

Axiological Foundations of Modern Medical Education

Olga Ignatenko^{1,*}, Yulia Fateeva¹, Tatyana Fomina¹, Olga Altuhova¹

¹ *Volgograd state medical university, Russia*

* *Email: ignatenk-o@mail.ru*

ABSTRACT

The article is devoted to the main components of axiology in modern medical education. The medical profession, like most modern fields of activity, is influenced by time, which changes not only the perception of the profession by others and professionals themselves, but also its legal field. All this is reflected in the content of education, ethical requirements for representatives of each profession. Medicine, including medical professions, is a branch of modern science that is significantly influenced by the changing world. Relatively recently, the medical profession was one of the most respected in the world, but recently attitudes towards medical professionals have begun to change; the media play a significant role in creating a negative image of the doctor. Of course, school graduates and future applicants are also affected by this, which leads to a distorted understanding of the value basis of the professional activity of a medical worker. In this regard, the need to study the axiological foundations of modern medical education is not in doubt. The purpose of this work is to determine the key axiological foundations of higher medical education in Russia. To achieve this purpose, the concepts of "value", "competence", "axiology" were analyzed, the characteristics were identified, and the connection between the axiological foundations of education and competencies (general cultural, professional, etc.), the formation of which is fixed by the Federal educational standard, was found. The conducted work allowed the authors to conclude that the basis of competencies are certain values, the inclusion of which in the educational process ensures the formation of the personality of a professionally accomplished person with high moral attitudes focused on universal and professional values. On the basis of the analysis of the correlation of competencies and axiological foundations of higher education marked by discipline, which described the role of the teacher in the development of the ideal physician, defines his professional objectives within the framework of value-oriented approach to education.

Keywords: *Axiology of education, General cultural competencies, Professional competencies, Medical education, Higher education, Medical ethics and deontology, Professional value.*

1. INTRODUCTION

The issue of forming an ethical "code" of a doctor is particularly relevant today. This happens, in particular, because the laws under which the professional activity of a medical worker is carried out are subject to the influence of time and can change. Thus, the history of medicine notes that initially there were uniform requirements for the medical profession, reflected in the Hippocratic oath. We do not set ourselves the task of identifying the role of the author of this oath in the history of medical science, and the authenticity of the existing text of the oath. We will only note that in the course of human evolution, the norms of professional

ethics themselves have changed. So, in our country for a long time in parallel with the Hippocratic oath, there was the Oath of the Soviet doctor (XX century), which was later replaced by the Oath of the doctor of the Russian Federation. In the early 2000s, the state reforms also affected medicine, as a result, as noted by the chief oncologist of Russia Mikhail Davydov, the attitude to the profession of employees and ordinary people changed: "The Soviet doctor provided help, and the Russian doctor provided a service" [1]. The change in the paradigm of attitude to the professional activity of a medical worker has led to a change in the understanding of duty, and hence the axiological foundations, by doctors themselves. A. Vilensky, a practicing surgeon,

describes the atmosphere around modern medicine as follows: "The treatment process turns into a conveyor belt, where doctors trained to automatism perform a series of standard manipulations. ... The work is evaluated according to statistical indicators – so much was received, so much was operated on, so much was discharged, the percentage of complications decreased, the percentage of deaths decreased" [2].

The situation is aggravated by the fact that on the pages of the media reports about medical errors, incompetence (professional, language, etc.) of medical workers appear much more often than reports about inventions and professional "exploits". As a result, "the lack of understanding between doctors and patients, between doctors and society, increases and becomes antagonistic" [1]. All this does not contribute to the popularity of medical professionals among ordinary people, and negatively affects the attitude of young people to choosing a future profession. At the same time, young doctors have a growing level of disillusionment with the profession, which should be interpreted as a falsely formed value attitude to the profession. Public recognition of the importance of the profession, the active position of doctors, and the creation of state and non-state medical organizations contribute to maintaining the prestige of the profession and its value. In this regard, we believe that the axiology of higher medical school is of paramount importance for University students. The task of this study is to identify the most significant axiological foundations of education in higher medical schools.

It should be noted that the axiological issues of education are reflected in the works of Russian philosophers (N.S. Rozov 1992, G.P. Vyzhletsov 1996, M.S. Kagan 1997) and psychologists (G.E. Zalessky 1982, V.N. Myasishchev 1985, D.A. Leontiev 1996-1997, E.A. Klimov 2001, etc.). These studies, among others, have had an impact on pedagogical science: a new direction "pedagogical axiology" is being formed, whose representatives develop mechanisms and conditions for the formation of the value structure of the individual (A.V. Kiryakova 1996, G.I. Chizhakova 2003, etc.). Much attention is paid to the formation of moral attitudes of future professionals – for many professions there are "strict" ethical standards, compliance with which is an integral part of the life of a highly qualified specialist. Medical professions are one of them.

2. VALUE ORIENTATION AND COMPETENCIES FORMED AT THE UNIVERSITY

The value position in relation to the future profession is formed during the student period due to cultural conditions. The correlation of the system of values of society with the system of traditional values

(which support the high status of the profession, put forward strict requirements for its moral and social position) and liberal values contributes to the formation of a highly educated and competent specialist. This specific development of modern society is taken into account by professional standards of education. Thus, the content of educational programs of higher education (FSES) includes disciplines, the study of which contributes to the formation of general cultural, general professional and professional competencies. A medical university graduate must have the ability to act in non-standard situations, bear social and ethical responsibility for the decisions made, be ready for self-development, self-realization, self-education, and the use of creative potential in practical activities. Also, in an educational institution, future doctors master such general professional competencies as the ability and willingness to implement ethical and deontological principles in their professional activities, analyze the results of their own activities to prevent professional mistakes. The list of professional competencies, in addition to the expected ones (readiness and ability to provide emergency and planned medical care, maintain medical records, etc.), includes general cultural competencies, organizational and managerial competencies, and research work. For example, a doctor must have a well-formed worldview and civil position (GC-2 and GC-3), and must certainly show tolerance towards social, ethnic, religious and cultural differences (GC-8). "Readiness for communication" is determined by the formation of the GPC-2, and the formed "ability and readiness to analyze the results of their own activities"(GPC-5) assume the formation of a professional's personality as such.

Let us draw attention to the need to develop in the process of mastering the profession "the ability and readiness to implement ethical and deontological principles in professional activities" (GPK-4). We believe that this is a key aspect of the education and self-education of a medical worker, since a doctor must not only treat and preserve the health of people, but also have the readiness to analyze and publicly present medical information based on evidence-based medicine, the ability to participate in scientific research, and the readiness to participate in the introduction of new methods and techniques aimed at protecting the health of citizens. Thus, mastering the necessary competencies creates a new specialist's value-oriented attitude to their profession and a clear idea of what social values relate to the status of a doctor.

At the same time, the State educational standard has filled the content of education with a variety of values-knowledge, the mastery of which requires the use of modern teaching methods that activate the student's position.

3. THE ROLE OF THE TEACHER IN SHAPING THE VALUE POSITION OF THE DOCTOR

In this process, a significant role is assigned to the teacher. "The National doctrine of education in the Russian Federation" defines the task of "attracting talented specialists to the education system who are able to carry out the educational process at a high level, carry out scientific research, master new technologies and information systems, educate students in spirituality and morality, and train highly qualified specialists" [3].

E.V. Berezhnova believes that a teacher should become "an intellectual and moral model for the younger generation, able to lead the development of the individual, its socialization in the context of cultural imperatives of the XXI century" [4]. Indeed, students during the training period, relying on their subjective views, give preference to certain ideals, and in this regard, the teacher is assigned the role of a morally educational guide. The key task of a higher medical school teacher is to form general and professional ethical values based on personal example or based on the material being studied. In this case, the teacher's own moral and professional attitudes and values will have a huge impact on the formation of students' moral and professional values. Please note that the "intellectual and moral model" for a medical student should be not only teachers of medical specialties, but also teachers of the Humanities. Thus, the formation of ideological and civil positions is based mainly on the knowledge gained in the process of studying the disciplines of general scientific cycles. Also, the education of students at the university is influenced by professional training in practical classes, trainings and direct development of the future social role during the summer practice, patient supervision, where the formation of professionally-oriented values takes place (GPC-4, for example).

It should be noted that there are many interpretations of the term "value" in Russian science. Thus, N.O. Lossky believes that "value is something all-pervading, determining the meaning of the whole world as a whole, and of each individual, and of each event, and of each act. Every slightest change made in the world by any figure has a value side and is undertaken only on the basis of some value moments and for their sake" [5]. G.P. Vyzhletsov, expressing the idea of the intersubjective nature of values, defines them as "certain universals crystallized as a result of generalization of typical situations that fix the most general types of relations between subjects of any level" [6]. M.S. Kagan: "value is not a certain object, phenomenon, process, because these "things" can only be carriers of values;... value is not a property of a "thing" because the property only explains its ability to acquire a particular value by becoming its carrier; moreover, it is illegal to

consider value not as a relation, but as a certain quality... " [7]. In pedagogical axiology, the category "value" is understood as an ideal model or reference point (Slastenin, Chizhakova, 2003; Kiryakova, 1996, etc.). D.A. Leontiev conducted a deep analysis of the concept of "value" in philosophy, sociology, and psychology: Considering the concept of "values" in the opposition "individual – supra-individual", the author recognizes the existence of universal, social, and individual values. ... social values reflect the main features of the life of a particular society in a filmed form. Universal values are some common features inherent in the life of people of different historical epochs, socio-economic structures, class, national, ethnic and cultural affiliation [8]. At the same time, values reflect the patterns of a particular society, so the value system of different communities (including professional ones) naturally differs.

Various interpretations of the concept of "value" by Russian scientists are focused on understanding it either as significance, or only as an ideal, the founder is I.S. Narsky; or as significance and ideal at the same time (O.G. Drobnitsky).

The current certain disagreement in the definition of the concept of "value" leads to different interpretations and different understanding of its structure and ways of forming the value base. At the same time, society plays an important role, since values reflect the patterns of a certain social group, so the value systems of different communities naturally differ.

In our opinion, N.V. Rozov offers the most comprehensive structure of values. So, the scientist includes several elements:

- actual values that combine a value category and an objective category;
- ideals that generally combine a set of value categories and a description of an abstract object;
- principles of behavior that combine value categories and behavior patterns;
- principles of consciousness that combine value categories and thought patterns; specific goals that combine value categories of objects [9].

The system of value orientations, represented by the norms and values of medical activity, is an important part of the personality structure of a medical specialist [10]. Domestic medical universities are called upon to form this system, since the values themselves, such as a person, life, health, professional knowledge, professional skills, professionally significant personal qualities (charity, empathy, sense of responsibility, self-control, sense of humor, optimism, determination, coolness, critical attitude and modesty) are directly correlated with the professionalism of a doctor [11].

4. THE ROLE OF THE UNIVERSITY IN THE FORMATION OF THE FUTURE DOCTOR'S PERSONALITY

The analysis showed that the Federal state educational standards and educational programs for specialties are aimed at forming each structural unit of value. So, for example, the second structural part (ideals that combine in the general case a set of value categories and a description of an abstract object) is nothing more than a representation of the ideal doctor, fixed in the human mind. However, there is a natural paradox: the ideal included in the patient's worldview differs from the ideal of a professional. So, the ideal doctor for the patient is a responsive, trouble-free, professional who does not doubt his knowledge and rights. This "blurred" image of the doctor leads to the fact that compliance/non-compliance with the ideal is due in most cases to the patient's subjective opinion: a young specialist, due to his inexperience, does not inspire confidence, but recommendations from friends, reviews on the Internet can help create an image of the ideal doctor. Representatives of the profession perceive the medical ideal differently: this is a person who is certainly knowledgeable, but also responsible, attentive, because "there are no small things in medicine..." The experience and intuition of a doctor is much more valuable than expensive research [2].

The principle of doctor's behavior is studied by medical ethics and deontology, which are based, of course, on General ethics. This is also stated by foreign scientists Hicks L.K., Lin Y., Robertson D.W., Robinson D.L., Woodrow S.I. [12]. At the same time, the doctor's behavior is complicated by the very situation of communication: the medical worker communicates mainly with a person who is physically ill, and therefore with a partially changed consciousness.

The last structural unit of value according to Rozov (principles of consciousness), on the one hand, is based on the knowledge obtained in the course of training and independent professional activity. The principle of consciousness is most clearly reflected in specific medical thinking and professional language.

5. CONCLUSION

Analysis of educational programs of medical universities has shown that in addition to special, ethically oriented disciplines (Cultural Studies, Philosophy, Ethics, History of Medicine, Russian language and speech culture, etc.), the main task of which is to form common values, the axiological foundations of the future profession are given great attention when studying medical disciplines (therapeutic, surgical, etc.). For example, the disciplines: "First aid", "Public health and healthcare", "Standards of diagnosis and treatment", "Pediatrics",

"Propaedeutics of dental diseases", "Clinical psychology in dentistry", as well as training practices "Patient Care of therapeutic and surgical profile", "Nurse's Assistant", "Doctor's Assistant".

In conclusion, we note that the most important role in setting a significant professional goal is undoubtedly played by the ideal. Every first-year student wants to achieve the ultimate goal – to become a professional doctor, in some cases, students' wishes extend to achieving fame in their chosen profession. In achieving their goal, students are guided by the ideals that most often become outstanding doctors, whose merits are a vivid example of the application of professional knowledge and skills: N. Pirogov, N. Sklifosofsky, S. Botkin, S. Fedorov, etc. Of course, that the ideal of the doctor, which is a unique extract of the axiological foundations of the profession, enhances the effectiveness of medical education and education of students, and as a result, improve the quality of professional practice and, ultimately, better meeting the needs of modern society and man. As a result of constant work on the formation of professional values among today's students, medical universities produce young specialists who are ready to put into practice their knowledge within the framework of their formed competencies.

REFERENCES

- [1] I. Voronov, Notes of a children's neurologist, Moscow: AST Publishing house, 2020, 224 p. (In Russ.).
- [2] A.A. Vilensky, Interns and surgeons are not former, Moscow: Publishing house "Э", 2017, 176 p. (In Russ.).
- [3] National doctrine of education in the Russian Federation. Retrieved from: <https://nsportal.ru/sites/default/files/2020/11/08/nr-f-doctrina.pdf> (In Russ.).
- [4] L.N. Berezhnova, I.L. Nabok, V.I. Shcheglov, Pedagogy: educational manual, M.: "Academy", 2007, 240 p. (In Russ.).
- [5] N.O. Lossky, Value and being, God and the Kingdom of God as the basis of values, Paris: YMCA-PRESS, 1931. Retrieved from: <http://psylib.org.ua/books/lossn01/index.htm> (In Russ.).
- [6] G.P. Vyzhletsov, Axiology of culture, St. Petersburg: SPBU Publishing House, 1996, 152 p. (In Russ.).
- [7] M.S. Kagan, Philosophical theory of value, St. Petersburg, publishing House: LLP TC "Petropolis", 1997 (In Russ.).

- [8] D.A. Leontiev, Psychology of meaning. Nature, structure and dynamics of semantic reality, Moscow: Smysl, 2007, 511 p. (In Russ.).
- [9] N.S. Rozov, Values in the problem world: philosophical foundations and social applications of constructive axiology, Novosibirsk: Novosibirsk University publishing House, 1998, 292 p. (In Russ.).
- [10] N.V. Barakat, Axiological aspect of medical activity//Vestn.Volgogr. state University, Ser. 7, Philos 3(15) (2011) 165-168 (In Russ.).
- [11] N.V. Mayakovskaya, Professional education of the future doctor at the University, Science and school 4 (2012) 14-21 (In Russ.).
- [12] L.K. Hicks, Y. Lin, D.W. Robertson, D.L. Robinson, S.I. Woodrow, Understanding the ethical dilemmas that shape medical students' ethical development: questionnaire survey and focus group study, BMJ 322 (2000) 709-710.
- [13] G.P. Vyzhletsov, Axiology of culture. Saint Petersburg: Publishing house of Saint Petersburg University, 1996, 148 p.
- [14] G.E. Zalessky, Psychology of worldview and beliefs of the individual. Moscow: MSU Publishing house, 1994, 138 p. (In Russ.).
- [15] V.N. Myasishchev, Psychology of relations, Moscow: MODEK, Institute of practical psychology, 1995, 356 p. (In Russ.).
- [16] E.A. Klimov, Ideals of culture and the formation of the subject of professional activity [Text], E.A. Klimov, Psychological journal, Moscow: Nauka Vol. 26 Iss. 3. (2005) 94-101 (In Russ.).
- [17] A.V. Kiryakova, T.A. Olkhovskaya, I.D. Belonovskaya, Axiology of education: Applied research in pedagogy, Moscow: Flinta, 2016, 294 p. (In Russ.).
- [18] V.A. Slastenin, I.F. Isaev, E.N. Shiyanov, General pedagogy: Textbook for higher education institutions: In 2 parts. Moscow: VLADOS, 2003 (In Russ.).
- [19] A.G. Drobnicki, The Concept of morality, Moscow: Nauka, 1974, 388 p. (In Russ.).