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BIOETHICS EDUCATION OF FUTURE DOCTORS DURING PRECLINICAL STAGE OF STUDY

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Annotation: the article deals with the main issues of teaching Bioethics in medical university. The importance of study bioethics during preclinical stage expounds in it. Justify the needs for an early stage in the formation of bioethical consciousness of future doctors.

Key words: bioethics, biomedical research, medical ethics, deontology, bioethical education.

Today, scientific research and innovative technologies require intensive ethical regulation in order to preserve human health and life. The humanistic support of clinical medicine, innovative and applied scientific research and the formation of professional competencies of specialists are associated with both scientific, technical and technological advances in the field of biomedicine. The stable trends include humanization and socialization, which requires applying to bioethical education at preclinical stage of training doctors.

The medical profession imposes certain moral obligations on its bearers, which first received concentrated expression as early as the 4th century BC in the Hippocratic Oath. The "Code of Medical Ethics" emphasized that the main condition for successful medical practice is the professional competence of a doctor and the high moral qualities [1]. Therefore, the training of a doctor provides for the acquisition of professional knowledge, skills and abilities by students in combination with the formation of moral qualities of an individual inherent in the profession.

Traditionally, a personal moral quality of a doctor in the system of higher medical education were formed on the basis of medical ethics and deontology. In the last decades of the twentieth century, bioethics was born as an interdisciplinary science focused on study and resolution of moral problems, generated by the latest achievements of science, biomedical technologies and their implementation in practice. Firstly, its emergence was conditioned, by the need to comprehend and moral assessment of consequences of using new technologies (biomedical, industrial, agricultural, military, informational and others). Secondly, attention to human rights and their protection increase by the constant. Having originated in 70s of the last century in the United States, bioethics gains recognition in Western Europe in the next decade and in the 90s - in the countries of Eastern Europe and Ukraine.

Expanding the range of bioethical problems in the solution of which medicine is involved, such as: organ, tissue and stem cell transplantation, genetic engineering and in vitro fertilization, euthanasia and others led to the allocation of a separate direction in bioethics (biomedical ethics). Biomedical ethics is an applied discipline, a subject of which is the moral attitude of society as a whole and of medical professionals and biologists to a person, life, health and death. If bioethics focuses attention on the problems of life in general, then biomedical ethics considers the principles of bioethics in relation to a person, the protection of life and health as a priority right of every person [2]. Currently, bioethical education has become a necessary component of the training of a modern doctor.

Biomedical ethics is considered as a modern stage in the development of medical ethics. Therefore, the concept of the formation of students' personal professional moral qualities remained the same: an interdisciplinary approach, continuity, consistency and continuity of the educational process, the unity of teaching and upbringing [3]. Bioethics education is carried out throughout the entire period of study, all departments participate in this process, consistently expanding, deepening and concretizing the principles and norms of bioethics in the context of the taught discipline and directing training towards the transformation of knowledge into the moral component of the doctor's personality. The ultimate goal of bioethical

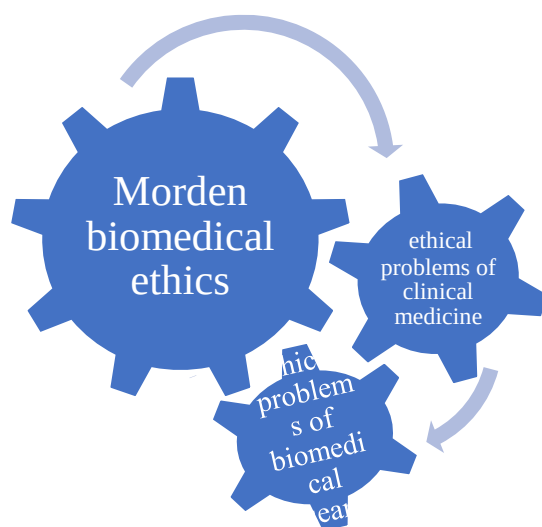
training in higher medical educational institutions is to form a complex of personal moral qualities inherent in the profession in students.

The transition to systemic bioethical education and upbringing of students, which began at university in the second half of the 90s years, required innovative approaches to resolving the issues of organizing the educational process. So, with the introduction of a new academic discipline we should say about: the foundations of biomedical ethics, determine its status in the educational process, develop a program and content of the course, support personnel and scientific-methodological of teaching.

Improving the bioethical training of teachers was determined by the paramount task of moving to a new level of training for students. Teachers must be competent in the current state of development of bioethics, in issues of ethical and legal regulation of clinical practice and biomedical research, in the content and methods of biomedical education.

The humanistic orientation of educating the personality of future doctors begins with the first steps of their entry into medicine. The main goal of bioethical education is the development of the humanistic consciousness of a future doctor at the preclinical stage of training [3].

The aim of the course is to provide students with knowledge of modern biomedical ethics, scheme 1



Scheme 1 Principles of bioethical education at the preclinical

stage of training doctors

Its basic principles, about current ethical problems of clinical medicine and biomedical research, as well as the formation of students' belief in the need to develop personal moral qualities as an integral part of the medical profession. The development of humanistic personal qualities at the preclinical stage of training is facilitated by the medical orientation of teaching natural and humanitarian science disciplines, which orientates students to perception of acquired knowledge for their further use in diagnostic and therapeutic activities, minimization of the use of experimental animals in the educational process, compliance with moral and ethical requirements when teaching using a body of dead person.

Thus, at the preclinical stage, students become familiar with the application of norms of bioethics in practice. Firstly, this is due to the cancellation of use of animals in experiments (replaced by alternative means). Secondly, with training at the Department of Anatomy, where work with a body of a dead person is based on the principles of respect for an individual.

Therefore, the clinical interpretation of phenomena and facts in the teaching of natural science disciplines contributes to the students' awareness of the importance of the acquired knowledge in future practical work with patients. The humanities provide the necessary ethical basis for the construction of the basic behavioral principles of a future doctor. Acquaintance of junior students with modern bioethical problems, conducted by medical and biological departments, prepares them for a conscious perception of in-depth coverage of these issues at clinical departments.

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