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Bioethik und Bildung

Bioethics and Education

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ethics can be special, unique educational subject (of course, with general ethical contents too).

We deed something, at first, in education of young philosophers. We introduced bioethical matter in their study of Ethics and the History of Ethics. We have special course of Ecological ethics in basic studies, as well as we propose Bioethics as special subject in master studies of Philosophy. We proposed too the special bioethical course for Faculty of Agriculture and Faculty of science of forestry. No answer, but we hope, we are sure it will be introduced. In new programmes and education in Ethics for students of Psychology, Pedagogy, Journalism, Faculty of Arts and other sciences Bioethics is main content. In questionnaires of knowledge and of interests, the students of all levels, from the kindergartens to the faculties, mainly answered that bioethicals matter and values are most important and educational interesting.

The children like Nature, animals and trees, flowers and water... They feel that this beings and matters are conditions of their lives, they are part of Nature. But, what we do, when they grow up and come in years 20-ties or 30-ties, they haven't same feelings for the Nature. How we must support the elementary, human love for Nature, how must we teach young people nature science, what must be matter of our sciences and ethics of health, environment, living world etc.? That are main problems in our bioethical education.

Importance of bioethics is substantial in modern time - that was our great experience in very first forms of ethical-bioethical education in Republic of Macedonia.

Bioethical Contents in Ethical Lessons for Children

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Summary

In Republic of Macedonia, in the ethical education of the youngest from second and third grade, the bioethical themes for health, love toward nature, plants and animals, for keeping the nature and other living creatures, were also specially included. That experimental teaching (2003-2005) showed that the children are very interested for bioethical issues because they can easily find a path to theirs heart. This research analised the methods of ethical-bioethical education through edification, dilemma-choise and evaluation, as the best three methods for ethical education for children. The method of ethical-bioethical education for children is consequently interactive and in the same time it shows the route of the contemporary ethical education of the children.

The contents and methods, beside numerous philosophical, social and pedagogical issues, are the most important things in every educational system and section. The aspects of the content are very interesting question for the bioethical education, because it is a new kind of education in which its topic and message participate, as well, in the construction of the Bioethics commonly, as a new science and a field in which people are acting.

In Republic of Macedonia since 1998, there has been a campaign for including the ethical and bioethical education in educational system¹. This process was made, not only as an explanation on the meaning of these sciences, for their essential need, for the necessity of educating the young and youngest in these areas, for the content of these kinds of education, and e.t.c., - but as well as like an *practical pedagogical activity* in different schools and on different educational levels. There has been made a large and extensive experimental teaching (course) of Ethics in high schools², as well as in the high classes of the primary education³. These kind of ethical-pedagogical experiments were very important also in the first classes of prime schools⁴ and in kinder gardens⁵. The ethical and bioethical teaching was

¹ By the prof. Kiril Temkov and his "friends in Ethics" long before the appearance of the NGO that we formed for that purpose and called "Ethical Center".

² In 1998/99 in four high schools (in Dracevo, Kriva Palanka, Kavadarci and Skopje) was implemented and conducted an experimental teaching on Ethics in all four years of education.

³ The first experimental teaching on Ethics in prime school was conducted in 2000 in the prime school "Partenija Zografski" in Skopje in sixth grade.

⁴ During the period of 2003 till 2006 in the prime school "Vlado Tasevski" in Skopje was conducted the first experimental teaching on Ethics in second and third grade.

implemented in all areas of children education – especially in the education of the youngest. It proved that the youngest of all ages can follow the ethical and bio-ethical teaching, that these were interesting themes for them and that they can study and discuss about bioethical themes with joy and pleasure.

The most overall was the experiment carried out in second and third grade in the prime school "Vlado Tasovski" in Skopje in 2003/04 and 2004/05. The teacher of that grade was Ljubicica Topuzoska, graduated pedagogue, who studied MA in philosophy. The two years conducted experiment in her class was it's master and doctoral research – the MA publication "Ethical education in the prime teaching" and doctoral dissertation "Forms and methods of ethical education of the youngest", explained and defended on the Faculty of philosophy in Skopje (prof. dr. Kiril Temkov was her mentor).

In the case of the youngest (7-9 years), beside researching the possibility for reception of the ethical subject, in another words beside resolving the general question for ethical education of the kinds, as well as the development of the methods for such education⁸ – the most interesting cognitions are referring on the content on ethical and bioethical education of the youngest. The most important thing for their good education is the lively (vivid) word with examples from ethical practice. For this purpose it was possible to use the rich material from the literature for youngest and from the world history⁹ or different kinds of brochures and leaflets for moral, cultural, biological and health education for the youngest. Also, in this experimental teaching, an original book material was created, with which this teaching got an authentically ethical and bioethical dimension.

First of all, in the experimental teaching process in second grade, it was used a method of *Example and Edification*. For this purpose over 80 ethical stories were created¹⁰. The main actors, the main heroes, of these stories were children from 5-10 years age and their families from one settlement in Skopje, children that are gangning together and all go to the same school, live constantly together in their neighborhood... In the end, all stories shaping/modeling one big story for children's events from the whole school year. In these material a six groups of ethical and bioethical questions are treated: The family and the place of the children in it; The behavior outside of home; The duties in the school; The relations with friends; Eco-ethics and Ethics of health. Almost half of them are belonging in the bio-

⁵ The experiment of Ethical education for the youngest was conducted during 2003 till 2005 in the kinder gardens "Rade Jovchevski-Korçahagin" in Skopje.
⁶ Ljubicica Topuzovska, *Ethical education in the prime teaching*, MA publication, Faculty of philosophy in Skopje, (2004)
⁷ Ljubicica Topuzovska, *Forms and methods of ethical education of the youngest*, Ph.D. publication, Faculty of philosophy in Skopje, (2006)
⁸ in principle interactive
⁹ because the ethical education is simultaneously an education for Universal ethics.
¹⁰ all of them were regularly published every Tuesdays in the oldest newspaper in Macedonia "Nova Makedonija" in the application for youngest - nevertheless these materials were available for reading and discussion to the large number of children in many schools.

ethical topics. In the family ethics you can find such as: mutual love and support on the members of the family, the continuity of the generations and sharing the problems with the older members and others. In the behavior out side of home, there are such as: attention of the behavior according to the season and weather, the unviolence in the society and e.t.c. For manners in school the most characteristics are the themes about nutrition in the school, for the exercises with the animals and e.t.c. For ethics of the friendship the most important are the bioethical themes dedicated to love, forgiveness, giving needed help for the injured and the people with special needs, especially the theme about the relations between boys and girls¹¹.

In the direct bioethical teaching, in the filed of eco-ethics, the violating of the plants, the care for the living been, pollution and keeping the waters, different acting according to the year and weather seasons, are particularly treated. Yet, at the end of one story (in the dialogue between the teacher and the pupils), every pupil must tell one proverb for good bioethical behavior.

In the last group of questions inside these materials there were the themes dedicated to bioethical issue – ethics of health ("the most important human question"). The idea was presented in the lesson "And heart is cheerful in healthy body". Here were treated the ideas for proper nutrition, the danger of drinking alcohol and taking narcotics, the necessity of sport, the protection from contagious diseases, watching TV in normal conditions and e.t.c. Some texts are for personal hygiene, for various situations in case of diseases, the careful listening of the doctor's advices, as well as the optimistically suppress on some big injure with persistence and obstinacy of the child.

Beside these materials, a special treat was given as well as to the "Ecological lexicon"¹² in which together with every letter a child or children is present with a name on that letter, a persons that are protecting nature and object in the nature, which demands special treatment of the people-children.¹³

The children gladly and easily accepted bioethical themes. They were writing a school and home works about them, in which we can find a great notes and advices as an expression of their awaked ethical conscience/mind. They made also posters and other kinds of school materials that were presented in public. For these kinds of activities was argued on the school hours. The teaching was often realized also in the school park or in the nearest city forest where the bioethical cognitions and behavior of the children was reconsidered.

In the third grade, first was applied the method of *Dilemma and Choice*. In special kinds of texts some ethical-bioethical cases were presented in front of the

¹¹ in the class with the experimental ethical teaching the positive boys-girls relations were also specially developed.

¹² Wrote by prof. Kiril Temkov.

¹³ Also for kinder gardens were prepared special games with eco-bioethical content on recognizing the home of the animals and their generations, on plants and their fruits, on the way how they should be kept, expressed love for natural creatures, the child's behavior toward nature and e.t.c.

children in which the main heroes are children and from them was requested to tell what will do in particular case. The bioethical themes from these 20 texts are correlated with the personal hygiene, the relations between kids who are practicing violence, the problem with noise and powder rockets on New Year eve and e.t.c.

The third kind and phase on ethical education of the youngest was applying on *Ethical Evaluation*. The children were asked to come up and tell their ethical evaluation for somebody's behavior. Here, as a bioethical themes were taken different forms of child's home violence and violence in school, cultural social behavior (dance, help e.t.c) and the questions of first love, relations between brothers and sisters (with the examples of their bad behavior), meeting with the strange world and e.t.c. Two texts were especially nice accepted by the children. They were related with the problem of plants rapture and the question of keeping the home pats and flowers received as a gift, the duty and responsibility that everyone has to take care for them as a life being.

The bioethical content was pretty much represented in one particular ethical-pedagogical material – the first ethical strip (comic) in Macedonia "Angela and Angel from 1-a". It presents the life and the school cases of two friends from the neighbors who are going in school together in 1 grade. The most of the texts were with bioethical character: personal hygiene and the hygiene in the home and school, regular nutrition, unviolent relations between the children, children's games in the nature, weather seasons, meeting with the animal and love for them, comparing the life in different environments (the village and town) and e.t.c.

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The context of ethical education of the youngest usually is often dedicated to the bioethical themes and problems because children learn about these questions very easy. They love the stories about the animals, plants, and they are very interested for the bioethical side of the existence. So, the bioethical subject is the best for introduction in ethics, in the same time, it's ennobles the ethical conscience with intimate relation with the nature and living beings. The experimental ethical teaching in second and third grade in Skopje showed that the bioethical content are the unroundabout element in the construction of the new young persons which will live in one new world of understanding, good human relations and proper behavior toward nature. For that purpose we must include a special subject Ethics-Bioethics in the youngest classes.

Von Resignation und Zynismus zu Menschenwürde und Verantwortung: Über den bioethischen Unterricht in Rumänien

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Zusammenfassung

Der bioethische Unterricht sollte zeigen, dass die Menschenwürde und die Verantwortung gegenüber der Natur unverzichtbare Werte sind. Wie aber sind diese Werte in „post-kommunistischen“ Ländern zu vermitteln, in denen die Menschen jahrzehntelang geknechtet wurden, in denen das Individuum sich nur als Mittel und nicht als Zweck an sich fühlen durfte – und in denen viele Politiker, die nach der Wende an die Macht kamen, noch aus den Kreisen der vormaligen Machthaber stammen? In diesem Kontext versucht man, den bioethischen Unterricht in Rumänien zu etablieren, wobei zu unterscheiden ist zwischen der Bioethik als „angewandter Ethik“ in der Medizin und Bioethik als genereller Reflexion über Menschen- und Naturwürde. Für die Bioethik im eingeschränkten Sinn, als angewandte Ethik, besteht in Rumänien schon seit vielen Jahren eine Unterrichtstradition; als generelle Reflexion ist sie aber relativ neu und im öffentlichen Bewusstsein nicht verankert. Der Vortrag skizziert die Entwicklung und den aktuellen Stand des bioethischen Unterrichts in Rumänien und versucht die Situation an Hand von Beispielen zu erklären.

I. Unterricht und bioethischer Unterricht

Was erwartet eine Gesellschaft von Unterricht und Bildung? Man erwartet vor allem, dadurch besser *qualifizierte Arbeitskräfte* zu bekommen. Implizit erwartet man bessere *Wissenschaftler* und bessere *Staatsbürger*. Die Wirtschaft und die Wissenschaft gehen Hand in Hand, im dem Sinne, dass sie sich gegenseitig fördern und befördern. Aber die zwei Pole reichen nicht, da in beiden Bereichen die Hauptakteure Menschen sind. Diese aber sind gleichzeitig Individuen und Staatsbürger. Man erwartet Initiative und Hilfsbereitschaft, Kreativität und Verantwortung, aber auch eine reife Öffentlichkeit, eine effiziente politische Klasse, Wertewie Toleranz und Achtung vor der Individualität und Überzeugung des anderen, Sinn für Gerechtigkeit, Verantwortungsbewusstsein für die Natur und Umwelt usw. Die Bildung sorgt sich implizit auch um diese Leistungen, die nicht direkt m

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