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Theoretical Aspects of the Development of an Ethical Culture of Future Medical Workers in the Process of Teaching Professional Medical Disciplines

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Abstract. The relevance of the study is conditioned by the fact that, considering problems in the educational process of training students in institutions of higher medical education, researchers highlight ethical aspects, and the rules of morality of future medics. This indicates a significant role of ethical issues in the future profession of a doctor. However, the question of how the ethical culture of future doctors is formed in the process of mastering professional disciplines has not yet been described. And, since this competence is indicated in the curriculum, the issue requires separate scientific consideration. The purpose of the study is to analyse how the ethical culture of applicants for medical specialities is formed, and find effective ways to develop it. The analysis of recent papers on this issue is carried out, in particular, positions on the importance of ethical culture in the process of professional training of future nurses and doctors in various fields are considered. It is noted that there is no clear interpretation of ethical culture in the literature, but this concept is associated with rules of behaviour, ethical norms, and morality. Notably, it is difficult to monitor the mastery of ethical norms while working out professional disciplines, especially in the context of distance learning. Information technologies effectively ensure this process, namely: the use of the Moodle platform guarantees transparency and reduces the additional discomfort associated with Internet communication. To achieve these goals, the following methods were used: comparison, analysis, concretisation, generalisation of scientific literature; pedagogical observation and questionnaires; conversation, abstraction, business game, practical classes in healthcare institutions. As a result, it is noted that the development of an ethical culture for future medical professionals is an important element in the educational process, and regardless of the educational component, teachers must necessarily focus the attention of applicants for education on issues of ethical culture. The introduction of situational tasks in professional disciplines contributes to the development of ethical competence

Keywords: moral values, higher medical education institution, professional components, motivation, competence

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INTRODUCTION

The rapid development of the spheres of society's activity, integration processes, and modernisation of medical sciences are impossible without an emphasis on the individual. A person is always a key factor in the development of the state, so the central concepts are certain personality traits that contribute to positive processes in society. Ethical culture, moral qualities, and value orientations are a priority in any field of activity, but in the medical profession, they are the seed from which humanity, kindness, mercy, empathy, responsibility, and virtue sprout. Ethical culture is an integral part of the portrait of a modern doctor. A healthcare professional who

adheres to ethical standards in their professional activity is the main regulator between the needs and requests of consumers (patients) and the healthcare system.

Insufficient attention from researchers has been paid to the methodology of forming an ethical culture in the process of professional training of applicants in institutions of higher medical education. There are contentious issues, in particular, the competence of a doctor includes the ability to observe ethical norms and principles in professional activities, and the list of core components does not specify the mandatory inclusion of academic disciplines through

which students form an ethical culture and acquire the ability to self-actualise in the profession in compliance with ethical norms. Such disciplines, for consideration by the administration of the institution of higher medical education, are either included in the main components, or in selective ones. When working out professional disciplines, it is necessary to use tasks for the development of an ethical culture that includes certain segments: interpersonal communication, self-improvement, and integrity.

The problem of the ethical component of training future medical professionals is relevant and attracts the attention of researchers. A. Noginska, I. Fedorova in the study of problems related to the development of ethical competence; note that the latter belongs to the characteristics that have a deep integrated character [1, p. 259]. The author of this study agrees with the researchers that the issues of ethical culture of future doctors in any field should be considered in the course of all academic disciplines throughout the entire period of study. A. Bilichenko's dissertation paper deals with the development of professional ethics of future nurses. Modern methodological recommendations for teachers are proposed, which, according to the researcher, contribute to the implementation of pedagogical conditions for the development of an ethical component of the professional culture of a nurse in a medical college [2, p. 10]. Ethics and compassion in the performance of professional duties should be higher than the routine daily life of a doctor, this opinion is held by I. Gubenko [3, p. 100]. The researcher focuses on spirituality, which is the main component of the personality of a medical worker. Notably, medical researchers always focus on the ethical characteristics and moral qualities of medical professionals, even if ethics is not a key concept in research. In particular, I. Radzievska notes that the quality of the educational process consists of certain achievements of knowledge, skills in the future profession, and the ability to solve workplace problems. Compliance with ethical norms and principles will only increase the efficiency of a medical professional, and therefore, increase the quality of education and the status of a higher education institution [4]. Of interest is the position of O. Shevchenko, who in recent research on resilience as a basic meta-competence in health care professionals suggests that the delineated characteristic of the nurse should be seen in terms of a mechanism for regulating their own culture. Practical medical activity is a confirmation of this, it is the emotional state, social norms, and ethical behaviour that contribute to the effective self-realisation of a medical worker [5]. Ethical factors are inherent in the professional activity of medical workers, and they are obliged to provide professional assistance to patients regardless of social status or gender aspects. This is the key idea of L. Bilyk in the analysis of key components of the professional competence of doctors [6]. O. Snisar, studying business games as a method for working out certain topics in the academic discipline "Medical Biology", emphasises that they contribute to the development of socially important qualities, which usually include ethical culture [7]. Investigating the introduction of interprofessional education

in the training of medical workers, R. Barjadze notes that this approach significantly improves the quality of medical care and contributes to the improvement of medical services. Applicants for education receive valuable knowledge in the learning process and show ethical and moral qualities in combination with medical competencies in practical activities [8].

A number of researchers note that the underdeveloped ethical culture during the educational process causes certain inconveniences and problems when attracting medical students to extracurricular (optional) activities in practical healthcare institutions [9]. The author of this study agrees with this position and notes that during practical classes in healthcare institutions, students are involved in real medical situations. When performing educational tasks, applicants conduct conversations with patients, study medical histories, and failure to comply with the principles of ethical culture can have negative consequences, both for the student and the image of the higher education institution.

The review of scientific sources indicates the lack of attention of researchers to the methodology of forming an ethical culture in the process of professional training of applicants in higher medical education institutions. After a theoretical analysis of the outlined problem, controversial issues are observed, in particular, among the competencies of a doctor, the ability to adhere to ethical norms and principles in professional activities, and the list of main components does not include mandatory inclusion of academic disciplines, as a result of studying which students form an ethical culture and acquire the ability to self-realisation in the profession in compliance with ethical standards. Such disciplines, for consideration by the administration of the institution of higher medical education, are either included in the main components, or in selective ones. The purpose of the study is to analyse the theoretical aspects of the ethical culture of future medical workers and develop and implement problematic tasks in the educational process of training doctors that contribute to the development of an ethical culture, the components of which include: moral values, interpersonal communication, and integrity.

MATERIALS AND METHODS

Scientific practical and theoretical methods were used to achieve the research goal. To analyse the scientific literature, the author focused on theoretical methods: generalisation, analysis, concretisation, and comparison. Among the empirical methods, pedagogical observation and questionnaires were effective. Pedagogical observation was used during the educational process, attracting educational applicants to perform independent work, and discussing completed tasks. The survey of students was conducted using a remote questionnaire on the Google Form platform. 20 applicants of the fourth-year of study in speciality 222 "Medicine" of the Cherkasy Medical Academy were involved in a survey to determine internal motives for adhering to ethical standards in future practical activities and in public life. The survey was conducted online openly, indicating the last name and year of study. Teachers used the Google Form

programme, which conveniently displays results in the form of diagrams and sample analysis of each question. The declared number of respondents (20 people) corresponds to the number of students in the fourth year of study, therefore, the result is considered trustworthy. The findings were analysed by teachers during a discussion on the Google Meet platform. To eliminate the shortcomings that were identified during the experiment, teachers developed situational tasks that were implemented in the educational process of future doctors. To achieve the goals of this type of task, the following methods were used: conversations, abstraction, “business game”, practical classes in healthcare institutions. Educational applicants received tasks on the Moodle platform. Each student has a password (access) to the content of theoretical and practical classes and control of academic disciplines. Mathematical calculations are used to analyse the percentage of mandatory and selective components of the educational training programme for future doctors.

RESULTS AND DISCUSSION

Society imposes high ethical requirements on a medical specialist, and in order to meet these requirements, students must receive a thorough knowledge of ethical issues already during the educational process. When studying professional medical disciplines, such knowledge and skills should be strengthened, multiplied, and become an integral part of the individual.

Ethical culture should cover all spheres of society's existence. Compliance with ethical principles will only strengthen the competence of a specialist and contribute to their self-realisation. The issue of ethical culture of medical professionals is a complex concept. There is a lot of speculation about the number of segments that are united in an ethical culture. Some researchers share only spiritual values, while others share material values as well.

Notably, there is no clear definition of “ethical culture”. Researchers, teachers, philosophers, and sociologists give different interpretations of this concept. However, despite the different characteristics, there are common features. It is possible to define ethical culture as a set of moral values, the application of moral principles in the profession and life, the desire to increase own spiritual achievements, and apply the rules of behaviour during professional activity. Humanity already has a set of certain criteria and indicators that allow characterising the individual. Historically, there are ideas about evil and good, dignity, honour, duties, and responsibility in society, according to which the idea of a person is formed during communication in society and profession. However, modern realities require rethinking certain characteristics, searching for new pedagogical tools that can explain catastrophic changes in the consciousness of certain individuals. Ukrainian society is on the verge of a humanitarian crisis due to military aggression, which cannot positively affect the ethical culture that is an integral part of Ukrainians. Teachers and society in general face challenges related to rethinking ethical values. This should not be allowed, because the Ukrainian nation is special for its

spirituality, culture, and morality, and the task of teachers is to explain that it is not permissible to respond to aggression in medical activities. It is necessary to teach future doctors to manage their emotions and realise the humanity of their chosen profession, in which violence is unacceptable. This can be implemented in practice if pedagogical tools are used in the development of both general scientific and professional medical disciplines. But it is extremely difficult to control the acquisition of ethical standards in professional culture. The electronic Moodle platform is relevant in today's conditions, since it can be used to conduct testing in professional disciplines and include questions to identify ethical characteristics. The use of this platform is transparent and practically more effective in the context of distance learning [10, p. 5]. The Moodle platform is effectively used in the educational process of professional training of future medical professionals. Educational applicants have their own password to access the platform. It is loaded with educational materials (syllabus of the academic discipline, collections of lectures, instructions for performing practical tasks, tests and tasks for initial control of knowledge and skills, educational literature). The teacher does not need to provide students with materials, the time in the classroom is used efficiently, only for working out the content of the topic, explaining, and completing tasks. Given that senior education applicants partially work in healthcare institutions, they have the opportunity to work out topics at a convenient time for them.

The latest approach in professional relations between the manager and subordinates is bilateral partnership; this type of interpersonal interaction in the medical profession is also acceptable. And only in the case when the future doctor during the educational process in the higher education institution fully formed the rules of ethical culture, their professional communication will be morally sustained and European-oriented, which would facilitate the future self-realisation in the profession [11, p. 211].

Considering the above, the ethical culture of a medical worker implies a set of moral values, the basics of behaviour, thorough medical for general scientific knowledge, practical experience, the implementation of personality in the profession, which deepen the already acquired principles of upbringing in the family. A person who does not support moral norms in their family cannot choose the profession of a doctor, so the first-year medical students already have a foundation of morality, and the task of teachers is not to lose this foundation, but only to deepen it. A doctor who, while studying at a higher education institution, has received thorough medical knowledge, supported by an ethical culture, in future profession will show not only professional competence, but also show creativity and creativity in performing certain practical tasks, maximise internal potential, and openly and transparently compete in the profession. Compliance with the norms and principles of ethical culture only has a positive effect on the medical workers, enriches them internally, and contributes to self-improvement both in the profession and in personal life.

Students of higher medical education institutions do not have sufficient internal motivation to develop an ethical culture and act ethically and consciously without even thinking. The survey results are as follows: 78.6% of respondents indicated that they were aware of the mandatory compliance with ethical standards in professional work when choosing their future profession; 68.5% of respondents indicated that it is necessary to adhere to moral values in public life, regardless of the chosen profession; 73.4% confirm that when working out professional medical disciplines, teachers emphasise the ethical standards of behaviour of the future doctor; 83.5% of people did not think about the ethical treatment of patients during medical manipulations; 37.4% believe that non-compliance with the ethical treatment of patients and their relatives will not affect their status, qualifications, or salary. The analysis of the results indicates that it is absolutely necessary to include in the curriculum of future doctors academic disciplines that would contribute to the development of ethical culture.

Ethical norms should also be formed through external motivation, but this is more true when working out academic disciplines of legal content, which address important issues of compliance with current legislation. For example, the disciplines “Fundamentals of bioethics”, “Modern aspects of morality”, “Fundamentals of cultural studies”, “Ethics and deontology” contribute to the development of general competencies that a modern doctor should possess. In the context of studying the issues that are considered in such courses, teachers talk about international ethical and deontological documents in the field of medicine, international codes of ethics, and principles of integrity. The key document that future doctors work on is usually the ethical code of the doctor of Ukraine, which is based on ethical norms and principles and regulates humanity and responsibility in the profession.

An important finding from the survey on the development of moral culture in the study of professional medical disciplines, which account for 75% of the total proportion of educational components. Namely, students are not always aware of the ethical component when conducting manipulations, communicating with the patient and relatives regarding treatment, and communicating between medical workers during their professional activities. Such gaps can be avoided if the teacher will focus on compliance with ethical norms and principles when working out topics within professional medical disciplines. Regarding the development of communication skills of ethical communication, distance learning significantly reduces the level of mastering skills and awareness of the significance of these skills. But this problem is relevant for all areas of professional communication, and the skills of teachers who organise the educational process in such a way as to minimise the existing problem are important [12, p. 7].

When studying the academic discipline “Internal Medicine” during the study of the topic “Asthmatic status. Classification. Emergency care” can offer applicants for

education to solve a situational problem of the following content: “To establish a diagnosis of asthmatic condition, a young doctor prescribes an additional examination to the patient (repeated X-ray of the lungs, in-depth biochemical blood tests). A nurse who has 28 years of work experience in this department tells the doctor in the presence of the patient that everything is clear on the first X-ray, so there is no need to conduct this examination. The doctor replies that the nurse should simply fulfil all his appointments, and not give advice if she wants to continue working in this department of the medical institution. Did the doctor do the right thing by prescribing additional examinations?” It is necessary to ask students a question about this task: “Was it ethical to have a conversation between a nurse and a doctor in front of a patient?” In addition to considering the medical component of the situational task, students discuss the ethics of professional communication. The teacher conducts interdisciplinary integration “Remember the regulatory documents that regulate the way out of the situation; whether this conversation should have taken place in the presence of the patient at all; whether it is necessary to listen to the advice of more experienced medical professionals.”

A teacher can apply the “business game” method while studying the topic “Pneumonia in children. Treatment of pneumonia in children” in the course of the academic discipline “Pediatrics”. Students are invited to play out the situation. A three-year-old boy is in a hospital with a diagnosis of pneumonia. The doctor made an appointment: beta-lactam antibiotics, sufficient hydration, and cough-inducing medication. The nurse begins to simultaneously talk to the child’s mother that the doctor has forgotten about another drug. The nurse also recommends asking for substitutes at the pharmacy, because the drugs that the doctor listed are imported and expensive. The doctor pretended not to hear the nurse’s words, but then wrote a memo to the head of the department regarding the nurse’s actions. Is the doctor’s appointment correct? Give examples of specific medications, considering the dose, and additionally analyse the situation of communication between the nurse and the mother and the doctor, considering ethical aspects. Students should not only identify problematic issues, but also offer the right way out of the situation.

During the internship, supervisors offer future doctors practical tasks, which must involve the ethical component of communication with practitioners, medical personnel, and patients. During such activities, applicants for education actually feel the consequences of observing/violating ethical dogmas. Practice managers emphasise that it is necessary to show sensitivity and attention to each other, to support each other in difficult situations. In the process of involvement of students in practical work, there may be a certain imbalance between theoretical knowledge and its practical application. Applicants for education realise the true value of certain ethical concepts, namely: self-sacrifice, empathy, respect for the seriously ill, value of everyone’s life, which are understood in a completely different way in real situations.

The application of the above tasks in the study of professional medical academic disciplines focuses the attention of future doctors on ethical problems that may arise in professional activities during communication between medical professionals and in doctor-patient communication.

It is necessary to consider the compliance of future doctors not only with ethical standards, but also to maintain a balance between professional ethical culture and universal moral principles. That is, a successful professional in the process of performing tasks constantly updates the competencies acquired during training [13, p. 387]. In particular, the above applies to medical professionals, namely: despite changes in the consciousness of society, which may be associated with insurmountable factors (for example, military aggression), the doctor must adhere to ethical standards and provide assistance to all those who need it.

The study focuses on the observance of academic integrity during the educational process of future doctors, which is an integral part of the ethical culture. The Law of Ukraine "On Education" (Article 42) sets out the basic principles and norms of compliance with academic integrity. This issue is relevant not only during the professional training of future doctors, but also during interpersonal interaction of all participants in the educational process [14]. Preparation of students for tests, exams, certification, and practical training – all these aspects require compliance with ethical standards. The future doctor should learn scientific search, professional communication, monitoring of their work and subordinates already during training, so that in the future profession a doctor could be a role model for colleagues and an unquestionable authority for patients and their relatives. A young specialist will be able to implement the declared segments effectively using information technologies that are widely implemented in modern professional life [15, p. 115]. And the failure to comply with the principles of integrity can not only lead to administrative

responsibility, but also significantly distance the future doctor from professional self-improvement.

CONCLUSIONS

Thus, the ethical culture of future medical professionals determines the principles of self-realisation in the profession. The problem of compliance with ethical standards by medical workers in the context of military aggression and humanitarian crisis is urgent. Therefore, in addition to the study of academic disciplines of ethical content, it is necessary to involve students in the implementation of ethical tasks that contribute to the development of moral values, establish internal and external motivation during the learning of compulsory components of a special medical cycle, in particular the "Internal Medicine" course. When working out professional medical disciplines, it is necessary to include tasks and exercises that will focus students' attention on observing the ethical culture of the future profession. Theoretical analysis of the scientific literature suggests that there is no clear definition of the concept of "ethical culture". From personal experience, the author of the study outlines its components: interpersonal communication, self-improvement, integrity, which are key in the profession of a doctor. A survey of the fourth-year students on ethical culture issues shows that the problem is relevant and this study does not completely exhaust the ways to solve it. However, it is the introduction into the educational process of professional training of future medical workers of the proposed problem tasks, situational tasks with an emphasis on the principles of ethical culture that contributes to the development of certain professional competencies and the solution of these problems. In the future, the author of the study plans to investigate the dynamics of changes in the behaviour of future doctors after the introduction of these tasks, their compliance with ethical standards, and increasing the internal and external motivation of ethical consciousness.

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Теоретичні аспекти формування етичної культури майбутніх медичних працівників у процесі викладання фахових медичних дисциплін

Анотація. Актуальність теми дослідження зумовлено тим, що, розглядаючи проблеми в освітньому процесі підготовки студентів у закладах вищої медичної освіти, науковці певною мірою висвітлюють й етичні аспекти, правила моралі майбутніх медиків. Це вказує на значну роль етичних питань у майбутній професії лікаря. Проте досі не окреслено питання, як формується етична культура майбутніх лікарів у процесі опанування фаховими дисциплінами. І, оскільки зазначена компетентність вказана у освітній програмі, питання потребує окремого наукового розгляду. Мета дослідження – проаналізувати, як формується етична культура здобувачів медичних спеціальностей, та знайти дієві способи її розвитку. Проведено аналіз останніх досліджень науковців з цієї проблематики, зокрема розглянуто позиції щодо значення етичної культури в процесі професійної підготовки майбутніх медичних сестер та лікарів різних напрямів. Зауважено, що в науковій літературі не існує чіткого тлумачення етичної культури, однак це поняття пов'язане з правилами поведінки, етичними нормами, мораллю. Наголошено, що провести моніторинг оволодіння етичними нормами, опрацюючи фахові дисципліни, складно, особливо в умовах дистанційного навчання. Інформаційні технології ефективно забезпечують цей процес, а саме: використання платформи Moodle гарантує прозорість і зменшує додатковий дискомфорт, пов'язаний з інтернет-комунікацією. Задля досягнення поставлених цілей використано такі методи: порівняння, аналіз, конкретизація, узагальнення наукової літератури; педагогічне спостереження та анкетування; бесіда, абстрагування, ділова гра, практичні заняття в закладах охорони здоров'я. У підсумку зазначено, що формування етичної культури для майбутніх медичних працівників є важливим елементом в освітньому процесі, і незалежно від навчальної компоненти викладачі обов'язково повинні акцентувати увагу здобувачів освіти на питаннях етичної культури. Упровадження ситуативних задач під час опрацювання фахових дисциплін сприяє формуванню етичної компетентності

Ключові слова: моральні цінності, заклад вищої медичної освіти, фахові компоненти, мотивація, компетентність