especially on the quality of the educational-training process , that is on how that path will bring the child to the qualitative results . To this end, the recreational- motor is a great facilitator and a powerful mediator , and as a result an extraordinary tool for activation of the interest and motivation; in fact facilitates the training due to its ability to make the experience enjoyable , stimulating the curiosity to explore the environmental context and provide useful information to stimulate the growth and maturation.

The recreational and motor is , therefore, a prime learning resource and relationship (Raiola, 2011ab). In fact, it promotes active and creative relationships on the ground both cognitive and relational , allows the child to transform reality according to his inner needs , to achieve its potential and to prove to themselves and to others in a variety of aspects of desires and functions.

It is appropriate to rethink the recreational activity from the knowledge of the children, how they live and how to have fun . Playing with children is to build together fun items , choose toys that stimulate creativity , leading to complete and make available material and otherwise use it freely . It is the responsibility of adults to recover the natural spaces , the relationship with the animals, the opportunities to meet and , above all, to rediscover the meaning and joy of childhood fun . One of the intriguing questions that emerges as we look at play over time is the balance and sometimes change of emphasis between the play of the adult and of the child (Lieberman J. N., 2014)

The adult playing with the child and enjoying it provides an implicit message , which is not said in words but in behavior , so it remains imprinted on her and reassures the child a chance to grow . The message I receive so will cause it to not be afraid to grow up and enter the world of adults. And there will be reconciliation when they see that someone can be even adult and child , a teacher , a parent, a teacher , can be serious at the same time a kid having fun . For this reason, you should never deprive the recreational activity of its relational and experiential part , since in this way there will be no learning , even if that activity induces pleasure and satisfaction for those who practice it .

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