

DEVELOPMENT OF MORAL CULTURE AMONG FUTURE DOCTORS AS ONE OF THE MOST IMPORTANT STRATEGIES FOR MORAL EDUCATION IN MEDICAL SCHOOLS

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Abstract

In connection with the fundamental transformations in our country in recent decades, modern Russian society has found itself in a difficult situation of a spiritual and moral crisis, when the old moral values have been subjected to ideological criticism, and the new ones have not yet received sufficient scientific justification and public recognition. This situation has had a negative impact on the healthcare system and the system of higher medical education. Therefore, the most important socio-cultural mission of the system of modern domestic higher professional medical education is the mobilization of all available resources to solve effectively the problem of spiritual and moral education of future doctors. Moral education is universal, since the object of moral regulation is the area of relations between the individual and society. To carry out any socially useful activity, the person must have a set of moral qualities. Moral education in a medical school is primarily aimed at the formation of such a set of moral qualities, which is necessary for the performance of any social activity, and, above all, medical one. The study of the problem of moral culture development among future doctors is also due to the need to analyze the situation associated with the increasing trials that the healthcare system has undergone in the context of the COVID-19 pandemic, as well as the quality of medical care provided, which depends on the professionalism level and moral character of the doctor. In this regard, we believe that the issues of the moral culture development among students of medical schools, the issues of their personal and professional development are more relevant today than ever.

Having made an analysis of the ideas about the essence and content of the concept of “moral culture”, the specifics of the professional activity of a doctor and the features of the moral culture development among future doctors, we came to the conclusion that the formation of a highly moral personality is inextricably linked with the need to identify criteria and develop an appropriate system for determining the level of moral culture formation among future doctors.

Therefore, the purpose of our study was to substantiate the levels of moral culture and determine the initial level of moral culture formation among future doctors (first-year students). We proceeded from the fact that by the time of entering a medical school, an applicant has already formed his own level of moral culture. In the course of our experiment, the following tasks were solved: study and analysis of the current state of the problem of the moral culture formation among future doctors; study and analysis of indicators and levels of the moral culture formation among future doctors. The experimental base of the study was the Medical Faculty of I.N. Ulianov Chuvash State University. The study involved 200 first-year students. To solve the tasks set, diagnostic methods of scientific research were used: questioning, testing, and survey. In the course of the study, in order to determine the initial level of the moral culture formation, we identified the following criteria of moral culture: moral attitude to life and professional values (moral motivation), the ability to empathize, the degree of the moral qualities development, and the involvement of students in the moral process.

The study made it possible, firstly, to characterize first-year students, and secondly, the results of this study

confirmed the need to find ways, means, ways to improve the moral culture level of medical students and their moral attitude to universal and professional problems, since today, in the conditions of the crisis state of the morality of Russian society, we need a specialist doctor who, in his work, will combine both the professional and moral components of his personality.

Keywords: Moral culture, diagnostics, criterion, level, future doctor, moral education, medical school.

1 INTRODUCTION

In connection with the fundamental transformations in our country in recent decades, modern Russian society has found itself in a difficult situation of a spiritual and moral crisis, when the old moral values have been subjected to ideological criticism, and the new ones have not yet received sufficient scientific justification and public recognition. This situation has had a negative impact on the healthcare system and the system of higher medical education. Therefore, the most important socio-cultural mission of the system of modern domestic higher professional medical education is the mobilization of all available resources to solve effectively the problem of spiritual and moral education of future doctors (Ignateva, 2011, p. 51).

Moral education is universal, since the object of moral regulation is the area of relations between the individual and society. To carry out any socially useful activity, the subject must have a set of moral qualities. Moral education in a higher medical school is primarily aimed at the formation of such a set of moral qualities, which is necessary for the performance of any social activity, and, above all, medical doctors (Ignateva, 2014, p. 10).

In this regard, addressing the problem of the moral culture development among future doctors, according to the authors, is one of the most important strategies for moral education in higher medical schools.

The study of the problem of the moral culture development among future doctors is also due to the need to analyze the situation associated with the increasing trials that the healthcare system has undergone in the context of the COVID-19 pandemic, as well as the quality of medical care provided, which depends on the professionalism level and moral character of the doctor. In this regard, we believe that the issues of the moral culture development among students of higher medical schools, the issues of their personal and professional development are more relevant today than ever.

2 MATERIAL AND METHODS OF RESEARCH

Having studied the scientific works of N. B. Krylova (Krylova, 1994), L. I. Nedelya (Nedelya, 2008), S. Sh. Pashaev (Pashaev, 2004) as well as the studies of A. M. Bagautdinov (Bagautdinov, 2012), N. V. Zhukovskaya (Zhukovskaya, 2007), M. A. Tararyshkina (Tararyshkina, 2007), M. A. Martynova (Martynova, 2009), which analyze the modern moral culture of the individual and especially the problem of its formation in student years, and after analyzing the ideas about the essence and content of the concept of "moral culture", the specifics of the professional activities of a doctor and the moral culture development among future doctors, we came to the conclusion that the formation of a highly moral personality is inextricably linked with the need to identify criteria and develop an appropriate system determining the level of the moral culture formation among future doctors (Ignateva, 2012, p. 107).

Therefore, the purpose of our study was to substantiate the levels of moral culture and determine the initial level of moral culture formation among future doctors (first-year students). We proceeded from the fact that by the time of entering a higher medical school, an applicant has already formed his own level of moral culture (Yakimova, Ignateva, 2019, p. 450).

In the course of our experiment, the following tasks were solved: study and analysis of the current state of the problem of the moral culture formation among future doctors; study and analysis of indicators and levels of the moral culture formation among future doctors.

The experimental base of the study was the Medical Faculty of I.N. Ulianov Chuvash State University (Russia). The study involved 200 first-year students. To solve the tasks set, the following diagnostic methods of scientific research were used: questioning, testing, and survey.

3 RESEARCH RESULTS AND DISCUSSION

In the course of the study, in order to determine the initial level of formation of moral culture, we identified the following criteria of moral culture: moral attitude to life and professional values (moral motivation), the ability

to empathize, the degree of the moral qualities development, and the involvement of students in the moral process.

The content of the proposed criteria:

1. Moral attitude to life and professional values (moral motivation). This criterion means a clear moral motivation of the individual, focused on universal values that have a presentation in the professional sphere of the individual.
2. The ability to empathize. This criterion means the focus of attention, perception and thinking of a person on understanding the essence of another person, on his condition, problems and behavior.
3. Moral qualities (according to the results of self-assessment). This criterion involves self-assessment of the presence (absence) of the most significant moral qualities.
4. Involvement of students in the moral process.

In our study, three levels of the formation of moral culture were established: low, middle, high.

A low level implies poor knowledge about the essence and structure of moral culture, there is no ability to perceive reality objectively, analyze human relations, value orientations are not developed, situational preferences prevail; there is no moral motivation, irresponsibility is characteristic, motivation is undifferentiated, it reflects not so much moral properties as external signs; low level of empathy; basic moral qualities are extremely poorly developed; a student is a passive participant in events, and more often an observer, there is no creativity in the organization of collective affairs.

The middle level implies good knowledge about the essence and structure of moral culture, but the ability to perceive reality objectively is not sufficiently developed, value judgments are characterized by the same type of assessments with a predominance of normative attitudes; instability of moral motivation; average level of empathy; moral qualities are manifested depending on the personal interests of students; the student from a passive observer becomes a participant in the process of moral development, is included in the perceptual-analytical type of activity, and creativity begins to manifest itself.

A high level implies deep knowledge of the essence and structure of moral culture, its features in emergency circumstances, a stable moral attitude to life values, the ability to perceive reality objectively and analyze human relations, the correlation of subjective-personal electoral norms, preferences with socially significant ones; moral motivation is developed and stable; high level of empathy; moral qualities are developed and manifested constantly; the student is an active participant in all affairs and events, is included in all types of educational activities.

To determine the level of moral attitude to life and professional values, we used the method of diagnosing the socio-psychological attitudes of the individual in the motivational-demanding sphere by O. F. Potemkina.

An analysis of the results of students' answers about their attitude to life and professional values showed that the vast majority of students are dominated by the orientation "on the process of activity" (72%), suggesting that the process is the leading indicator of the material side of professional activity. At the same time, the focus on the "result of activity" is a priority for 28% of students. Almost half (48%) of students are oriented towards altruistic values, and the rest (52%) are oriented towards selfish values, assuming individual well-being as a priority. Orientation to "money" prevails in 85% of the subjects. Orientation towards "work" was noted by 40% of the respondents. About 30% of students are focused in their life and professional priorities on "power", considering it fundamental for achieving material well-being.

Analysis of the results of the survey showed that most of the students surveyed have a middle level of moral attitude to life and professional values.

To determine the level of ability to empathy in future doctors, the following were used: the method for diagnosing the level of empathic abilities by V. V. Boyko; questionnaire for diagnosing the ability to empathize by A. Mehrabien and N. Epstein.

The results of the study showed that 45.5% of the students surveyed have a middle level of empathic abilities, a low level – 25%, a high level – 29.5%.

Using the methodology by V. V. Boyko, we determined the qualitative attitude of students to certain empathic channels (rational, emotional, intuitive, penetrating ability of empathy, identification of the subject in empathy). Analysis of the personal data results showed that 35.5% of students have a rational channel of empathy, 40% have an emotional one, and 24.5% have an intuitive one. The penetrating ability of empathy

as an important communicative property of a person (especially a doctor) is typical for an average of 35% of students, which indicates a low level of moral communication of future doctors, their lack of readiness to remove the atmosphere of tension in interaction with patients. Identification of oneself as a subject of empathic relations in professional activity is typical for 41% of the respondents.

To determine the level of the moral qualities formation in future doctors, we used a questionnaire, where students themselves had to note their presence from the proposed list of moral qualities (on a five-point scale: 5 – the quality is strongly expressed; 4 – expressed above average; 3 – expressed average; 2 – weakly expressed; 1 – not expressed), namely: 1) attitude towards the world around: love for nature, respect for it, respect for surrounding objects, interest in the phenomena of the world around; 2) attitude to activity and work: diligence, discipline, accuracy and thoroughness in work; 3) attitude towards oneself: spirituality, honesty, decency, disinterestedness, perseverance, responsibility, initiative, diligence; 4) attitude towards people: kindness, justice, mutual assistance and mutual support, friendliness, love for one's neighbor and care for loved ones.

The analysis of the survey testifies to the middle level of the moral qualities development. Thus, the average score as a result of self-assessment of moral qualities in relation to the outside world was 3.2; in relation to activity and work – 3.6; in relation to oneself – 3.4; in relation to people – 3.8. It is noteworthy that while answering the questionnaire, some students for the first time thought about their actions and about their attitude towards people and themselves.

To determine the level of the moral culture formation according to the fourth criterion proposed by us, students were asked questions: "Do you think that a doctor should be a highly moral person?" and "Do you think that you need to improve your level of moral culture?"

The first question was answered positively by 65% of the students, the second – by 82.5%.

4 CONCLUSION

Summarizing the results of the study, we concluded that the majority of first-year students of the Medical Faculty have a middle level of the moral culture formation (43%), 32.5% have a high level and 24.5% have a low level.

The study made it possible, firstly, to characterize first-year students, and secondly, the results of this study confirmed the need to find ways, means, ways to improve the level of moral culture of medical students and their moral attitude to universal and professional problems, since today, in the conditions of the crisis state of the morality of Russian society, we need a specialist doctor who, in his work, will combine both the professional and moral components of his personality.

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