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Cilj rada je analiza pojave stresa i profesionalnog izgaranja prosvetnih radnika u uslovima obrazovne inkluzije. Savremene reformske promene u sistemu obrazovanja od prosvetnih radnika zahtevaju složene i višestruke kompetencije i uloge. Značajan profesionalni izazov je rad sa decom sa razvojnim smetnjama koji podrazumeva dodatno angažovanje, nova znanja i veštine nastavnika, te individualizaciju obrazovno-vaspitnog procesa. Napori koje ulažu prosvetni radnici kako bi odgovorili zahtevima koji se pred njih postavljaju dovode do narušavanja njihovog fizičkog i mentalnog zdravlja, do pojave profesionalnog stresa i izgaranja. Istraživanja pokazuju da su stavovi prosvetnih radnika, doživljaj kompetentnosti, ocena pripremljenosti školske sredine za inkluziju, samoeфикаsnost, strategije prevladavanja stresa, kao i neke sociodemografske karakteristike – dužina radnog staža, pol, povezani sa pojavom profesionalnog stresa i izgaranja kod prosvetnih radnika u uslovima inkluzije. Prosvetni radnici ocenjuju da su problemi u radu u uslovima inkluzije vezani za nepovoljan status profesije, nedostatak podrške i podsticaja, nedovljnu obučenost za rad, kao i odsustvo saradnje i timskog rada. Da bi očuvali i unapredili svoje fizičko i mentalno zdravlje, prosvetni radnici bi trebalo da budu sistemski podržani i osnaženi. Dodatne edukacije, umrežavanje stručnih službi, timski rad, materijalna stimulacija, kvalitetnije inicijalno obrazovanje su značajni činioci koji bi unapredili položaj prosvetnih radnika u uslovima obrazovne inkluzije i doprineli izgradnji resursa za konstruktivno prevladavanje profesionalnog stresa.

Ključne reči: prosvetni radnici, stres, izgaranje, obrazovna inkluzija

TEACHER STRESS AND BURNOUT IN THE PROCESS OF INCLUSION

The aim of this article is to analyse the occurrence of stress and burnout effects of teachers in circumstances of educational inclusion. Modern reforms of the system of education require of teachers to develop complex and multifaceted competences and roles. Working with children with developmental disabilities represents a significant professional challenge which implies additional engagements, new skills and competences, as well as an individualised approach to education and upbringing. In order to respond to the set requirements, teachers devote great efforts which often result in deteriorated physical and mental health, as well as in professional stress and burnout. Various research studies indicate that the following issues may be related to professional stress and burnout in teachers in the process of inclusion: teachers' attitudes, the experience of competence, the school environment assessment regarding the preparedness for educational inclusion, self-efficacy, strategies of coping with stress, as well as some socio-demographic characteristics such as teachers' gender and years of service. Teachers believe that working issues in the process of inclusion arise due to the unfavourable status of the teaching profession, the lack of support and encouragement, insufficient training, as well as the lack of co-operation and team

work. In order to maintain and improve their physical and mental health teachers need to obtain the systemic support and empowerment through additional training, networking of professional services, team work, financial support, and quality initial education. These are all significant factors which could improve the status of teachers in the process of educational inclusion and build capacities to effectively cope with professional stress.

Keywords: teachers, stress, burnout, educational inclusion