



DEVELOPING THE SPIRITUAL AND MORAL COMPETENCE OF FUTURE DOCTORS IN THE PROCESS OF MEDICAL EDUCATION: PEDAGOGICAL MODELS AND MECHANISMS

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Abstract

The article analyzes the pedagogical possibilities of forming and developing the spiritual and moral qualities of future doctors. In the modern medical education system, it is considered an important factor that a doctor's personality should have not only professional knowledge and skills, but also such spiritual qualities as humanity, empathy, responsibility, justice. The study scientifically substantiates the impact of spiritual and educational evenings, charity events, preventive measures, cultural meetings and social projects organized in higher medical educational institutions on the spiritual and moral development of students. Also, a model for developing the spiritual and moral qualities of future doctors and the cognitive, motivational, emotional-reflexive and socio-communicative criteria of this process are specified. Based on the theoretical analysis, it is shown that mass events are an effective pedagogical tool for developing empathy, social responsibility, a culture of communication and a sense of professional duty in students.

Keywords: future doctor, spiritual and moral qualities, medical education, mass events, spiritual upbringing, empathy, social responsibility, medical ethics, pedagogical model, professional competence.



Introduction

The global education system, the issues of ensuring the spiritual and moral development of the individual, self-awareness and worthy participation in social processes have become one of the priority areas. In particular, the UN Sustainable Development Goals by 2030 pay special attention to raising the spirituality of young people, forming social duties and responsibilities in them. From this point of view, educating the spiritual and moral qualities of future doctors and ensuring a deep understanding of their duty to society is an urgent task of the modern medical education system. Because medical workers must have not only professional knowledge and practical skills, but also high spiritual qualities based on humanity, justice, compassion and responsibility.

Analysis of foreign experience shows that through mass events, high efficiency is achieved in the spiritual and social development of students. For example, in Japan, medical volunteer services strengthen the qualities of team spirit and empathy in the minds of young people, while in European countries, through “Medical Humanities” programs, students are being educated in a culture of communication, responsibility and the ability to make moral decisions. In the conditions of Uzbekistan, there are also ample opportunities for the formation of humanitarianism, social duty and patriotism in future doctors through charity events, preventive actions, spiritual and educational meetings and cultural evenings. This indicates the need for research work to be carried out in accordance with international trends and adapted to national conditions.

In our country, broad opportunities have been created for the spiritual and moral education of young people through state programs such as the “Prosperous Generation” concept, the “National Program for the Development of Public Education in 2022-2026” and the “Concept of Continuous Spiritual Education”. The President's “Uzbekistan - Healthy in the 2030 strategy and spiritual high generation formation main from tasks one as is defined. Therefore, medicine direction students’ public events by means of spiritual and moral in terms of mature person as preparation, national and universal to values loyalty in the spirit upbringing state of the policy current from directions one is also considered. Also, in the process of training medical personnel, the effective organization of mass events in cooperation with the family, educational institution and the community plays an important role in developing empathy, a sense of duty, sympathy, a



culture of communication and social responsibility in students. The need for research in this area is that it serves to train future doctors as spiritually mature and professionally competent individuals, integrating foreign and national experiences.

Law of the Republic of Uzbekistan No. 3'PYK-637 dated September 23, 2020 "On Education", Decree of the President of the Republic of Uzbekistan No. PF-158 dated September 11, 2023 "On the Strategy "Uzbekistan – 2030" , Decree No. PF-5712 dated April 29, 2019 "On the Concept for the Development of the Public Education System until 2030" , Decree No. PF-134 dated May 11, 2022 "On Approval of the National Program for the Development of Public Education in 2022–2026", Decree No. PF-141 dated August 14, 2018 "On the Spiritual, Moral and Physical Education of Youth, Providing Them with Education and Training The priority tasks set out in Resolution No. PQ-3907 "On measures to raise the system to a qualitatively new level" , Resolution No. PQ-232 "On the establishment of the National Institute of Educational Pedagogy named after Qori Niyoz"i" dated June 21, 2024, as well as Resolution No. 1059 of the Cabinet of Ministers of the Republic of Uzbekistan "On approval of the concept of continuous spiritual education and measures for its implementation" dated December 31, 2019, and other regulatory and legal documents regulating this area determine the relevance and practical significance of this dissertation research.

In our country, a number of scientists have paid attention to the issue of forming spiritual and moral qualities in the process of medical education and training of future doctors. In particular, the studies of such scientists as A.Khamroev , M.Yusupov , S.Khasanova , N.Abduvaliev , F.Mahmudova , O.Tojiboev have highlighted the educational possibilities of medical ethics, deontology and spiritual education. Also, scientists from the Tashkent Medical Academy , Samarkand State Medical University , and Andijan State Medical Institute have highlighted the role of spiritual and educational events and social campaigns in forming a culture of humanity, responsibility, empathy and communication in future doctors.

Research in this area has also been widely conducted in the CIS countries. For example, in Russia, scientists such as B.G.Udin , V.A.Timchenko , A.G.Chuchalin , and I.V.Kudryavtseva , in their work on medical bioethics and clinical ethics, have shown the importance of mass events and service projects for the



development of spiritual and moral qualities in future doctors. Scientists from Belarus and Kazakhstan, such as T.S.Abdrazakov , E.V.Zinko , and O.N.Molchanova , have studied the possibilities of developing spiritual education by strengthening the social activity of students, integrating preventive actions and public health activities into the educational process.

Abroad, extensive research has been conducted in this area. In the USA, scientists such as Rita Charon (narrative medicine), Edmund Pellegrino , Tom Beauchamp & James Childress , Richard & Sylvia Cruess (medical professionalism), R. Hafferty have substantiated the importance of public events, case studies, charity campaigns, and “medical humanities” programs in the formation of professionalism and spiritual qualities in students. In Japan, Akira Nishigori and colleagues have shown the strengthening of empathy and social responsibility by studying the participation of students in voluntary medical services. In the UK, Daniel Sokol has focused on the issues of educating students in justice, impartiality, and spiritual stability through medical case studies and public ethical discussions.

At the same time, although existing scientific research has highlighted various aspects of spiritual and moral qualities in the personality of a doctor, the scientific substantiation and special research of the process of targeted and systematic development of spiritual and moral qualities of future doctors through mass events have not been studied in sufficient depth. This indicates that the need for the development of new theoretical approaches, modern models and technologies in this area still remains.

Value collective opinion, strengthen internal motivation and encourage conscious participation in social activities, and the establishment of the necessary organizational and pedagogical conditions. The effectiveness of developing spiritual and moral qualities in future doctors on the basis of mass events is determined by assessing the inert - situational - adequate - reflexive levels of students' emotional stability, social responsibility, communication culture, level of empathy, humanity and justice based on cognitive, motivational, emotional-reflexive and socio-communicative criteria. The pedagogical mechanism for developing the spiritual and moral qualities of future doctors has been improved by integrating international approaches such as "medical humanities", volunteer medical service, and "service learning", which are widely used in Europe and



Asia, with national forms of education in Uzbekistan, such as spiritual and educational evenings, charity events, preventive measures, and cultural meetings, in order to develop qualities such as empathy, humanity, justice, and responsibility in students.

Spiritual and moral qualities are a set of qualities such as a person's spiritual outlook, commitment to moral values, humanity, justice, honesty, kindness and responsibility. As researchers have noted, these qualities are manifested as a guiding factor in a person's personal and professional activities. Especially in the field of medicine, they are considered the main sign of a doctor's personal face. Because a medical worker must not only possess professional knowledge and practical skills, but also possess high spiritual and moral qualities. These qualities are manifested in the form of sincerity, kindness and humanity in the doctor's communication with patients, as well as in the criteria of responsibility and justice in making professional decisions.

From a pedagogical point of view, spiritual and moral qualities are formed through the process of upbringing, and the educational environment is of decisive importance in their development [Vygotsky, 1982]. In psychology, these qualities are explained as being inextricably linked with the emotional-volitional system of the individual and the hierarchy of values [Maslow, 1968]. Spiritual and moral qualities, by their nature, harmoniously encompass cognitive (knowledge), affective (attitudes and feelings) and conative (action and practice) aspects. Therefore, in the personality of a future doctor, along with knowledge and skills, qualities based on humanity and empathy must also be developed in a sustainable manner.

Spiritual and moral qualities encompass a person's worldview, commitment to values, humanity, justice, honesty, empathy, a sense of responsibility and duty. Pedagogically, they are manifested in the spiritual world of a person and social relations; in psychology, these qualities are interpreted as a combination of cognitive (knowledge), affective (feelings) and conative (action) systems. Doctor in personality this adjectives professionalism with closely related " professional " competence spiritual as the foundation manifestation It will be.

International models of modern medical education (AAMC, ABMS, WHO frameworks) include professional responsibility and medical ethics in addition to professional training. Spiritual qualities in future doctors are developed as an



integral part of the educational process in the framework of family-university-community cooperation.

Spiritual and moral qualities in a doctor's personality are formed in the following areas: cognitive area: knowledge of the rules of medical ethics and bioethics, study of legislation, understanding of moral norms; affective area: development of empathy, humanity, loyalty to the homeland, a sense of partnership in the patient's suffering; conative area: expression of humanity and responsible decisions in practical activities, participation in community service.

Based on theoretical and practical analysis, the following methods of developing spiritual and moral qualities in higher educational institutions in the medical field were identified: 1) Spiritual and educational activities: studying the heritage of thinkers such as Ibn Sina, Abu Rayhan Beruni, Al-Farabi; the spiritual foundations of the medical oath. 2) Public events: blood donation campaigns, "Patients' Day" donations, preventive weeks. 3) Interactive trainings : roller games (" Doctor - patient "), debates , clinical case discussions . 4) Cultural and spiritual meetings: theater and literature evenings, spiritual forums.

Theoretically, this process is based on ethics, bioethics, humanitarian sciences and pedagogical theories. In practice, mass events (charity, prevention, cultural and educational meetings) are considered the most effective form. The following is a brief description of the potential of mass events in developing the spiritual and moral qualities of future doctors:

Charity events. **In the "Donate Blood for Life" campaign**, medical university students voluntarily donate blood for patients. In this event, the student feels his responsibility to society and develops the virtue of empathy. **In the "Patients' Day" charity event**, students, along with donating books, food or medicine to patients in hospitals, communicate with them. This event strengthens the students' sense of humanity and kindness. **In the "Month of Kindness" campaign**, students visit a nursing home or an institution for children with disabilities and provide moral and material support.

Preventive measures. **During the "Healthy Lifestyle Week"** , sports competitions, healthy eating seminars, and lectures on the prevention of harmful habits are organized among university students. **In the "Fighting Cough Among Youth" preventive campaign**, students distribute booklets on the prevention of various diseases to the population and give advice. **As part of the "Culture of**



Hygiene and Healthy Lifestyle” campaign, practical exhibitions on handwashing, personal hygiene, and proper nutrition are held in schools and lyceums with the participation of medical students.

Cultural and educational meetings. During **the spiritual evening “The Legacy of Ibn Sina and Modern Medicine”**, medical students will read and listen to the works of the great scholar, and stage performances. This event will develop respect for science and loyalty to the national heritage. **At the meeting on the topic “Humanity and the Duty of a Doctor”**, a conversation will be held with famous doctors, scientists or spiritual figures. As a result, students will learn about moral values from a living experience. During **the literary and historical evening “National Heroes and Medicine”**, poems, scenes, and lectures will be prepared about Jaloliddin Manguberdi, Ibn Sina, and Beruni. This event will develop patriotism and spiritual pride in students.

In the medical field, professional knowledge and skills alone are not enough. The sustainable development of spiritual qualities such as humanity, empathy, responsibility, justice, and conscientiousness in the personality of a doctor is a need of society. Therefore, the process of spiritual and moral education in higher educational institutions should be considered a structural necessity. Improving state standards for spiritual and moral education in medical universities, developing a unified system of criteria and indicators for assessing the effectiveness of mass events, and forming the concept of "doctor's spirituality" based on national and international experience should be considered an important task.

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