

Title: The Discomfort of Teachers in Schools

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Abstract

The focus of the intervention is the condition of discomfort, malaise and general uncertainty experienced by one part of the teachers, which leads to burnout syndrome, i.e. a state of exhaustion on an emotional, physical and mental level. The WHO - World Health Organization - classifies the syndrome as a form of work stress that one is not able to manage successfully. Teachers today are asked not to be just a teaching technicians, they are asked to carry out his fundamental role in a passionate way, arousing enthusiasm and sensitivity, helping the student to develop his own critical sense, the talents he has so much as to be one of the main players in his growth; yet the teacher himself must also be supported and supported in his professional growth. Didactics, pedagogy, psychology, through stimuli that guide him towards constant self-knowledge, create that rational and emotional mentality that makes it possible not only to "be a teacher", but above all to "know how to be a teacher". However, it should be remembered that in any case the teacher is a human person and endowed with emotions, who, as happens in the life of each of us, finds himself facing private and personal problems or problems related to his profession, which could trigger situations of no small importance such as managing stress and work and emotional overload.

Keywords: Burnout syndrome, teaching role, necessary support for professional growth, managing stress