

Need and Problems of Teaching Bioethics in Modern Medical Education

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ABSTRACT

This article is devoted to the need and problems of teaching Bioethics in medical education, in which the formation of Bioethics as a science, its importance in medical education and the problems related to it are comparatively analyzed on the basis of foreign experience. In addition, the issue of development of Bioethics education in Uzbekistan and the problems related to it are highlighted.

Today, modern society requires a doctor to have, firstly, high professional qualifications and, secondly, moral qualities. Therefore, the educational programs of medical universities cover special subjects not only for the acquisition of professional knowledge, skills and qualifications by students, but also for the formation of moral qualities.

The main goal of teaching Bioethics in medical education is directed to the implementation of this second requirement, and its task is: to analyze ethical dilemmas arising from the development of medicine, biology and society, and to form and develop skills for making life-necessary decisions based on a humanistic worldview. That's why Bioethics training has become a necessary component of medical education in training a modern doctor.

The teaching of bioethics began in the early 1970s in US medical schools, and in a relatively short time it was introduced in almost all medical schools. Currently, US medical schools are required to include Bioethics in their curricula in order to be accredited. Many countries are following this model in their medical education.

To study Bioethics in the United States, students are first introduced to the basic principles

of Bioethics. After learning the theoretical issues, they move on to the practical part of the subject. They learn to apply the theoretical knowledge acquired in the practical part in concrete situations. Bioethics in the USA is based on three principles: 1) Respect for autonomy; 2) “do no harm” 3) “do good” [1].

At Kaunas Medical University, Ethics is taught at four levels: undergraduate, graduate, postgraduate and postgraduate. At the undergraduate level, students study Ethics from the 4th year. The main focus is on biomedical ethics issues, especially the doctor-patient relationship. Bioethics issues at the postgraduate level differ depending on the specialization of the trainees. The experience of Lithuania shows that teaching Bioethics helps to nurture moral responsibility in future doctors. *“Bioethics is necessary for the formation of humanity in the education of our future doctors and for them to become truly mature specialists.”* [2].

In Latvia, a master's degree in Bioethics has been established, upon completion of which students receive a diploma in medical law. It should also be noted that Bioethics is taught in the sixth year of medical institutes in Latvia. P. Bioethics course is included among compulsory subjects at Stranynya Riga Medical University [2].

Bioethics teaching in Belarusian medical education is included in the programs of the medical education system according to the recommendation of the Bioethics Committee of the Republic of Belarus [3].

The Bioethics course at Tbilisi Medical University is taught for one semester. It is taught not only for students, but also for practicing doctors, postgraduate and retraining courses on the basis of separate programs. In the last decade, the teaching of Bioethics has also been developing in Armenian medical universities. For example, the teaching of Bioethics is mandatory at Yerevan Medical University.

At the Dagestan State Medical University, Bioethics is included in the list of State Education Standards as an independent subject, and it is taught in the last courses. According to Dagestanis, *“students in the first year cannot fully appreciate the ethical issues related to medicine because they do not yet have an idea about diseases. It is necessary to organize the teaching of bioethics in such a way that it becomes one of the important factors of the professional training of future doctors and medical workers”* [2].

In the Republic of Uzbekistan, Bioethics has been taught in all medical universities since the 2020-2021 academic year. Academician, Hero of Uzbekistan Malika Samadovna Abdullaho'jaeva contributed greatly to the formation of bioethics as a science.

After independence, by the order of the Minister of Health of the Republic (No. 370 of July 10, 2000), the National Ethics Committee was established in Uzbekistan, which was headed by academician, Hero of Uzbekistan Malika Samadovna Abdullahojaeva.

It should be mentioned separately, since the emergence of Bioethics, which science experts should teach it? the question is one of the controversial topics. In order to fully explain the essence of bioethics, the teacher must have basic knowledge of medicine, biology, philosophy and law.

In our opinion, the following tasks should be solved in teaching Bioethics:

1. Science should be divided into general (propaedeutic) and special (private, clinical) parts.

2. Teaching in the general part should start from the philosophical foundations, that is, teaching Ethics.

There are several reasons for this:

- 1) Ethics helps to understand the essence of moral values (goodness, duty, justice, etc.);
- 2) the philosophical foundations of ethics allow to understand the genesis, evolution and laws of professional ethics;
- 3) it is impossible to form a "bioethical worldview" without getting acquainted with the moral theories of the past.

"He who advances in science and lags behind in morality does more harm than good" (Hippocrates).

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