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## LEGAL BASIS OF EDUCATION OF BLIND CHILDREN

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### Abstract

This article discusses the issues of physical development of children in the process of preschool education, the formation of motor skills and the promotion of a healthy lifestyle. The study analyzed the pedagogical significance of physical education classes, the effectiveness of health promotion through play activities, and the methodological approaches of educators. The results show the importance of a systematic approach to the development of coordination, endurance and muscle strength in children.

**Keywords:** Preschool education, physical education, motor skills, health promotion, pedagogical approach, play activities, physical development.

### KO'ZI OJIZ BOLALAR TA'LIMINING HUQUQIY ASOSLARI

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### Annotatsiya:

Mazkur maqolada maktabgacha ta'lim jarayonida bolalarning jismoniy rivojlanishi, motorik harakat ko'nikmalarini shakllantirish hamda sog'lom turmush tarzini targ'ib etish masalalari yoritilgan. Tadqiqotda jismoniy tarbiya mashg'ulotlarining pedagogik ahamiyati, o'yin faoliyati orqali sog'lomlashtirishning samaradorligi va tarbiyachilarning metodik yondashuvlari tahlil qilingan. Natijalar bolalarda muvofiqlashtirish, chidamlilik va mushak kuchini rivojlantirishda tizimli yondashuvning muhimligini ko'rsatadi.



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**Kalit so‘zlar:** maktabgacha ta’lim, jismoniy tarbiya, motorik ko‘nikma, sog‘lomlashtirish, pedagogik yondashuv, o‘yin faoliyati, jismoniy rivojlanish.

## **Introduction**

The role of mobile youth with modern knowledge and skills in ensuring the sustainable development of the new Uzbekistan is incomparable. The education and upbringing of young people, their finding their place in social life, and at the same time ensuring targeted employment are urgent issues. There are also young people with disabilities among young people, and corrective education is of great importance in their education and personal development. In particular, the problem of educating, educating and directing children with visual impairments to a specific profession has become an urgent issue of special pedagogy. This issue is implemented precisely through corrective education. Human rights are one of the important principles aimed at ensuring the equal opportunities for every person to live and develop. In particular, the right to education is recognized as an important social guarantee for all individuals, including children with visual impairments. Article 26 of the Universal Declaration of Human Rights, adopted on December 10, 1948, recognizes the right of everyone to education, and this norm fully applies to children with visual impairments. The Declaration establishes that primary education is free and compulsory, that technical and vocational education is open to all, and that higher education is provided on the basis of equal opportunity on the basis of ability.

It is emphasized that the purpose of education should serve the full development of the human personality and should be directed to the formation of respect for human rights and freedoms. On this basis, this Declaration establishes the need to create an educational environment adapted to and equal opportunities for children with visual impairments at the international level. This idea is further developed in the Declaration on the Rights of Disabled Persons, adopted by the UN on December 9, 1975. Article 6 of the Convention stipulates that persons with disabilities, including the blind, should participate in the general education system and receive education based on special curricula, adapted to their individual needs. Article 9 also states that persons with disabilities should be fully integrated into society, in particular in the fields of education, work, culture and



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recreation. These principles set clear objectives for the state to introduce special pedagogical approaches to children with visual impairments, gradually integrate them into an inclusive environment and prepare them for independent living. This approach was strengthened on a deep scientific and pedagogical basis in the Salamanca Declaration adopted by UNESCO on June 10, 1994. The Declaration emphasizes that every child, including children with physical disabilities, has the right to quality education. In particular, paragraph 21 of the Action Plan calls for the creation of educational opportunities for children with disabilities, including children with visual impairments, in mainstream schools with the use of specially adapted equipment, Braille, audio aids and appropriate specialists. This requires the adaptation of educational institutions, the special training of teachers and the introduction of special technologies. Scientifically, this approach is based on L.S. Vygotsky's theory of sociocultural development, which ensures the full development of the child as a person through the influence of the social and cultural environment surrounding him [9]. The Dakar Framework for Action, adopted at the World Education Forum in Dakar in April 2000, strengthened the global commitment to ensuring quality education for all children, including children with visual impairments. This document emphasizes that persons with disabilities, especially blind children, should receive education in a language, means of communication, and educational environment that is adapted to their needs.

Based on the Dakar Action Plan, a number of measures should be implemented for the full integration of blind children into education. These include the provision of Braille textbooks, the development of special computer programs and their implementation in the educational process. These approaches will ensure equal access to education for blind children, strengthen their social integration, and improve the overall quality of the education system.

These international legal documents and scientific foundations pave the way for children with visual impairments to receive equal and full education and find their place in society.

In our country, the education of children with visual impairments is based on the same legal framework as the education of children with other categories of disabilities. Article 21 of the Constitution of the Republic of Uzbekistan states,



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inter alia: “Everyone has the right to the free development of his or her personality”[1]. After all, the social definition of the right to education is explained by the fact that development, especially the desire for spiritual perfection, is a factor inherent in human nature, and education is the driving force of development. That is, every person, regardless of his place of birth and region of residence, nationality, gender and other characteristics characterizing his social status, has the right to use the opportunities for development and comprehensive self-expression from the moment of birth. Article 50 of this document establishes the norm “Everyone has the right to education”. This article indicates that “everyone”, including children with visual impairments, is guaranteed to receive education. Therefore, children with visual impairments have the same right to education as their healthy peers. However, their education and upbringing requires specific organizational, pedagogical, psychological and methodological approaches. The tasks for the systematic, social implementation of these approaches are set out in a number of government resolutions. In particular, the Resolutions of the President of the Republic of Uzbekistan No. PQ-4860 dated October 13, 2020 “On measures to further improve the system of education for children with special educational needs”[4], No. PQ-209 dated April 18, 2022 “On measures to improve the quality of education in specialized boarding schools for blind and partially sighted children and further improve their activities”[5], and No. 638 of the Cabinet of Ministers of the Republic of Uzbekistan dated October 12, 2021 “On approval of regulatory legal acts on education for children with special educational needs”[8] provide for the inclusion of this category of children in quality education and social opportunities through inter-systemic beneficial measures for their education. is being ensured. Also, Article 5 of the Law of the Republic of Uzbekistan “On Education” dated September 23, 2020 establishes the socio-political norm that “Equal rights to education are guaranteed to everyone, regardless of gender, race, nationality, language, religion, belief, social origin, or social status”[2].

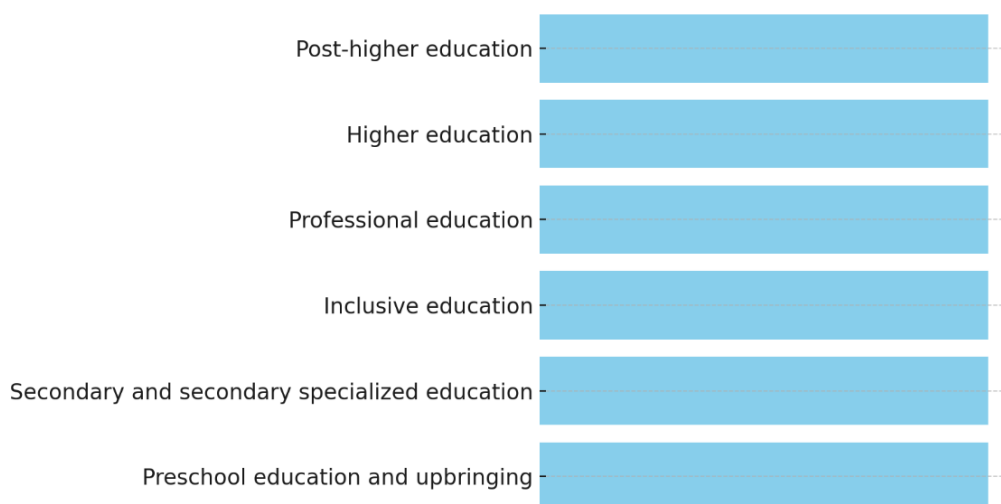
In order to protect the rights and legitimate interests of blind and visually impaired children, in accordance with Appendix 2 of the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 638 dated October 12, 2021 “On approval of regulatory legal acts on the education of children with



special educational needs”, 17 “Nurli Maskan” (formerly known as special boarding schools) specialized for blind and visually impaired children have been established in our Republic. Currently, more than 3,500 students are being educated in “Nurli Maskan”. The science of typhlopedagogy, as an independent branch of special pedagogy, is engaged in the education of children with visual impairments. Theoretical and practical information on typhlopedagogy is covered in Uzbekistan in the content of other sections of Special Pedagogy until 2022[8]. The education system for blind and visually impaired children is organized in accordance with the Law of the Republic of Uzbekistan dated September 23, 2020 No. O'RQ-637 "On Education" at the following stages:

- preschool education and upbringing;
- secondary and secondary specialized education;
- inclusive education;
- professional education;
- higher education;
- post-higher education.

Stages of Education for Blind and Visually Impaired Children  
(Law of the Republic of Uzbekistan No. O'RQ-637, 2020)



Preschool education and upbringing is a type of education aimed at educating and raising children, their intellectual, spiritual-moral, ethical, aesthetic and physical development, as well as preparing children for general secondary education[2].





There are legal foundations for organizing preschool education for children with vision problems and other types of disabilities. In accordance with the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated May 13, 2019 No. 391 "On measures to further improve the activities of preschool educational organizations", multidisciplinary specialized preschool educational organizations and joint-type preschool educational organizations were established in order to create a favorable environment for the education, upbringing and integration of children with various developmental disabilities, as well as children in need of rehabilitation and health improvement, and to form a healthy, active, full-fledged, socially adapted child personality[7]. This document defines the goals and objectives of multidisciplinary specialized preschool educational organizations and combined-type preschool educational organizations. If specialized and multidisciplinary preschool educational organizations fully implement their goals and objectives, children with visual impairments will be comprehensively prepared for school. That is, specially organized corrective education is required for children with visual impairments to be mentally, verbally, and physically ready for the next stage of education.

The correctional and compensatory process is carried out in a preschool educational organization. However, not all regions have multidisciplinary specialized and combined-type preschool educational organizations. Therefore, in some regions, children with visual impairments of preschool age are involved in school education without corrective education based on special methodologies. In this case, a number of difficulties arise when the "Nurli Maskan" specialized boarding schools begin to implement their tasks. In order to eliminate the problems and difficulties that have arisen, preparatory classes have been established in the "Nurli Maskan" specialized boarding schools based on the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 638 dated October 12, 2021 "On approval of regulatory legal acts on the education of children with special educational needs"[8].

The purpose of the "Nurli Maskan" specialized boarding school for children with visual impairments is to provide education and upbringing in specialized educational institutions, to correct them, and to assist them in their adaptation and integration into society. In order to achieve this goal, a number of tasks are



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defined: “Ensuring the acquisition of knowledge in the field of subjects based on state educational standards; organizing differentiated and individual education in order to ensure the optimal development of students in the process of personal and socially oriented education; educating a mobile personality by enabling them to acquire the most optimal model of behavior in personal, family, social life and work; preparing students for study in inclusive education; creating a correctional and developmental educational environment necessary for the socio-emotional development of students and the manifestation of their life skills; training students in a profession based on organizing systematic monitoring of their mental functions and health in the process of education and upbringing”[8].

In our country, the system of support for persons with disabilities is being further improved based on the principle of “For the dignity of man”, in particular, necessary measures have been developed to strengthen the position of children with visual impairments in society. In order to further improve the conditions created for the education of children with visual impairments, to promote their adaptation to society and to bring the work on support to a new level, the Resolution of the President of the Republic of Uzbekistan No. PQ-209 dated April 18, 2022 “On measures to improve the quality of education in specialized boarding schools for blind and visually impaired children and further improve their activities” was adopted[5]. Based on it, measures have been developed to: "provide high-quality education and upbringing, improve their living conditions, as well as meaningfully organize students' free time and develop their intellectual, physical and creative abilities; raise them as healthy, spiritually mature people based on their physical capabilities, and form their worldview, interest and attract them to sports; and organize cultural and educational events aimed at forming students' patriotic feelings. The tasks set out in the measures are being implemented in accordance with the "Roadmap" for the gradual improvement of the conditions of the "Nurli Maskan" specialized boarding schools.

Children with visual impairments are also admitted to inclusive education classes in order to ensure equal opportunities for education, like all healthy peers. The procedure for organizing inclusive education is implemented in accordance with the Regulation “On the Procedure for Organizing Inclusive Education in General Secondary Education Organizations” Appendix 1 to the Resolution of the Cabinet



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of Ministers of the Republic of Uzbekistan No. 638 dated October 12, 2021 “On Approval of Regulatory and Legal Documents on Education of Children with Special Educational Needs”.

When are blind and partially sighted children admitted to inclusive classes organized in general education schools? When they acquire primary literacy. The primary literacy of blind children is in Braille. This automatically preserves the need for specialized boarding schools "Nurli Maskan". After developing their first literacy skills in specialized boarding schools "Nurli Maskan" for blind and partially sighted children, they will have the opportunity to engage in inclusive education, having learned to behave independently, that is, to freely navigate in space. If a child with visual impairment is directly involved in inclusive education, then there will be a need for typhlopedagogues. A primary school teacher in a comprehensive school must know how to read and write Braille. Currently, this problem is acute. As a solution to this problem, in order to increase the literacy of blind and partially sighted people, protect their rights, freedoms and legitimate interests, and improve the quality of educational services provided to them, the Resolution of the President of the Republic of Uzbekistan No. PQ-407 dated October 20, 2022 “On additional measures for the development of the Uzbek sign language and Braille” was adopted[6]. This resolution also sets out measures to address the issue of teaching Braille to people with visual impairments and parents of minors in this category or their substitutes in special training courses. This resolution also provided for the implementation of the following tasks in connection with the activities of the cluster entities: “Improving state requirements for educational programs taught in Braille; Widespread use of modern information technologies, innovative tools and methods in teaching Braille; Ensuring that television programs, films, theater and other cultural events are available to visually impaired people in forms convenient for them; Measures have been taken to assist visually impaired people in developing social and labor skills and integrating into society”[6]. In order to train high-quality personnel for the education system for children with visual impairments, starting from the 2022-2023 academic year, the “Typhlopedagogy” direction was established for the first time in the Republic on the basis of the Department of Special Pedagogy, Faculty of Pedagogy, CHDPU. Currently, 120





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students are studying in this direction. The curriculum developed for this direction includes specialized subjects.

Based on the Law of the President of the Republic of Uzbekistan No. 641 “On the Rights of Persons with Disabilities” dated October 15, 2020, blind and partially sighted children are guaranteed by the state to create equal opportunities with other citizens, providing them with conditions to overcome life-limiting restrictions, compensate for them, and allow them to participate in the life of society and the state[3].

In recent years, in our country, along with the early diagnosis of visual impairments, special attention has been paid to the systematic implementation of measures to prevent them. Methods for early diagnosis of eye diseases are being developed. Due to the achievements of eye surgery, many children with visual impairments are being restored to their sight through successful surgical treatment of eye diseases: cataracts (Greek: cataracts - waterfall), glaucoma (Greek: glaukos - light blue, bluish-green), retinal detachment (Latin: retino - retina) - inflammation of the retina, detachment, and others.

Today, graduates of the “Nurli Maskan” are not involved in further education, but they are successfully working in enterprises and institutions belonging to the society of the blind. Having successfully mastered the sciences and having sufficiently developed social skills and qualifications, children with visual impairments continue their studies in higher and secondary specialized educational institutions in specialties suitable for them. Among them, many blind and partially sighted people are engaged in intellectual and creative work. Basically, children with visual impairments are acquiring professions in the social sphere. After graduating from higher educational institutions, they work as teachers, lawyers, and musicians. Children with visual impairments are also achieving success in sports. For example, sports such as chess, checkers, judo, wrestling, goalball, and athletics are considered accessible to children with visual impairments.

The blind work in the fields of literature, art, pedagogy, medicine, as massage therapists, in publishing houses, and are engaged in social and administrative activities.



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Thus, in the rehabilitation process, compensatory capabilities for various visual impairments reach a high level of development and provide people with visual impairments with active and creative participation in social life.

The above achievements require, in addition to the knowledge, skills, and qualifications that children with visual impairments must acquire, specific competencies. These competencies include aiming, correct posture, correct speech communication, self-service, information work, political literacy, financial literacy, legal literacy, etc. It is in the formation of social competencies that the systematic implementation of the tasks set out in the legal framework for the education of children with visual impairments is important. Therefore, this paragraph analyzes a number of government documents adopted by the state. Regardless of which stage of continuous education children with visual impairments receive education, they must be able to recognize and distinguish letters and sounds, communicate with people around them, move correctly in open and closed spaces, and at the same time provide self-service. For this, the listed knowledge, skills and qualifications are formed in specialized educational institutions in the lessons of academic subjects and in corrective training organized using special programs and textbooks. Correctional subjects have been established in the specialized boarding schools "Nurli Maskan".

When organizing the education of children with visual impairments, it is important to take into account the legal framework, as well as their pedagogical and psychological characteristics. These approaches help to meet the specific needs of children and successfully integrate them into society.

In specialized state educational institutions for children with visual impairments, attention is paid to organizing the educational process in a targeted manner, based on state educational standards, and with a correctional and pedagogical orientation. As a result, visually impaired students master all subjects taught in general education schools, pass the relevant state exams, and are guided to a profession. However, in implementing these tasks, the specific features of the development of children with visual impairments are taken into account. The impact of blindness, low vision, and eye diseases on a child's development is an important factor in the selection of educational programs and teaching aids in the educational process.



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