

**ANALYSIS OF BASIC INTERNATIONAL DOCUMENTS
CONFIRMING THE RIGHTS OF CHILDREN WITH PLO FOR
PROVISION OF QUALITY GENERAL EDUCATION**

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International legal documents on the social, economic, legal and educational interests of the population of the country recognized the right of all people to life, freedom, dignity, confession of religion, labor, peaceful assembly, protection of material and moral interests of a person.

Among the key freedoms and rights of a citizen of any state recognized the right of adults and children to education. This provision applies to the entire population without exception. No child can be deprived of this right because of physical or mental inadequacy, or becoming a member of a particular religious community.

The child's ability to receive free full secondary education is enshrined in a number of important international instruments and acts. The leading document that guarantees the rights of the child at the international level is the Universal Declaration of Human Rights (1948), namely the clause on "equality of people without exception". Thus, Article 19 of the said document draws attention to the inadmissibility of insulting or humiliating the dignity of the child and encroach on his rights or hinder his education. Article 23 of the same document proclaims that a child with a mental or physical defect has the same rights as all citizens of her country. Paragraph three of Article 23 states that the state must provide the child with special needs "effective access to education services". Article 28 recognizes the right of the child to education "on the basis of equal opportunity" and provides "access to information and materials in the field of education", which explicitly indicates the need to reform the elementary school in accordance with the child's requests.

In the «Declaration on the Rights of the Child», adopted by the United Nations General Assembly (1959), we can note the points concerning the education and upbringing of a child with special needs. The international document emphasizes «the best interests of the child» in the second principle. That is, if you take the pedagogical plane of education adequate selection of methods and methods of training in accordance with the age, mental or physical abilities of the child to study. The fifth principle is provided by the «special regime» of education and child care «in view of its special status».

The Salamanca Declaration, presented at the World Conference on the World of Persons with Special Needs (1994), served as a basis for educational policy of 92 states, including Ukraine. In point «Factors related to school», emphasis is placed on the expediency of the inclusive classes introduction in urban and rural areas. The document draws attention to «the adoption of more flexible systems ... capable of fully taking into account the various needs of children». It is important for us to think about the importance of a teacher «to provide additional educational support in the context of a regular curriculum» to a child with Fourth International Conference of European Academy of Science SEN. This provision also recognizes the need, if necessary, to interfere in the educational process of narrow specialists in the correction of the child's educational and educational process at school.

In the item «School Management», attention was drawn to the teacher's competence in the given issue and appropriate training for practical activities. Point C «Setting up and training of teaching staff», refers to the necessary qualifications for the training of children with SEN of junior and middle school teachers. Important in this situation are given in addition to the ability to teach skills and knowledge in the education and training of children with SEN.

The analysis of key international documents on the rights of the child makes it possible to confirm the feasibility of acquiring inclusive class teachers of certain specific competencies regarding the individual development of a child from the SEN.