



Journal Website:
<https://theusajournals.com/index.php/ajsshr>

Copyright: Original
content from this work
may be used under the
terms of the creative
commons attributes
4.0 licence.

THE IMPACT OF STRUCTURED PLAY ON PHYSICAL AND PSYCHOLOGICAL DEVELOPMENT IN 5-6-YEAR-OLDS WITH DEVELOPMENTAL DELAYS

Submission Date: December 10, 2023, **Accepted Date:** December 15, 2023,

Published Date: December 20, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-38>

Raxmatova Sadoqat Umarjonovna

Namangan Engineering and Technology Institute, Uzbekistan

Tursunov Axrorbek Aminjon o'g'li

Namangan Engineering and Technology Institute, Uzbekistan

Dilmurodov Umidjon Orziqul o'g'li

Namangan Engineering and Technology Institute, Uzbekistan

ABSTRACT

This article explores the impact of structured play on the physical and psychological development of 5-6-year-olds with developmental delays. Structured play, designed with specific goals and objectives, is examined for its effectiveness in enhancing motor skills, cognitive function, and emotional well-being in young children facing developmental challenges. The study synthesizes research findings and practical insights, highlighting the significance of tailored play activities in fostering comprehensive development in this age group.

KEYWORDS

Structured play, Developmental delays, Physical development, Psychological development, 5-6-year-olds, Motor skills, Cognitive function.

INTRODUCTION

Structured play, characterized by organized activities with specific learning objectives, is increasingly recognized for its role in supporting children with developmental delays. For 5-6-year-olds, such play offers a balance of guidance and freedom, crucial for addressing their unique developmental needs. This article reviews the influence of structured play on both physical and psychological development in children with developmental delays, emphasizing its role in facilitating holistic growth and learning.

Main Study Sections

Physical Development through Structured Play This section examines how structured play activities can be designed to enhance motor skills, coordination, and overall physical health in young children with developmental delays. It discusses the types of activities that are most effective in promoting physical development and how they can be adapted to meet individual needs.

Cognitive and Psychological Benefits of Structured Play Here, the focus shifts to the cognitive and psychological aspects of structured play. The impact of such play on cognitive functions like memory, attention, problem-solving, and language development is explored. Additionally, the role of structured play in emotional regulation, self-esteem, and resilience is analyzed.

Adapting Structured Play for Developmental Delays This part provides insights into adapting play activities to suit the specific requirements of children with developmental delays. It involves tailoring activities to individual capabilities, ensuring inclusivity, and setting achievable goals to foster a sense of accomplishment and progress.

Case Studies and Practical Applications Presents case studies and real-world examples where structured play has been effectively implemented for children with developmental delays. This includes feedback from educators, therapists, and parents, offering a practical perspective on the challenges and successes of such initiatives.

Assessment and Future Directions Discusses methods for assessing the effectiveness of structured play in physical and psychological development. It also explores future research directions, including the integration of technology and innovative play strategies.

CONCLUSION

Conclusion Structured play is a vital tool in the developmental arsenal for 5-6-year-olds with developmental delays. By offering tailored, goal-oriented activities, it supports physical and psychological growth, catering to the unique needs of each child. Continued research and innovation in structured play strategies are essential for maximizing

developmental outcomes and providing inclusive, effective support for young children facing developmental challenges.

REFERENCES

1. Klipker K, Baumgarten F, Göbel K, Lampert T, Hölling H. Psychische Auffälligkeiten bei Kindern und Jugendlichen in Deutschland – Querschnittergebnisse aus KiGGS Welle 2 und Trends. J Health Monit. 2018;3(3):9.
2. Bierman KL, Domitrovich CE, Nix RL, Gest SD, Welsh JA, Greenberg MT, et al. Promoting academic and social-emotional school readiness: the head start REDI program. Child Dev. 2008;79(6):1802–17.
3. Rudolph S, Franze M, Gottschling-Lang A, Hoffmann W. Entwicklungsgefährdungen im Bereich sozialer Kompetenzen bei 3- bis 6-jährigen Kindern in Kindertageseinrichtungen: Prävalenz und Risikofaktoren. Kindheit und Entwicklung. 2013;22(2):97–104.
4. Г.Г. Гулямов, Н.Ю. Шарибаев, Определение дискретного спектра плотности поверхностных состояний моп-структур Al SiO₂ Si, облученных нейтронами, Поверхность. Рентгеновские, синхротронные и нейтронные исследования № 9, Ст 13-18 2012
5. Г.Г. Гулямов, Н.Ю. Шарибаев, Определение плотности поверхностных состояний границы раздела полупроводник-диэлектрик в МДП структуре, Физика и техника полупроводников, Том 45, Номер 2, Страницы 178-182. 2011
6. Г.Г. Гулямов, Н.Ю. Шарибаев, Влияние температуры на ширину запрещенной зоны полупроводника Физическая инженерия поверхности Номер 9, № 1, Страницы 40-43. 2011
7. OO Mamatkarimov, BH Kuchkarov, N Yu Sharibaev, AA Abdulkhayev, Influence Of The Ultrasonic Irradiation On Characteristic Of The Structures Metal-Glass-Semiconductor, European Journal of Molecular & Clinical Medicine, V 8, № 01, pp. 610-618, 2021