



Iya Kaminska

Training as a means of forming deontological culture in future doctors

Problem relevance. Recently the problem of deontological culture of health workers is highly relevant not only in our country but also abroad. The profession of a doctor includes direct communication and interaction with a person requiring medical care, and as a rule, being in a difficult psychological state. Mostly it depends on a doctor himself to improve or degrade not only the physical but the psychological health of a person as well. In this context the deontological culture of the doctor, his humane attitude to people, professional morality becomes very important. Certain ideals and values which guide the doctor, his ethical principles and ethics provide his relationships with people and characterize him as a specialist. Taking into account the integration of Ukraine into the European educational sphere, we consider that the training of high school medical students should be in the stream of forming in future specialists not only the certain degree of professionalism to provide competitiveness on the job market, but also appropriate moral standards and general personal culture, deontological culture in particular.

Nowadays the problems of forming the doctor personality are in the highlight of deontology, medical ethics and bioethics. Such scholars

consider the items of deontology and medical ethics, as E. O. Vagner, V. V. Verbytsky, O. A. Grando, V. M. Kazakov, P. H. Kostyuk, U. I. Kundiyeu, V. F. Matveyev, M. M. Petrov, L. A. Pyrih, V. L. Popov, N. P. Popova, E. I. Tchazov, V. Tcheshko, H. I. Tsarehorodtsev et al. Certain researchers also single out the major place of professional and ethical culture of doctor personality (O.V. Denisova, A. O. Aharkova). However, the forming of deontological culture in future medics in terms of English language education in high schools is not disclosed. We consider that the level of formation of deontological culture of medical students is the utmost marker of success in their professional activities, personal relationships and self-realization.

The article aims at theoretical basement of relevance of using psychological trainings as a means of forming the deontological culture in medical students.

Theoretical analysis of philosophical, psychological and pedagogical concepts that cope with the idea of ethics and deontology in doctor's activities show that ethics deals with a person as a self-sufficient, whole creature. It is believed that the founder of the doctor's ethics was Hippocrates, who systematized rules of medical ethics existing in his time on the basis of long-term medicine experience. His works *The Oath, On Doctor, On Proper Behavior* contain the moral codex obligatory for those who chose treatment as their profession [11].

Ethical culture is a structural component of professional culture of doctor personality, and it coordinates intellectual and cognitive actions on acquiring ethical standards and values, analysis, forming, comprehension; psychological and reflexive actions on rethinking the existing ethical standards, rules, values, self-development; creative actions of personality on forming personally considered ethics on the basis of primary, universal, cultural, ethical, religious, professional; communicative actions; specific actions of ethical judgment, conflict solving and ethical act [2].

Medical ethics became a base to develop psychological ethics and deontology. We consider medical ethics as a study of a place of moral standards in the activities of health workers, of their highly humane attitude to people as a necessary condition of successful treatment of a patient [5]. There is a certain inner link of ethics and deontology, which is absolutely natural, because duty, justice, conscience and honor, idea of the good and the evil are ethical categories. So ethics is a way of education, closely connected to deontology, its purposes and their practical realization.

In general, deontology is an issue of ethical theory which deals on questions of duty, moral requirements and standards [7]. In particular, deontology is considered as a professional ethics for doctors that aims to increase effectiveness of treatment by means of psychotherapy, sticking to medical etiquette etc. Nowadays, deontology is understood as a study of duty, a science of moral, aesthetic and intellectual view of a person who dedicated oneself to the care of people health, of the proper way of relationships between doctors, patients and their relatives, and also between colleagues in the medical collective and the whole institutions, which participate in the struggle for people's life and health [6].

The meaning of deontology is especially important in those issues of professional activities that widely use forms of compound interpersonal intercourse and responsible interactions, where medical activity belongs. The literature analysis (O. Denysova, O. Ivanushkin, B. Yasko et al.) prove that the ethical culture is the central system forming component of the doctor's personality, so that the outlined problem of forming the deontological culture gains a peculiar meaning in the education of doctors.

Concerning this, we should reveal the term of specialist's deontological culture. L. Pereymybidia considers deontological culture of a specialist 'a degree of fulfillment of specialist's duty to the community...' [8, p. 104], simultaneously underlining that 'deontological culture is characterized by complexity and multidimensionality and acts as the subject, the means and the result of activity, in process of which are accepted and expanded certain categories of valuables' [8, p. 105]. S. Khlestova notes that the deontological culture of a specialist is 'a complex of spiritual and intellectual, emotional and valuable, professional and ethic qualities of a personality which define ethical and cultural meaning of his vital functions' [12, p. 82]. I. O. Sheplyakova defines deontological culture of a specialist as a level of assumption of basic professional values that lie in the ground of experience of professional activity [13]. The acquirement of those valuables reveals itself in action as a personal characteristic which proves the maximum level of development of certain qualities and properties of an individual. Herewith deontological culture of a specialist is a part of professional personal culture and appears in a proper performance of professional obligations, fixed in the contents of professional deontological standards. Analyzing different approaches to definitions of the concept of specialist's deontological culture, it is possible to state that this personal formation is shaped in the process of mastering the professional activity and gaining necessary professionally

meaningful qualities on the basis of acquirement by a specialist a certain value system, and it reveals itself in the proper behavior of a professional.

We suppose that the forming of deontological culture should be done throughout the whole period of study of future specialists in high schools, and later on during the professional practice of the specialist. In our point of view, the forming of deontological culture in future doctors is possible through the introduction of the psychological training in the educational process of high school. Training in general is considered as a complex of different ways and means aimed at the development of these or those skills and abilities [4]. Training as an active method of learning may be used in educational groups to model the situations of personal interactions in the process of practice. According to this, we think that in the terms of English language studying in medical high school psychological training would not only improve communicative skills and abilities of students, but also would stimulate their social development, create conditions for self-knowledge, improve various personal qualities, form the general level of culture of the future specialist.

Authors like L. F. Ann, I. V. Vachkov, N. M. Honcharuk, B. V. Kupriyanov, S. V. Kryvtsova, O. H. Liders, H. I. Marasanov, L. A. Petrovska, O. S. Prutchenkov, U. M. Shvalb, T. S. Yatsenko et al deal with the peculiarities of the psychological training. In particular, O. S. Prutchenkov notes that psychological training as a form of specially organized communication allows to solve issues of personal development, forming of communicative skills, providing psychological help and support, which allows to take off stereotypes and solve personal problems of people [9].

Training is a multifunctional method of personal change, teaching certain professional skills and skills of personal effectiveness that is held with the aim of professional or personal development [3].

The special attributes of training include:

- atmosphere of ease and freedom of communication between its participants;
- phasic due to the psychological and social regularities of group development;
- accent on the active interactions between group members;
- using active methods of team work;
- major role of trainer's personality in gaining training purposes;
- certain spatial organization (most often – circle).

The basis of training are active methods of group work. V. Pugachov

names the training methods and includes role plays and planned plays in, as well as method of certain situation, seminar, brainstorming, group discussion, industrial training etc. [10].

The process of training includes three key stages:

1. The destructive elements and behavioral models output from background to foreground.

2. The creation of ideal behavioral model in the foreground.

3. Modification of group members' behavior towards utmost approximation to the etalon and its fixation in the background [4].

Training performs a number of different but closely connected functions. The main function of training is development in general meaning. Training is always a change, moreover, a positive change, which extends personal possibilities. During the training every participant gets not only the set of new knowledge, skills, abilities and ways of acting that extends one's world-view and increases effectiveness in various spheres of life in itself; but he also progresses in self-knowledge. Also training successfully performs diagnostic function. Group interaction wonderfully highlights problem points; it concerns not only skills and abilities, but also the personal sphere. Another function of training is team consolidation. If a training group is not a permanently co-working collective, such effect may not be prior, but still it is quite useful to get a teamwork experience for each participant. It should also be noted, that even in those training groups which do not have psychotherapeutic purposes, psychotherapeutic effect often arises, generated by group dynamics, competent trainer's behavior and development possibilities, provided by the training situation.

Training practice, as any other form of psychological action, requires adaptation of participants to new procedures, ways of working, space organization etc. Thus, it is preferable to introduce certain standards and obligatory procedures at the first meeting and keep them during the whole psychological study. "Basic" structure of a training lesson may be as follows: greeting ritual, warm-up, reflection of the previous lesson, introduction to the current lesson topic, exercises and procedures to maintain the main content of the lesson, reflection of the current lesson, home task or the "bridge" to the next meeting, goodbye ritual [4].

Training group work is characterized by a number of specific principles:

1. Activity principle;

2. Principle of research (creative) position;

3. Behavior awareness principle;

4. Principle of partner (subject to subject) communication.

Step by step realization of these principles is one of the conditions of effective work of socio-psychological group training. It differentiates this work from other methods of study and psychological action.

The effectiveness of training is judged by the degree of accordance of the effect with the given purpose and expenses. The effectiveness of training might be exposed in two components:

- in the changes that occur with the participants, it concerns such personal aspects as cognitive, emotional and behavioral;
- in the satisfaction of group members by the participation in training, it concerns mainly the emotional aspect [4].

Considered peculiarities of training allow treating it as a versatile means of studying and personal growth of people in different spheres of their life. The procedure of the training is rather simple, lessons pass excitingly and the participants remember them for a long time. Thus it is not surprising that recently training gained much popularity and vast usage in the learning process. Due to high intensiveness of learning, relatively small amount of time spent, interactivity and practicality training is very popular among students.

Nowadays training is considered to be one of the most effective ways of studying in the high school. Considering the issues of development, adaptation and conduction of psychological training in the high school it is possible to single out its main characteristics:

1. The first essential characteristic of training as learning method is such students' interaction, which converts a usual student group into a visual model of various social and psychological phenomena, which helps study different social processes in a real, created on the lessons, situation. During the training personal ideas of a student compared with other people's ideas of him and especially the dynamics of changes of those ideas provides a large impulse in development of adequate self-perception and self-development, unlike traditional lessons, where the student's actions are estimated by a teacher. Understanding of own inner world, recognition of ways of interaction with the surrounding, own feelings and their manifestations is an important condition of further development of a personality [1].

2. The second essential characteristic of the training is its versatility. It provides personal success in the conscious desire to change own psychological phenomena, relationships with the surrounding, it develops a student, changes his behavior, assists to form professional competence.

3. The third essential characteristics of training is that it teaches students the most effective ways of communication, develops and fixes in process of training work their communicative skills, which is an essential and necessary condition of professional practice of a doctor.

The considered characteristics of training clearly reveal the possibility to form deontological culture of medical students in advance of those personal changes which take place during the participation in training. With the help of psychological training there takes place learning of behavioral models, but it concerns not only behavior in some certain situations, but also work-out skills of constructive behavior in general. That is, there happens the change in inner personal settings, the knowledge expands, there appears an experience of positive attitude to self and surrounding people. All those factors increase general level of personal culture and, in particular, positively affect the level of development of deontological culture of a professional in the branch of medical education.

Conclusions. The performed theoretical analysis allowed defining the terms of deontology and specialist's deontological culture in the modern psychological science. It was found that the forming of deontological culture should be done throughout the whole period of studying of students in high school, and later on during the professional performance of a specialist. There were considered the peculiarities of psychological training as a method of active learning of students of the high schools, and also grounded the reasonability of its usage as a means of forming of deontological culture in medical students.

Perspectives of further researches in this way consider practical aspect of the reviewed issue, that is, a work-out of a training program, which aims at forming deontological culture in students of high schools in the branch of medical education.

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The Author

Iya Kaminska

*Teacher, Foreign Languages Department,
National O.O.Bohomolets Medical University,
Kiev, Ukraine*

E-mail: kamshik@ukr.net

Abstracts

ІЯ КАМІНСЬКА. Тренінг як засіб формування деонтологічної культури майбутніх лікарів. У статті розглядаються актуальні питання формування деонтологічної культури студентів вищих навчальних закладів в галузі медичної освіти. Теоретично обґрунтована ефективність і доцільність застосування психологічного тренінгу як основного методу формування деонтологічної культури майбутніх медиків.

Ключові слова: лікар, вищий навчальний заклад, деонтологія, деонтологічна культура, фахівець, психологічний тренінг, студенти, етика.

IYA KAMIŃSKA. Trening jako środek tworzący kultury deontologicznego przyszłych lekarzy. W artykule omówiono zagadnienia kształtowania deontologicznej kultury studentów szkół wyższych w zakresie edukacji zdrowotnej. Teoretycznie uzasadniona skuteczność i celowość stosowania treningu psychologicznego jako podstawowej metody kształtowania kultury deontologicznej przyszłych lekarzy.

Wyrazy kluczowe: lekarz, uczelnia wyższa, deontologia, kultura, deontologiczna, specjalista, trening psychologiczny, studenci, etyka.

ІЯ КАМИНСКАЯ. Тренинг как средство формирования деонтологической культуры будущих врачей. В статье рассматриваются актуальные вопросы формирования деонтологической культуры студентов высших учебных заведений в области медицинского образования. Теоретически обоснована эффективность и целесообразность использования психологического тренинга в качестве основного метода формирования деонтологической культуры будущих врачей.

Ключевые слова: врач, высшее учебное заведение, деонтология, деонтологическая культура, специалист, психологический тренинг, студенты, этика.

IYA KAMINSKA. Training as a means of forming deontological culture in future doctors. The article deals with the relevant items of deontological culture formation among students of medical high schools. There is a theoretical base of effectiveness and advisability of using the psychological training as the main method of forming the deontological culture among future doctors.

Key words: doctor, high school, deontology, deontological culture, specialist, psychological training, students, ethics.