СПЕЦИАЛЬНАЯ КОРРЕКЦИОННАЯ ПЕДАГОГИКА

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PROFESSIONAL DEVELOPMENT OF TEACHERS IN THE FIELD OF INCLUSIVE EDUCATION IN SCHOOL (THE EXPERIENCE OF RUSSIA AND BULGARIA)

Abstract. *The aim* of the investigation is to discuss the problems connected with a current state of inclusive education in Russia and Bulgaria.

Methods. Experience, positive and negative tendencies in the field of inclusive education of the Russian and Bulgarian systems of training and education are analysed and generalized.

Results and scientific novelty. Creating conditions for quality education for all children regardless of the characteristics of their health is a social guarantee of any post-industrial country. Access to quality education for children with disabilities is a target of nowadays reforms of the Russian and Bulgarian education in the context of globalization: Bulgaria's accession to the European Union and activity of Russia as an independent state on the international education arena.

Adverse conditions of inclusive education in the two countries complicate establishing and implementation of public policies for the development of inclusive education. However, objective data about teachers' readiness for the implemen-

tation of inclusive education and public debate around this issue stimulates a better understanding of the principles on which the activities of the teacher, directed at the education of children with disabilities.

The principles providing a basis for developing professional teacher competencies in the field of inclusive education are presented in the article. The importance of complex solution to the problem is highlighted: involvement of an administrative resource, realization of the social mechanism of a special type of mutual aid (tutoring), formation in the organization and society of culture of the attitude towards people with peculiarities of health. Everything listed has to be supported by the state measures, including the motivation of teachers to development in a profession and obtaining special professional competences.

Practical significance. The research findings can be useful for correction of pedagogical activity during the work with the pupils having features of development and needing special attention.

Keywords: children with disabilities, inclusive education, teachers' professionalism, educational strategies, Russia, Bulgaria.

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РАЗВИТИЕ ПРОФЕССИОНАЛИЗМА ПЕДАГОГА В ОБЛАСТИ ОРГАНИЗАЦИИ ИНКЛЮЗИВНОГО ОБРАЗОВАНИЯ В ШКОЛЕ (ОПЫТ РОССИИ И БОЛГАРИИ)

Аннотация. *Цель статьи* – обсуждение проблем, связанных с современным состоянием инклюзивного образования в России и Болгарии.

Методы. Проанализирован и обобщен опыт, позитивные и негативные тенденции в области инклюзивного образования российской и болгарской систем обучения и воспитания.

Результаты и научная новизна. Констатируется, что создание условий для получения качественного образования всеми детьми вне зависимости от особенностей их здоровья – социальная гарантия любого постиндустриального государства. Доступ к качественному образованию для детей с особенностями здоровья – целевой ориентир современных реформ российского и болгарского образования в условиях глобализации – присоединения Болгарии к Европейскому Союзу и выхода России как самостоятельного государства на международную образовательную арену.

Показано, что неблагоприятные предпосылки развития инклюзивного образования в этих двух странах осложняют разработку и реализацию государственных стратегий по развитию инклюзивного образования. Однако объективные данные о готовности педагогов к внедрению инклюзивного образования и общественная дискуссия вокруг этого вопроса стимулируют лучшее понимание принципов, на которых должна основываться деятельность педагога, направленная на образование детей с ограниченными возможностями здоровья.

Сформулированы принципы, позволяющие уточнить профессиональные компетенции педагога в области инклюзивного образования. Подчеркивается важность комплексного решения проблемы – подключения административного ресурса, реализации социального механизма особого вида взаимопомощи (тьюторства), формирования в организации и обществе культуры отношения к людям с особенностями здоровья. Все перечисленное должно поддерживаться государственными мерами, в том числе по мотивации педагогов к развитию в профессии и получению специальных профессиональных компетенций.

Практическая значимость. Материалы статьи могут быть полезны при коррекции педагогической деятельности с учащимися, имеющими особенности развития и нуждающимися в особом внимании.

Ключевые слова: дети с ограниченными возможностями здоровья, инклюзивное образование, образовательные стратегии, профессионализм педагогов, Россия, Болгария.

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Insuring social guarantees for the disabled people is one of the key social guiding lines for developed countries. However, this practice is not firmly established in the society. Hostile and literary destructive attitude to people with the lack of health and their families which was rather typical for many countries is the evidence of that «mystic fear» and anti-humanistic stereotypes which are present in public awareness in this field. However, one of significant points in social attitude to the disabled is that they got a right for supervision – social guardianship [7].

In the end of XX century, global society came to the idea of social integration of the disabled people and creation of «the world without barriers» [7, p. 16]. Prohibition of people's discrimination by signs of health is declared in article E, part V of «European Social Charter (amended)» (Strasbourg, 03.05.1996). Rights of the disabled to independence, social integration and participation in social life are described in article 15 [20]. One of social guarantees is high-quality education for children with any health condition.

We will consider specific character of organizing inclusive education, i. e., combined learning of children with disabilities in classes (groups) with those without health limitations, in Russia and Bulgaria. It is interesting to compare these two countries, as they have similar social and cultural background (long period of socialism, orthodoxy as a philosophical and theological basis for social development, etc.). At the same time, these countries are currently in different economical and political contexts. Russia is an independent state with large area and population, with strong centralized democratic authority, but at the same time, authoritarian forms of government are widespread at all levels of education. Each region of the country is entitled to consider its own specific character (teaching in national language is possible, compulsory curriculum may include up to 30% of local component or teacher's specific programs). Bulgaria is a European Union (EU) member and has much smaller population. Having its democratic government and legislation, it agrees its development with general EU directives. In the both countries, educational reforms are conducted «top-down», basing on human and Christian values and on global tendencies in development of education in the XXI century, trying to change established social traditions in large and lead the situation to condition which complies with world standards.

According to the data of World Health Organization, disabled people account for one tenth of the globe population, of them, 120 million being children and teenagers [cited by: 4, p. 13]. However, according to other sources, people with disabilities (also without social status of «disabled person») approximately account for 1/5 population of the globe [22].

In developed countries, the index of child's disability accounts for 250 cases per 10 thousand children, and shows clear tendency of increase. In Russia, there are about 13 million people with disabilities, and there are approximately 700 thousand children of school age among them. About 170 thousand of them don't attend any school, and only about 100 thousand children with disabilities attend general education schools [4, p. 13]. According to official data of population census, in 2011, there were 450 thousand people with disabilities in Bulgaria, however, estimation of Union of the Disabled of Bulgaria indicates that, in fact, there are much more such people in the country – about 1,1 million [16]. At the same time, life quality of the di-

sabled (both adults and children) is estimated as unsatisfactory: for example, in 2007 Bulgaria was only at 12th place among 14 countries in international research on the issue of integration of people with disabilities into the society and providing high quality of their lives [22, p. 142]. In spite of the state's obligations to this social group and claim of European committee for Human Rights (2008), currently, there are no significant changes in this situation.

In view of this, systematic measures on creating conditions – material and technical, organizational and methodical, career and other – in educational institutions, for integration of children with health peculiarities (as it is now accepted to call children with disabilities and children with limited possibilities of health with no such status) into educational environment, along with other children is of great importance.

In Bulgaria, the issue of inclusive education became topical in view of entrance of Bulgaria into European Union. Among the educational priorities of state policy there is a step-by-step introduction and provisioning of integrated education for children with special educational needs in compulsory classes of secondary schools. Appropriate legislation is developing (Regulation 6 of 2002 on the education of children with special educational needs and / or chronic diseases, National plan for integrating children with special educational needs and / or chronic diseases in the public education system 2004–2007, National Programme for Child Protection 2006, Law for Integration of Persons with Disabilities – it provides establishment of resource centers, Regulation 1 of 23 January 2009 for the education of children with special educational needs and / or chronic diseases, etc.). In 2010 National Strategy on «Vision for deinstitutionalization of the children in the Republic of Bulgaria" was accepted. Governmental measures on deinstitutionalization of children with disabilities (i.e., their transference to system of general education, development of inclusive practice) began to fulfill in 2008, and are planned for the period up to 2018 [20]. These measures are based on principles of UN Convention «On Children's rights" and «The Law on Children Protection». State Agency on Children Protection (DAST) became responsible for performing this state program. As a whole, it is important to highlight that the process of reformation is conducted in accelerated way, in the context of fundamental social changes: the reforms are conducted in the most difficult economic and geopolitical environment, which is also aggravated by specific character of problems of inclusive education.

According to the recent data represented in DAST report in June 2013, there were 112 medical-social facilities, 57 facilities for children left without parental care, 23 facilities for children with disabilities, 1 facility for children with physical disorders in Bulgaria. There are 35921 children there, and, each year, their number isreduced approximately by 14%. At the end of 2013,

the number of children who were going to be moved from special institutions to general school, equaled 1505.

At the same time, Bulgaria performs the state project on providing guarantees of equal access to high-quality education. Measures on prevention and diagnostics, on complex medical and social rehabilitation, on formation of accessible architectural environment, on centralized advanced training for pedagogical staff are realized in the frameworks of the project.

In 2016, Bulgaria also realizes the project «Plan of children's participation», which implies forming the net of institutions which provide support and assistance for children and teenagers with health problems, which helps to create conditions for inclusion of such children into the community of healthy peers. Children with disabilities began to get a complex of new social services supported by the governmental measures: moving to family support facilities, foster families, repeated integration, assistance. In spite of governmental measures, currently, variety and quality of possibilities provided for children with disabilities, don't meet the requirements of European Union, and the issues of education accessibility are in the foreground. As it is said in the National Report of Bulgarian Government on performing European Social Charter, only 6,2% of Bulgarian children with moderate, severe or multiple disorders attend general kindergartens and schools (mainly, secondary school), 1144 children and young people with disabilities continue staying in boarding-schools and special institutions, only 31 children (3,5%) of those living in boarding conditions attend school in general [cited by: 18]. Bulgaria continues supporting 71 special schools where children with disabilities are studied separately from other children, and 3842 are studied there [12]. The statistics indicate that the educational system in Bulgaria, as well as in Russia, is directed to mass implementation of inclusive education, but it is not ready for educational integration of children with health problems. The most urgent problem of inclusive learning is in creating relevant environment, preparation of specialists and acceptance of general educational standards, which will let the teachers work effectively and enable an education institution to provide support for children with disabilities in general educational conditions.

The results of the surveys («Integrated education – from concept to practice», 2006 [14]; «Perceptions and attitudes towards inclusive education», 2006 [15]; «A study of the pedagogical conditions for inclusion of children with SEN in mainstream education environment», 2013 [17]) provide extensive information about existing problems – both material associated with the creation of the appropriate environment, and social problems.

In this aspect, Russia has some achievements as compared to Bulgaria, after a period of unfounded expectations from educational institutions and accusation of pedagogical staff of the fact that the specialists in the field of

education treat the idea of inclusive education in negative way. For instance, the Federal Law «On Education in Russian Federation» [11] states the necessity of creating special conditions for education of children and adults with health problems. To teach such persons, adapted educational programs were developed, considering the specific features of psychophysical development of the student, individual possibilities. If necessary, it is indicated how correction of impairments and social adaptation is performed during the educational process. This program is developed by the teachers of the organization where the disabled person studies, is based on conclusion of psychological, medical and pedagogical committee, where defects in physical and/or psychical development of the student are indicated. Scope of conditions which must be provided for a student with disability in educational institution, is prescribed in order of insuring accessibility of objects and educational services for people with disabilities, as well as providing them with required assistance (approved by order of the Ministry of Education and Science of Russian Federation as of November 9 2015 no. 1309). According to the regulatory documents, in Russia, people with disabilities have social benefits in entering educational institutions (first of all, institutions of professional education).

Another document which reflects content and requirements to learning conditions for people with disabilities in Russia, is Federal State Educational Standard. In 2015, a number of educational standards were accepted for the level of basic general education designed for teaching children with health problems. In the beginning of 2016, amendments to educational standards for other levels of education were accepted, which describe special meta-subject results for blind and low-vision students, deaf, hard of hearing students, and students with late loss of hearing, for the students with autistic disorders, as well as for children with musculoskeletal disorders.

Along with inclusive education, in Russia, there are other forms of education for persons with health problems: boarding-schools, home education, electronic education via remote educational technologies, etc. Parents' consent to education for children with health problems and to selection of the form of education is a necessary condition, while the Constitution of Russian Federation and the Federal law «On Education in Russian Federation» insure priority right of families in child's learning and education. Educational services of wider range for children with disabilities on the budget of the state are also considered by new federal law «On the Basics of Social Service for citizens of Russian Federation» as of December 28 2013 № 442-FL.

A new law on education which will come into force from August 1, 2016 was passed in Bulgaria in 2015. The law states that students with special educational needs and/or suffering from chronic diseases must study and be educated in an integrated way in kindergartens and schools, and that

when the capability of these institutions to teach them reaches its limit, such students may be taught in specialized educational institutions (specialized educational institutions mean schools for blind and deaf children as well as schools for children with severe disabilities). The additional documents to this law (Naredba No.1/23.01.2009) state that education should be carried out with support from a resource center, as well as additional support provided by a «resource teacher» (tutor) and/or other specialists. This document also sets out the formats and location of educational activities – both individual and group work is possible in the classroom and in specialized school locations, such as specialized offices with technical and didactic facilities, including logopedic offices and/or other school offices.

The same document also regulates the activities of resource centers, which are consulting bodies as well as educational organizations that carry out educational, rehabilitational and coordinating activities. According to this document, every school must provide a barrier-free environment, as well as having staffing in line with the special needs of the child and must also have didactic materials that are appropriate for the education and socialization of such children. It is possible to develop individual programs that are agreed and carried out jointly with the resource center. Additional funds are to be distributed by the state according to a unified state standard are to be provided for the requirements set out above. These funds are severely inadequate, given the variety of categories of special needs children and their requirements.

However, it must be noted that the processes of introducing inclusive education in Bulgaria and Russia are still more successful compared to other Slavic countries. For instance, Andrey Levko notes that work upon this issue in Belarus is only at its initial stage of researching the subject and its sphere of application, studying the experiences of implementation of such measures in the USA and the countries of the EU and the development of theoretical knowledge. Inclusivity among the adult population of Belarus is practically non-existent at the moment [8, p. 44].

This shows us that similar trends and development issues can be seen in Russia and Bulgaria. The first of these is connected to the *culture of the way that society relates to the disabled.* As an example, a study presented on the website of the First Russian Internet Portal for the Disabled shows that over a third of disabled people (36.6%) frequently experience a disrespectful attitude towards themselves (as if they were «second rate» people) from healthy citizens, with 30.9% of the disabled experiencing this attitude rarely and only a fifth of disabled people never noticing this attitude towards themselves (20.8%). Group 1 disabled people experience a disrespectful attitude towards themselves most frequently, without the external appearance of their disability having a significant impact [6].

In addition, it must be mentioned that it is the negative attitude of those who surround a person with special health issues that often leads to a decrease in their quality of life and the formation of disablement – a personality disorder that occurs as a part of the process of ontogenetic development which completely precludes effective social functioning together with a background of significantly decreased self-esteem and a negative self-perception [4, p.15].

Inclusive forms of education are the socially significant contribution of schools to the formation of a culture of attitudes to people with disabilities in society and into increasing their quality of life and supporting them in receiving their legal rights. However, the inclusion of children with significant disabilities, including those with «disabled child» status in the educational process cannot be considered to be a successful practice on a large scale so far. Deputy Director of the International Competency Centre for Inclusive Education of Tyumen State University Natalya Malyarchuk noted that «the Russian education system is stalling regarding issues with the implementation of inclusive education, also as a result of state administrative bodies emphasizing the intensification of the professional activities of teachers working in schools, which pre-supposes a significant expenditure of their personal resources» [9, p. 252].

This brings us to the second issue with the development of inclusive education – e*xcessive responsibilities and prohibitive variety of the spheres of responsibility of teachers*. According to the TALIS international study, both teachers and headmasters of Russian schools «*do not notice» children with issues in their schools.* This means that they do not yet consider policy in this field to be a priority [10, p. 34].

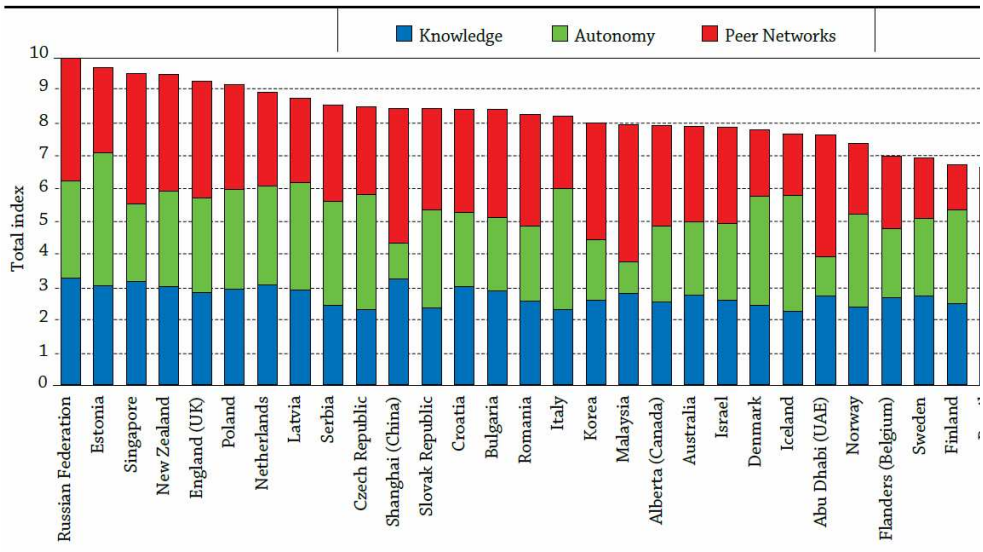
A similar situation can be observed in Bulgaria. Educators do not have time to provide an individual approach, so a child with health issues is perceived as decreasing the quality received by other children in the classroom. In our opinion, work on minimizing the difficulties discussed consists of administrative wisdom – the headmaster of the school should assess existing resources, indicate the areas of responsibilities of teachers, their level of decision making in particular work related circumstances (which should be included in their employment contract) and provide professional assistance to teachers when they are working with children that have special educational needs.

Such children should not be a «headache for the teacher», but someone to be cared for, looked after and helped by everyone in the school, from the headmaster to their classmates. Therefore, the solution for the issue of the teacher having a prohibitive level of personal responsibility for a child with special needs is the creation of a special corporate culture of mutual assistance, help and professional support. We see the development of tutoring as an effective measure in this regard – not only as a special education service (like

the position of a tutor in a class that includes children with special needs) but also as a social mechanism of mutual assistance and support for all participants in the educational process.

There is no doubt, that in addition to the above issues, there is another current issue with *educating teachers in particular practical skills and methods of working with children with disabilities.* Both Russian and Bulgarian publications have frequently noted that the introduction of inclusive education is being forced and that it is not properly supported by systematic measures that would provide teachers with appropriate training for these responsibilities.

The official report on the results of international studies «Teaching and Learning International Survey» TALIS (2013) demonstrates that Russia prevails in the state support of the professional development of staff, but even in this situation, teachers very rarely participate in training courses in such areas as teaching students with disabilities learning, teaching in a multicultural and multilingual environment [10, p. 10] (for comparison: Bulgaria occupies only 14th place in the aspect of the state support for teachers' professional development). The mass uncertainty of teachers in inclusive education, in spite of the introduction of this practice all over the state, indicates a lack of vocational training of teachers in this area. Young teachers are not prepared to deal with the practical pedagogical problems: it is significant that only 30% of Russian teachers younger than 29 years have official supervisors [10, p. 14].



Source: OECD, TALIS 2013 Database.

The position of Russia and Bulgaria in rating according to a survey of the state support for teachers' professional development

As can be seen from the above, inclusive education requires time and money. According to one of the leading Russian experts in the field of inclusive education Svetlana Alekhina, «the development of inclusive education is not the creation of a new system – it's qualitative and systematic changes in the education system as a whole» [5, p. 65]. Problems of accessibility of the environment are the most common, such as free access of a child with disabilities to all floors of the building, accessible rooms, toilets, recreation, provision of specialized facilities with appropriate equipment – all these is a considerable challenge to every educational institution (remember the requirements which are regulated by laws). We also note the lack of didactic and technological means for the diagnosis of children with disabilities. But the most significant difficulty is the training of teachers, which must adapt and responsibly manage the learning process both normal children and children with special needs in a very short terms in such conditions. In Bulgaria the situation is very similar: only 5 out of 176 schools in the capital of Sofia are totally accessible, as The Academic Network of European Disability Experts (ANED)'s 2012 Country Report on Accessibility revealed. Another serious barrier to successful inclusion, as the report highlights, is the lack of extensive training for teachers in the area of special educational needs. Russian surveys discovers that in Russia in 2015 the conditions for unhindered access to education for children with disabilities are created only in 6.5% of educational organizations [1, c. 20]. In addition, serious barrier is the negative attitude of some teachers to the integration of children (especially those with intellectual disabilities) into the educational environment of healthy peers.

What is the mission of the teacher who works with children with health particularities of studying in the general education classroom? Both Russian and Bulgarian experts point out, first of all, the fact that education is a means for these children and the environment for successful socialization. A number of expert (A. A. Baranov, N. N. Vaganov, S. A. Valiullina, N. A. Golikov, N. G. Korotkiy, E. K. Mochalok, etc.) consider the role of education in the optimization of the quality of life of children, that is, extracting the best results possible given the state of health and their livelihood conditions [3]. Nikolay Golikov noted that for the child classified as the one with disabilities, it is important to create an atmosphere of self-secure, removing the fear to communicate with peers and adults caused by the feeling of their inferiority [3].

One of the important aspects of inclusive education is the prevention of disabilitiness, that is the social stigma of a child with disabilities, some sort of a victim complex, learned helplessness, and other manifestations of social illness. We also consider as one of the main tasks of a teacher in inclusive education is to harmonize the view of the world (as for children with disabilities, so for their classmates without lack of health).

Social integration and improvement of the living standard of people, both normal and with disabilities, as a strategy and a goal is justified by the democratic principles of equal start in life. In a democracy and market-based economics labor market demands are changing rapidly in Bulgaria. The government ensures the appropriate opportunities, but implementation of them depends, first of all, on the social activity of a citizen himself. Enhancing the digital component of the social life, the awareness of the economic crisis, state boundaries changing, governance regime changing, disappearance of some occupations and appearance of other – all these change the whole education system and especially the teacher. The questions like «Who should make decisions about the structure of the educational process?», «How an educational process itself should look like?», «What should be the content of education in general?» are addressed to teacher by the society (mostly they are as a challenge to a teacher's professionalism).

The gradual change of key points in education, in particular the support of students' needs, market competition in the field of educational products (developing of the private sector) have increased enormously and changed requirements to teachers training. State requirements in Bulgaria (standards of conditions, content and methods of work) do not fit the plurality of opportunity in the ideology of free choice of an active citizen. General European conditions and global trends present a claim to professionalism as a general concept and multiply to alternative methods and digital learning tools, it implies that a teacher needs to change completely the organization of educational process in accordance with modern requirements. Another challenge for the professionalism of each teacher is to enhance the involvement of parents in the educational needs of their children: parents' trust to schools and teachers is decreasing; they tend to self-estimate all aspects of the organization of their children's education, including the style of teachers' interaction with children to be under parents' control. This fact requires great attention to the development of communication skills of a teacher: how he should communicate with the families of children with special educational needs and for effective pedagogical interaction at all.

Changing attitudes to teacher professionalism is observed not only in Bulgaria and Russia. As pointed out by European researchers, devolution and competition, alongside increasing central prescription and performativity demands, have become global trends in education policy over the past twenty years, even though the particular balance of policies has varied from place to place and, indeed, from government to government within particular countries [25].

The opinion of the key architect of the British educational policy Michael Barber helps to define the key points of teacher professionalism in the contemporary society [cited by: 24]

1. Uninformed professionalism – teachers lacked appropriate knowledge, skills and attitudes for a modern society.

2. Uninformed prescription – teachers mostly perform political or economic needs than educational ones.

3. Informed prescription – the reforms bring «evidence-based» policies such as the Literacy and Numeracy Strategies and Standards-based teacher training, the discussion of quality of education are set in, new educational standards are forming.

4. Informed professionalism – a teacher needs more autonomy to manage their own affairs, because a new phase has started when teachers are getting appropriate knowledge, skills and attitudes so that the government can grant them a greater degree of licensed autonomy.

In Bulgaria and Russia, the debates on teacher's competence supported by some national and foreign opinions [2; 3; 13; 24], allowed us to formulate some principles in the field of inclusive education realized by a teacher:

- Principle of solidity (use of competences based on theoretical knowledge);
- Principle of independent assessment of qualification (integration of children with special educational needs into the class where the teacher works, the teacher who confirmed his/her competence in this area in the process of independent proficiency tests; certainly, higher level of qualification must be rewarded higher);
- Principle of ethicality and social significance (a teacher realizes his/her mission of «social service» while working with children with health problems and socially correct interaction with such children like with the equals, having the same rights as the other students);
- Principle of equality, with simultaneous consideration of individual features (providing equal possibilities, rights and obligations for a student with HP (health problems) and healthy peers, which doesn't mean elimination of differences, but, on the contrary, suggests complete realization of every student's potential– different for each student);
- Principle of subjectivity (active involvement of the children in creating their own personalities, insuring their self-actualization, self-knowledge, self-expansion, self-rehabilitation).

These principles condition the necessity of developing certain professional competences of teachers:

- forecasting (to know how to set personal objectives and suppose what the result of this activity will be regarding potential and current conditions);

• organizational (ability to optimize the roles of educational process participants, delegate them some of responsibilities, insure collaboration, timely solution of educational issues considering individual pace of every student's development);

• methodical (ability to apply various means and methods of solving tasks in the area of inclusive education, including technological ones, based not only on achievements in pedagogy, but also in social, remedial, therapeutic pedagogical psychology);

• diagnostic (knowledge of methods and methodologies of revealing learning difficulties in the students, defining their progress in achieving planned educational results– not only in terms of subjects, but also personality and meta-subject);

• communicative (ability to work in team of professionals and other involved parties: psychologist, health professional, tutor and parents, moreover, not only with parents of the child with HP, but also parents of normally developed children).

According to UNESCO experts [23, p. 3], providing all children equal to the highest quality of education is possible, if some important strategies are implicated. First, the right teachers must be selected to reflect the diversity of the children they will be teaching. Second, teachers must be trained to support the weakest learners, starting from the early grades. A third strategy aims to overcome inequalities in learning by allocating the best teachers to the most challenging parts of a country. Lastly, governments must provide teachers with the right mix of incentives to encourage them to remain in the profession and to make sure all children are learning, regardless of their circumstances. But teachers cannot shoulder the responsibility alone.

In Russia, these solutions have insufficient implementation as a system measures. Considering the government measures to the elimination of the lack of qualified staff for inclusive education the number of federal Russian projects can be mentioned, such as «Development and testing of the model of training center, providing higher education for disabled persons and persons with disabilities with a variety of diseases», «Development of adaptive resources subjects in the process of interaction with an inclusive educational environment», «Implementation of additional educational programs for children with disabilities, supporting their queries, which are developed on the basis of previous experience, through the vocational training of managers and teaching staff of organizations that implement programs of additional education for children» and some others. The Bulgarian government also implements projects to eliminate the lack of qualified staff in the field of inclusive education, such as «Inclusive education» of the Ministry of Education and Science

under the Operational Program «Development of Human Resources» from 2007, «Qualification of pedagogical specialists» (2013) under the Operational Program «Development of Human Resources», etc.

However, in our opinion, these projects may not be effective enough, because the key points are incorrect in the complex of social policies for children with disabilities. Primarily the work with adults' opinion (especially teachers) in relation to children with disabilities in compulsory schools is required. The motivation of teachers to make education more personalized (and not only in relation to children with disabilities, but also to any student because each child has the right to consideration of individual features in the process of training and education) should be formed.

Thus, a teacher deals with children with disabilities, and it means not only the help in gaining knowledge, but rather as a supervision in the provision of student «concrete help in their intention to find the meaning of life, concrete and realistic achievable prospects in the world, capacity of self-esteem, stabilization of social well-being» [3, p. 188]. Realizing this contour, the scientific and educational community in a democratic society is able to develop state policy of humanization of educational strategies in general, and certain educational practices to create a comfortable environment for children with disabilities (with respect of their rights, not harmful for their mental and physical health, and support of their personality) for effective inclusive education.

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