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INTEGRATION OF HUMANISTIC VALUES INTO MEDICAL EDUCATION: THE CASE OF UK MEDICAL SCHOOLS

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The study presents the integration of humanistic values into medical training in the United Kingdom as a component of professional preparation of future doctors. Humanistic education is considered as a system of forming empathy, ethical reasoning, and communicative competence in medical students. The aim of the research is to analyse the ways humanistic principles are reflected in the curricula of UK medical schools and to determine the level of their implementation.

The study is based on a mixed-method approach combining curriculum review, literature analysis, and survey data. The material includes educational programmes of British universities that represent different models of medical education. The applied methodology makes it possible to identify common and distinctive features in the inclusion of humanistic subjects in the structure of medical courses.

The research results demonstrate uneven integration of humanistic content. Humanistic disciplines are mostly elective and supplementary, which reduces the development of interpersonal and ethical skills of students. Structural barriers, such as limited time, dominance of biomedical modules, and shortage of qualified instructors, restrict the formation of a unified system. Innovative approaches, including narrative medicine, reflective writing, and cooperation with the humanities, contribute to the development of empathy and professional reflection.

The research also focuses on defining the structure and functions of humanistic education in the British context and in substantiating the necessity of a national framework that treats empathy and ethics as core medical competences. The research emphasises the importance of humanistic education for maintaining professional resilience and ensuring ethical and patient-oriented medical care.