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MAIN COMPONENTS OF BIOETHICAL EDUCATION ABROAD

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Ethical questions were clearly formulated by Socrates in ancient Greece and remained virtually unchanged throughout mental history of mankind: what is good, virtue and how can we attract people to them? How can we draw a line between good (moral) and bad (immoral)? What is the basis for determining the right, correct decision or action? Despite a fact that the wording of questions remained essentially unchanged, the meaningful answers varied depending on the socio-historical context. Antiquity mainly considers good, virtuous, just and worthy in the context of the world order, through relationship with cosmos, and human dignity and through a manifestation of a personal in a state and through relationship with public interest. Even justice, in particular in Plato, is understood as correspondence of the original, natural in man to what he does in his life for the benefit of the state.

Medieval interpretation of good is clearly focused on transcendent God, Christian dogmas and the foundations of Christian doctrine. If a man is nothing in comparison with the higher divine characteristics, then the maximum conformity to divine is good and moral.

The Renaissance connects goodness and virtue with creative realization of a man. The value of individual and productive human activity, especially in the field of art, science and politics.

The New Age is characterized by the consideration of good in connection with reason, the formalization of morality and the construction of rational-deductive constructions to answer the question of what is good.

Remaining unchanged in nature, ethical questions are specified in the answers

depending on the historical period and "specialize" in relation to different areas of human activity. In the second half of the twentieth century, this process took place as a "dispersion" of ethical issues in professional areas and basic modes of human existence - ethics of journalist, lawyer, code of ethics for doctors, teachers, officials and ethics of family, professional, religious. There is a kind of extrapolation of ethical principles, grounds and even categories of ethics to different areas. However, along with the "specialization" of ethics is an opposite process, which, on the one hand, is based on the results achieved in certain professional areas, on the other - associated with the emergence of fundamentally new problems, "challenges" of the XX and XXI centuries.

So, the main goal of an article deals with issues related to obtaining bioethical education and conducting bioethical research abroad. Based on the analysis of educational programs, specialized literature, meaningful blocks are selected, on the basis of which the study (and later research) of bioethical issues is thematically built.

One of the options for dispersion of ethics is bioethics, the academic legalization of which began in the mid-60s of last century. The emergence of bioethics as an interdisciplinary field of knowledge, which united the efforts of physicians, philosophers, sociologists, theologians, is a consequence of scientific and technological progress. More precisely - the need to address those issues that have arisen as a consequence, as a consequence of scientific and technological achievements of mankind in a field of medicine and biology, but go beyond the competence of these sciences. In more general, theoretical terms, bioethics focuses on the consideration, analysis, solution of issues related to the ultimate characteristics of human existence and nature: life and death, responsibility, care and allowable degree of interference in determining living conditions [5].

One of the defining conditions for minimizing bioethical problems both at the level of reality and at the level of their theoretical understanding is the inclusion of bioethics in an educational program of higher educational institutions. Review and analysis of educational programs and courses taught at US universities, gives an idea of the problems, analysis of which, on the one hand, is the basis for "bioethical

education", and on the other allows you to identify the most pressing issues in this field today. Recourse to foreign experience is correct, because, despite the differences in socio-economic conditions, in essence, the problems of bioethics belong to a field of universal problems.

Consider the substantive components of bioethical education, which minimize one of the main contradictions - the consistent relationship of principles, concepts and specific historical situations in bioethics. These blocks are selected on the basis of a critical analysis of a wide range of English literature, which examines various aspects and levels of education in a field of bioethics.

Theoretical and methodological issues of bioethics due to a fact that a content of bioethics is quite diverse, ranging from the most theoretical issues (ethical theories, principles and even concepts) and ending with everyday issues [6, 4, 3].

Among the latest discussed in English and German press are interesting questions about whether patients in nursing homes should visit restaurants that prepare genetically modified products, and whether a medical student should be called a "doctor" before the official obtaining a diploma or not [8].

It should also take into account the fact that many bioethical topics are represented in theology, law, politics. The problem of abortion is discussed and solved not only in the framework of bioethics, but also in theology, jurisprudence, in a field of public policy and ideology, as well as economics. A task of bioethics is to synthesize the acquired knowledge in different areas, to study problems comprehensively, to be able to propose solutions with justification and to determine the best of certain criteria. Important is a question of the specification of the actual bioethical issues, and its relationship with other disciplines. It is also within the framework of bioethics that issues related to the "life-death scale" related to bioethics are identified.

In the late twentieth century, issues such as environmental protection, the global health care system also began to enter a field of bioethical research. However, the borderline issues of everyday life still remain central to bioethics. The first block is related to the methodology of sciences, general and comparative methodology. If

the first problematic block is focused on general methodological issues, the second focuses on biotic issues in the context of general and specialized ethics. It includes issues of moral justification in different historical periods and analysis of modern approaches to solving ethical problems: communicative ethics, normative ethics, feminist ethics, etc. [2].

The third block is devoted to moral issues related to professionalism. Today, the ethical issues facing physicians are complex. Therefore, there is a growing need to consider specific ethical issues that arise in the doctor-patient relationship [7]. With discussion of the behavior of professionals in a situation - the inconsistency of personal assessment and public policy in the field of health. This part of bioethical education is mainly carried out in the form of various trainings, master classes, role-playing games, etc. This block is related to communication theory, negotiation techniques, pedagogy and psychology.

The fourth block. Cultural context of bioethics. As shown at the beginning of the article, the formation, discussion and resolution of ethical and bioethical issues are related to the socio-cultural context: social processes, ideological and spiritual climate, traditions and beliefs. At the practical level, there are often contradictions between law and religious beliefs, between law and custom, between the views of different generations. Even in order to understand the essence of contradictions, it is necessary to have a socio-cultural context. This block is related to cross-cultural research, theology, jurisprudence [1].

The fifth is the historical block. History of medical ethics and bioethics. Beginning with ancient Greek medicine, through the Middle Ages and the Renaissance, Modern times and modernity have always addressed the question of birth and death. History involves the acquaintance and study of various medical practices, the development of codes of ethics for physicians in different countries, different denominations, as well as - the ideological teachings associated with them. A number of authors, given the globalization and internationalization of ethical ethics, insists on the need to study the history of medicine. And, finally, the sixth block is education, it concerns bioethical education and training. The appearance of

this block is due to the fact that the problems of bioethics - complex, respectively, to solve them requires knowledge of theoretical and methodological, possession of factual material in the field of culturology, sociology, history. To make a decision you need to know the laws, traditions, customs of the country, city, area and much more.

Therefore, as conclusion we should say that who wants to understand or solve specific problems, you need to know where you can get reliable information of a high professional level about all the previous points. Based on the analysis of educational programs, specialized literature, meaningful blocks are selected, on the basis of which the study (and later research) of bioethical issues is thematically built. The appeal to foreign experience is due to the fact that bioethics is quite widely and at a high theoretical level represented in foreign studies, and for modern Ukraine to this day. It remains relatively little studied both in theoretical and methodological and in "everyday" terms.

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