**LEGAL ASPECTS OF INTERNATIONAL LEGISLATION IN THE FIELD OF INCLUSIVE EDUCATION**

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In the modern world, which is becoming increasingly globalized, there is a growing awareness of the need to overcome social alienation in all spheres of public life, including education. One of the most effective ways to solve this problem is the development of inclusive education systems.

Today, inclusive education is called such an organization of the learning process in which all children, regardless of their physical, mental, intellectual, cultural-ethnic, linguistic, and other characteristics, are included in the general education system and are educated in their place of residence together with their non-disabled peers in general education schools of the common type, where their special educational needs are taken into account, and where they receive the necessary special support.

As early as the 1930s, L.S. Vygotsky proposed creating a pedagogical system that organically combines special corrective education and general education to create conditions for overcoming the social consequences of genetic and biological defects in children. In post-war Germany, the practice of joint education of children was of a forced nature, but the positive results achieved thereby subsequently contributed to the development of inclusive education. Such education systems, whatever they were subsequently called: joint, integrated, integration, or inclusive, allow children with special educational needs to be included in society and directly lead to the issue of respecting individual rights.

One of the first special international legislative acts that addressed the issue of respecting individual rights, including the right to education, is the "Universal Declaration of Human Rights" of December 10, 1948, which became the basis for other international legal documents in the field of protecting individual rights. The Declaration proclaimed both social, economic, and cultural rights, as well as political and civil rights.

The Declaration contains a historical position: "All human beings are born free and equal in dignity and rights," it establishes the right of every person to "life without any conditions and restrictions."

The "Universal Declaration of Human Rights" provides a normative base that has become the foundation for international legal standards concerning people with disabilities. People with disabilities can not only realize the entire complex of civil, political, economic, social, and cultural rights but also exercise them on an equal basis with other people. The Declaration also recognizes for each person "the right to such a standard of living ... which is necessary for maintaining the health and well-being of himself and his family." "Motherhood and childhood are entitled to special care and assistance. All children, born in wedlock or out of wedlock, shall enjoy the same social protection."

The Declaration also notes that:

1. Everyone has the right to education.

2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms.

3. Parents have a prior right to choose the kind of education that shall be given to their children. The history of international documents dedicated to the rights of people with disabilities begins in 1971 when the UN adopted the "Declaration on the Rights of Mentally Retarded Persons" of December 20, 1971. The document states that the mentally retarded person has an inherent right to human dignity. The present and future of these people are based on the observance of the same human rights that all people on Earth possess. The mentally retarded person has the right to proper medical care and physiotherapy, as well as to such education that would enable him to achieve the maximum development of his abilities and potential. It records the right to economic security and a decent standard of living; to protection from exploitation, insults, and degrading treatment.

An international legal document of a generalized nature that recognized the rights of people with disabilities to a satisfactory life, as well as all civil and political rights, was the "Declaration on the Rights of Disabled Persons" of December 9, 1975. According to this document, people with disabilities possess the same civil and political rights as other people.

The UN General Assembly proclaimed 1981 the International Year of Disabled Persons, and the period from 1983 to 1992 – the UN Decade of Disabled Persons. The most important result of the International Year of Disabled Persons was the adoption by the UN General Assembly on December 3, 1982, of the "World Programme of Action concerning Disabled Persons." International legal documents on the rights of people with disabilities, adopted after that until 1993, addressed individual problems of people with disabilities but did not protect the rights of people with disabilities as a whole. And only in 1993 was adopted the main comprehensive document dedicated to the rights of people with disabilities – "Standard Rules on the Equalization of Opportunities for Persons with Disabilities."

According to the "Standard Rules on the Equalization of Opportunities for Persons with Disabilities," States are obliged to:

a) collect and disseminate information about the living conditions of people with disabilities;

b) ensure that the problems of people with disabilities are taken into account when developing relevant policies and national planning;

c) develop a legislative base taking into account measures to achieve full participation and equality of people with disabilities;

d) recognize the right of public organizations of people with disabilities to represent their interests at the national, regional, and local levels;

e) provide adequate training for personnel involved in planning and implementing programs to create equal opportunities for people with disabilities.

The protection of the rights of children with disabilities is of great importance, as recognized by the UN General Assembly on November 20, 1989, "UN Convention on the Rights of the Child" (ratified by the Supreme Soviet of the USSR on June 13, 1990, and now valid throughout the territory of the Russian Federation). Its provisions boil down to four main requirements that should ensure children's rights to survival, development, protection, and active participation in the life of society. In accordance with the Convention, education should be directed towards the following aspects:

- the fullest possible development of mental and physical abilities;

- enabling people with disabilities to effectively participate in the life of a free society;

- access for people with disabilities to education in their immediate places of residence, which ensures reasonable satisfaction of the person's needs;

- providing effective individual support measures in the general education system, facilitating the learning process;

- creating conditions for mastering social skills;

- ensuring the training and retraining of teachers.

The present Convention was ratified by the Russian Federation on May 3, 2012, in connection with which Russia has undertaken obligations to include all the above-mentioned provisions in the legal norms regulating legal relations in the field of education, including the definition of "inclusive education" and mechanisms for its implementation.

From a legal point of view, the legal provision of the problem of disability contains three aspects - recognition of the special rights of people with disabilities; respect for these and all other rights; creating conditions for the effective exercise by people with disabilities on an equal basis of the entire set of human rights and the obligations associated with them.

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