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THE MORAL PRINCIPLES FORMATION OF FUTURE DOCTORS DURING THE EDUCATIONAL PROCESS

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ФОРМУВАННЯ МОРАЛЬНИХ ПРИНЦИПІВ МАЙБУТНІХ ЛІКАРІВ У ПРОЦЕСІ ПРОФЕСІЙНОЇ ПІДГОТОВКИ

Abstract. The article reveals the issue of moral principles formation during professional education, the concept of moral characters of a specialist in the field of medicine as a system of moral qualities and actions.

The aim of humanitarian education is to form the future doctors' needs for continuous education, development of general culture, formation of professional and communicative competence, legal consciousness, tolerance, humanity. In addition to the aesthetic, such training also has a moral impact on the younger generation of doctors, helping to understand the internal state of the patient. The importance of moral principles in the medical profession are found out. It is revealed that the principle of collegiality in medicine contributes to the development of professional and ethical culture of medical workers. Theoretical aspects of this problem are considered.

Key words: professional education; future doctors; moral principles; educational space.

Анотація. Формування моральних принципів майбутніх лікарів відбувається у процесі вивчення як професійних, так і гуманітарних дисциплін. Гуманітарна освіта має за мету сформувати у майбутніх лікарів потребу у безперервній освіті, розвитку загальної культури, формуванні професійно-комунікативної компетентності, правової свідомості, толерантності, гуманності.

Окрім естетичного й духовного, така підготовка має також моральний вплив на молоде покоління лікарів, допомагає зрозуміти внутрішній стан пацієнта. Це сприяє цілісному формуванню особистості майбутніх лікарів, моральних переконань, світогляду тощо. Розглянуто теоретичні аспекти цієї проблеми.

Ключові слова: професійна підготовка; майбутні лікарі; принципи моралі; освітній простір.

Introduction. Every profession has certain ethical contradictions and peculiar ways of solving them, to which a person with his subjective world of feelings, aspirations, and moral evaluations is involved. In the system of morality, as in the crucial sphere of public consciousness, an important place belongs to professional morality.

The basis of a doctor's professional morale is his attitude towards the sick person and the health of people in general. At the same time, the focus is on improving health and extending the life of the individual and society. In the process of achieving this goal, professional morality adjusts the physician's activity to certain principles and norms of behavior that

do not form part of the legal basis of health care and at the same time have no analogues in general morality (professional tact, assisting with free time work, etc.). Thanks to these norms and requirements, the in the process of therapeutic activity.

The aim – to study the moral principles formation of future doctors during the educational process.

Theoretical framework. Moral principles in medicine, formation of appropriate qualities of a physician's personality have been presented to the society since ancient times. These questions have been investigated by Aristotle, Hippocrates, etc. Therefore, modern pedagogy provides a great deal of research works concerning the formation of the moral principles of the doctor. In particular, O. Aharkova studied the

formation of professional-ethical culture of future doctors in higher educational institutions; Y. Kolesnik-Humeniuk has researched the formation of professional and ethical culture of future specialists in the process of humanitarian training in medical colleges; O. Andriychuk has studied the problem of education of humanity in medical college students in the process of professional preparation, etc.

There are different perspectives on the system of principles of morality of doctors, they are called principles of medical ethics, and sometimes principles of bioethics. Ethics and morality define the system of norms of moral behavior in society. Physician ethics is a part of the general ethics that determines the moral principles of the physician's behavior in his field of activity.

Medical ethics includes a set of norms of behavior and morality, creates the basis for a sense of duty and honor, the moral benefits of a doctor. First of all, it should be noted that in morality as a holistic structural formation, the following three basic elements are distinguished: moral consciousness, moral activity and moral relationships. Despite the definition of morality, it cannot be imagined without the moral consciousness. Morality is a characteristic of certain human actions, behavior, and human activity in general. Where there is none, there is simply no need to talk about morality. Also, morality, of course, arises and exists only in the context of a particular human relationship. This can be not only the relationship between people, but also the attitude of man to nature, culture and its values, etc. Outside of relationships, there is no morality.

Professional morality is characterized as such characterizes universal moral values (norms, principles, concepts) in specific professions [9]. Its essence is to reflect the features of the professional relationships. Combining moral qualities with professional with knowledge, skills and experience creates a kind of dominant, which is accomplished in the performance of a professional duty. In the moral obligations that are regulated professional ethics, reflects the attitude of the person certain profession to the object of their work, to colleagues, partners, society in general. It is important that future physicians develop love and responsibility for one's own and others' lives, aspired to the harmony of knowledge and morality. Doctor's moral responsibility for professional activity, as noted by L. Pereymybidia [7], depends on the acquired qualities of the individual, is the system of certain spiritual values, and is a part of the personality outlook of life.

Medical ethics studies the specifics of medical morality employee, while playing a particularly important role in the formation of principles on which the moral code is based health care professionals. Being a qualified doctor means not only excellent knowledge of theoretical knowledge and practical skills but also have a proper outlook, the basis of which must be humanism, high culture, ability to communicate, a sense of pride in being involved in medical industry, helping people [3, 8].

Formation of moral and ethical principles in medical activity is carried out in the process of studying such disciplines as bioethics, medical deontology, hygiene etc. However, humanitarian disciplines play a big role here. In the process of humanitarian training of a future doctors, it is important to consistently implement a humanist idea, for which the purpose of education and training is first and foremost a human personality with high morals and high levels of professionalism.

V. Zvyahina notes that the use of philosophical techniques in the teaching of social and humanitarian disciplines, cultural, creative, sociological reflection, taking into account the professional characteristics of medical students, orients them to ideal values in the mind for production moral standards, taking a leading role in vital activity to spiritual values [2].

Therefore, foreign language learning not only improves communication skills, but also develops the outlook of a future doctor. Studying original literature from different countries, dialogues on professional topics, reading professional articles and magazines, scientific reports, symposia, conferences perform not only educational but also significant outlook-oriented functions. The purpose of cultural studies is to form a system knowledge of the regularities of the cultural process; raising the general and cultural level of students; knowledge of the phenomena of culture and the cultural process; orientation in fundamental problems of the theory and methodology of culture. Studying such discipline mediated by the specificity of philosophy as a special form social cognition and is to understand reality through defining generalized worldviews.

The current rules of ethics and deontology that future physicians should study include:

- strict discipline, subordination, that is, the subordination of the junior to the senior position;
- correctness and attentiveness towards the patients, avoiding paternity;
- patience, ability to establish contact and understanding with patients and colleagues;

- professional and sensitive communication with patients;
- keeping medical secrets;
- respectful attitude towards colleagues (inadmissibility of criticism, evaluation of actions, comments of colleagues in the presence of patients);
- openness, collegiality, taking into account the advice of colleagues;
- democratic relations with the middle and junior medical staff, involving them on their side to preserve medical secrecy, nurturing a sense of obligation, responsibility, benevolence; providing them with the necessary knowledge and skills;
- construction of the doctor’s tactics, his behavior depending on the nature of the patient, the level of his culture, the severity of the disease, the features of the psyche;
- establishing relationships with relatives (correct conversation in the presence of complications, etc.) [6].

It has been found out that for effective realization of future professional activity the medical student must not only know and observe ethical principles of professional activity, but also have a positive attitude towards the chosen profession, which is the basis of the personal-emotional component of professional-ethical culture of future doctors.

The personality and emotional component of the professional and ethical culture of future doctors is manifested in the education of students a sense of duty, a willingness to work honestly and conscientiously, solid moral convictions, openness, kindness, ability to work with people, sensitivity and attention to people, honesty, principle, truthfulness, integrity, modesty, unity of word and deed, willingness to sacrifice their own interests for the sake of public, self-denial, optimism, consciousness, demanding self, honesty, with amocriticism, high culture of discussion, self-esteem, cultural outlook, erudition, the need for constant self-education [4].

It is revealed that the principle of collegiality in medicine contributes to the development of professional and ethical culture of medical workers. Collegiality implies attention to the personality of a colleague-employee, the desire to selflessly assist him in solving professional problems and, if necessary, point out his mistakes and condemn his immoral or, moreover, criminal actions without concealing them. However, cases of neglect of this professional principle are common in clinical practice. Therefore, during the training, teachers of all cycles of the bulk disciplines

should train future doctors to work in a team, and also to take into account the professional-ethical aspects of interaction and cooperation in the field of health care [4].

Important principles for the professional training of future doctors are the application of a personally oriented model of the educational process, in particular the creative combination of pedagogical management of future medical practitioner by the teacher with his own initiative, independence and activity; cooperation, partnership between them; constant self-improvement; forming a person with an active life position. Principles for the development of a professional and ethical culture are interconnected with the relevant principles in education and are considered as starting points, determined the general direction of becoming a future health care worker, the basic requirements for its content, methodology and organization. These principles form a system of requirements that cover all sides of the educational process [1].

The whole range of professional training of physicians in higher education institutions should be aimed at forming in them: a sense of the subjective importance of the profession; emotionally-positive attitude to the profession and to itself in it; subjective position on social reality; the emotional and positive background on which information about the profession is obtained; positive perception of oneself as a subject of professional activity; emotional and positive perception of their belonging to the professional community; knowledge of low and obligations, rules and regulations of professional activity; willingness to take on professional responsibility; motivational activity to realize oneself in the chosen professional space [5].

Humanities present different tasks: to form a system of students’ scientific knowledge, concepts and skills; realize the professional orientation of the content of education; to form student’ scientific outlook and creative thinking, to educate ecological culture and value attitude to science, to reveal the humanitarian aspects of knowledge and scientific activity. Also in the study of humanities future doctors are working on improvements a communicative component whose task is to develop of professional and communicative skills through study languages, cultures and customs whose knowledge influences understanding between a doctor and a patient [3].

Medical students are always involved in communicating with others. The basis of effective communication

is tolerance, respect for another person, self-respect. Yu. Kolisnyk-Humeniuk notes that the purpose of studying the social and humanitarian disciplines is the formation students' modern worldview, the development of their decency, responsibility, perseverance, compassion, humanity, humanistic orientation. [3].

Humanistic orientation of medical students involves understanding and internal acceptance of the goals and objectives of their future humanitarian activity, interests, ideals, attitudes, views, beliefs. The doctor must be a humane, high-moral person with a sense of responsibility. It is revealed that the selection of subjects within the framework of humanitarian training is carried out on the basis of the following principles: personally oriented content of education; practical

direction of education; use of forms and methods of teaching based on high student activity; a dialogical approach in the interaction between teacher and student; use of group methods of work.

Therefore, the analysis of the role of the humanities in the process of professional training of future doctors leads to the conclusion that the humanities play a major role in shaping the moral principles of future doctors.

Conclusions and Prospects for Research. The process of preparing future doctors should organically combine the two components – professional and moral, under the influence of which lay the foundations of the future doctor's attitude to professional activity. Throughout all humanitarian training, it is important to maintain and develop this organic combination.

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