

O'ZBEKISTONDA KOREYA AN'ANAVIY TIBBIYOTI: TOSHKENT TIBBIY AKADEMIYASI MA'LUMOTLARIGA MUVOFIQ

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✓ *Rezyume*

Ushbu tadqiqotning maqsadi sharq tabobatining hozirgi ta'lim muhitini o'rganish va kelajakda Koreys an'anaviy tibbiyotining O'zbekistondagi o'quv dasturini ishlab chiqish edi. Ushbu tadqiqotda foydalanilgan so'rovnoma amaldagi o'quv dasturiga asoslangan. Ushbu tadqiqot sharqona tibbiy bilimlarga erishishda kurs samaradorligini o'rganish maqsadida 120 talabaga (O'zbekistondagi Toshkent Tibbiyot Akademiyasining 5-kurs talabalari) so'rovnomalari tarqatish orqali o'tkazildi.

Kalit so'zlar: koreys an'anaviy tibbiyoti, ta'lim muhiti.

ОБЗОР ОБРАЗОВАНИЯ КОРЕЙСКОЙ ТРАДИЦИОННОЙ МЕДИЦИНЫ В УЗБЕКИСТАНЕ: СООТВЕТСТВИЕ ДАННЫМ ТАШКЕНТСКОЙ МЕДИЦИНСКОЙ АКАДЕМИИ

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✓ *Резюме*

Целью этого исследования было изучить текущую образовательную среду восточной медицины и разработать ориентированную на будущее учебную программу корейской традиционной медицины в Узбекистане. Анкета, использованная в этом исследовании, была основана на действующей учебной программе. Это исследование было проведено путем раздачи анкет 120 студентам (5-й курс Ташкентской медицинской академии в Узбекистане) с целью изучения эффективности курса для достижения восточных медицинских знаний.

Ключевые слова: традиционная корейская медицина, образовательная среда.

A SURVEY OF THE EDUCATION OF KOREAN TRADITIONAL MEDICINE IN UZBEKISTAN: WITH REFERENCE TO THE DATA IN TASHKENT MEDICAL ACADEMY

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✓ *Resume*

The aim of this study was to investigate the current educational environment of Oriental medicine and to develop a future-oriented curriculum for Korean traditional medicine in Uzbekistan. The questionnaire used in this research was based on the current curriculum. This study was carried out by distributing questionnaires to 120 students (5th year in Tashkent medical academy in Uzbekistan) in order to examine the course's efficacy for the attainment of oriental medical knowledge.

Key words: traditional Korean medicine, educational environment.

Introduction

Integrative medicine in the 21st century organically utilizes the best treatments in mainstream medicine and complementary and alternative medicine in order to obtain the best therapeutic effect. Research on this has been conducted not only in oriental medicine colleges and medical schools, but also in various medical science-related institutions and health care-related institutions.

In the 1990s, the interests of the US Congress and the government on complementary and alternative medicine became an opportunity to rediscover the traditional medicine of each country around the world, and in particular, Northeast Asian countries tried to advance the traditional medicine of each country to the world stage based on accumulated knowledge resources. The Korean government is also expected to lead the world's complementary and alternative medicine field in the future by recognizing this trend and distributing some of the R&D budgets of each ministry, including the Ministry of Health and Welfare, the Ministry of Science and

Technology, and the Ministry of Commerce, Industry and Energy to the field of oriental medicine research. In order to establish a traditional medicine system suitable for the future society in the rapidly changing trend of oriental medicine, a strategic plan must be established based on the future situation and technology forecast related to health care and traditional medicine.

Therefore, this study introduces the results of a survey on Korean Traditional medicine education based on the experience of teaching 'Korean Traditional Medicine' to students of the Tashkent Medical University in Uzbekistan, and suggests problems and improvement plans through analysis.

Materials and methods

"Korean Traditional Medicine" in this study is part of a subject at Tashkent medical academy in Uzbekistan, established under the subject of 'Expanding students' knowledge of Western medicine and traditional medicine treatment methods'. The lecture has been held since 1996 at the Tashkent medical academy. Although the proportion

of the medical school curriculum is not high, it is a mandatory subject. The Korean Traditional Medicine course was opened for 3 hours for the 5th grade students of Tashkent medical academy, and there is no test to evaluate learning comprehension.

The purpose of this lecture was to look at traditional medicine with a macroscopic point of view, and to understand the changes and directions of world medicine, rather than learning fragmentary treatments. In particular, while focusing on a specific field of Korean traditional medicine, the emphasis was placed on cultivating the active ability to develop the traditional medicine of Uzbekistan. A named questionnaire for analysis of this lecture was conducted after the lecture was over. The

content of the questionnaire consists of eight questions on whether you are interested in traditional medicine, the validity of the lecture, the difficulty of the lecture, and the selection of the subject for an in-depth lecture. Among the 120 survey results for the questionnaire, if there were errors, meaningless values, or non-response, data were deleted.

Results

Before taking this course, 46.4% of Tashkent Medical Academy students took related lectures about traditional medicine. And 23.2% of students said they had read related books. 69.6% of all students showed interest in oriental medicine including Korean Traditional medicine (Fig. 1).

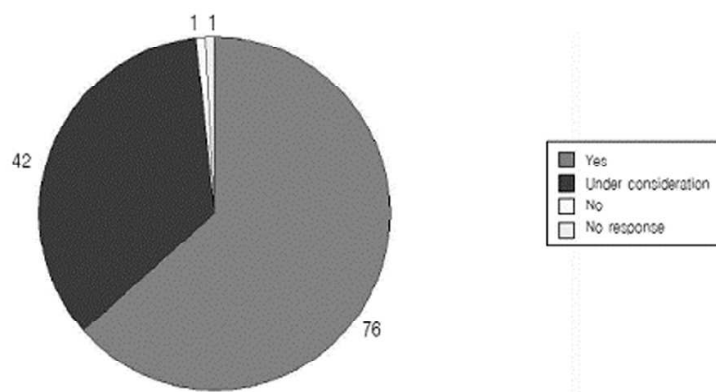


Fig. 5. Responses of the question about desire to have more specific studies in traditional Korean medicine.

88.3% (Fig. 2-A) of students answered positively to the question of whether this course reflects the course opening goal well (Question 2). Therefore, through this course, Korean Traditional Medicine was introduced and it can be seen that the the lecture achieved satisfactory results. 81.6% of the students were asked whether the lecture was helpful in understanding Korean Traditional medicine (Question 3). They replied that they were helped by this understanding (Fig. 2-B). However, there were far more 'yes (68.3%)' answers than 'very helpful (0.75%)', and some replies 'was insufficient (17.5%)'. From these results, it can be seen that although this course is helpful in understanding Korean traditional medicine, there are still shortcomings.

To the question (Question 4) asking about the difficulty of this course, they responded in the order of 'slightly difficult' (50.8%), 'normal' (34.1%), and 'easy' (12.5%) (Fig. 3-A). This can be said to show that the level

of difficulty that students experience about Korean Traditional medicine lectures is not that high. To the question (Question 5) that asked about difficulties in the lecture, they answered in the order of 'short of time' (51.1%), 'the concept is unfamiliar' (27.06%), and 'the lecture was through an interpreter' (9.7%). (Fig. 3-B). If more than half of the respondents say 'there was not enough time', it can be seen that more time than the current lecture is required to understand lectures in Korean traditional medicine. And this lecture is with korean-russian interpretation. The interpreter may not have been completed because the lecture was provided through an Asian language interpreter, and Uzbek students may not have a complete understanding of Russian due to the Uzbek language environment. But with the initial concern about the lecture, the response that the lecture was difficult because it was through an interpreter showed a relatively low percentage.

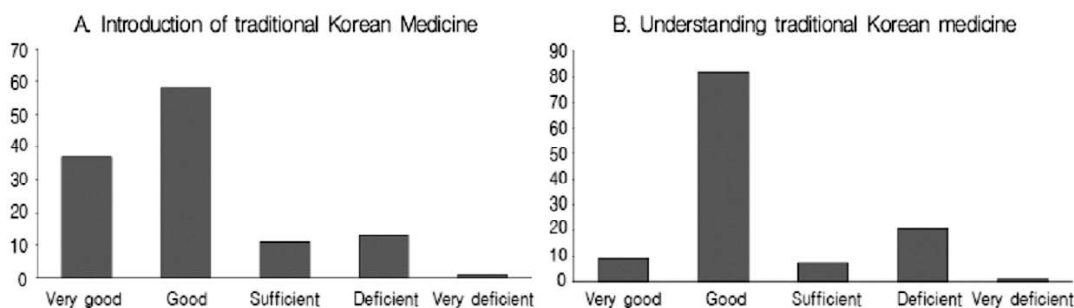


Fig. 2. Implementation of the class goals.

- A. The class was fit to the purpose of this class (introduction of traditional Korean medicine).
B. The class was helpful for understanding traditional Korean Medicine.

As for the answer to which field of Korean Traditional medicine they are most interested in (Question 6), 64.9% of students chose acupuncture, 38.4% of students took herbal medicine, and 35% of students answered that they were interested in Traditional Korean internal medicine. (Fig. 4). Interestingly, 26.6% of interest

in pharmacological acupuncture also appeared. In this regard, acupuncture is a field that is widely known in Uzbekistan. However, it is believed that this is because oriental doctors who previously worked in Uzbekistan, performed a lot of pharmacological acupuncture, and the preference of local patients in Uzbekistan is very high.

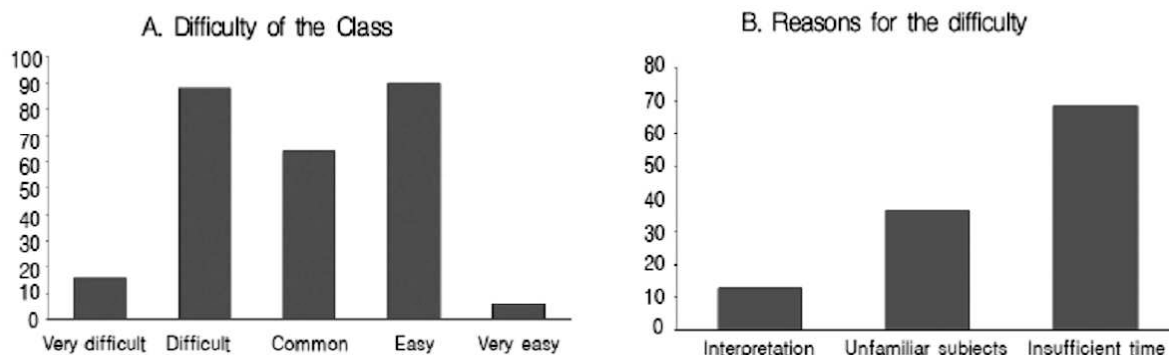


Fig. 3. Difficulty of the class and its reasons.

A. Difficulty of the class. B. Reasons for the difficulty.

When it comes to taking in-depth lectures on Korean traditional medicine (Question 7), the most respondents answered 'I will take it' (63.3%), and 'I will think about it' (35%) and 'I will not take it' and no response. Each

responded one person (Fig. 5). Looking at this, it can be seen that more than half of the students of Tashkent Medical Academy have a willingness to learn about Korean Traditional Medicine.

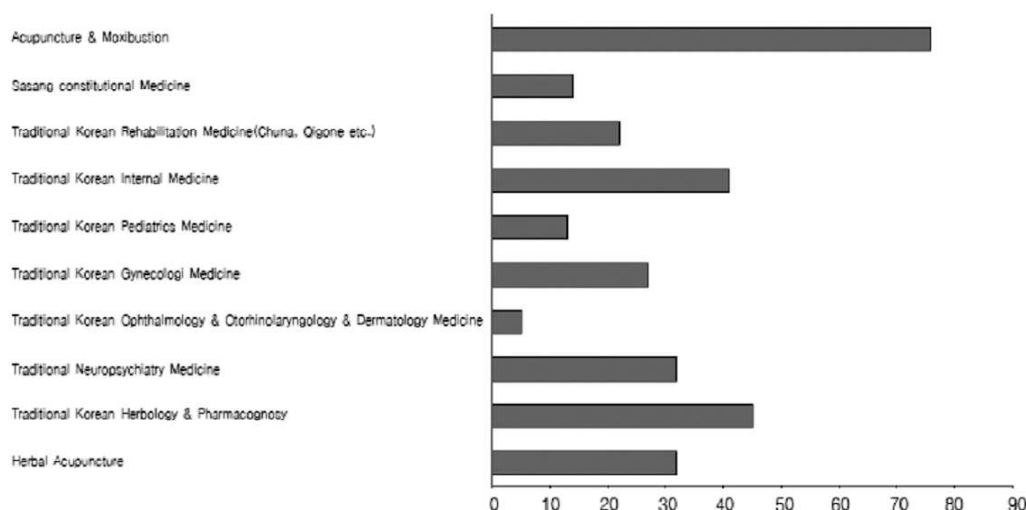


Fig. 4. Preference Choice By Students.

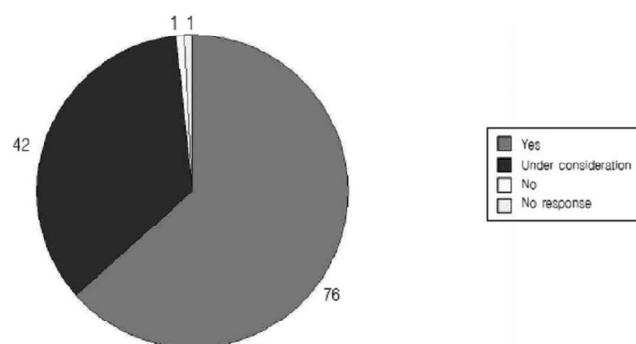


Fig. 5. Responses of the question about desire to have more specific studies in traditional Korean medicine.

Findings

Existing studies for the globalization of oriental medicine (6,8) include expanding English education, expanding personal exchanges with foreign research or educational institutions, revitalizing foreign journal learning, securing teachers to teach oriental medicine in English, and fostering overseas specialized oriental doctors, etc. are suggested as an alternative, but there has been no research on oriental medicine education in countries non-english speaking countries. Since the globalization of oriental medicine is not necessarily the Englishization of oriental medicine, it is the time for a future-oriented alternative to plan and operate oriental medicine curriculum suitable for the situation of each country, not english speaking. In Uzbekistan, since the first medical school was established in Tashkent, the capital city in 1919, there are now a total of six independent medical schools. And in 1996, a curriculum on oriental medicine was opened at the Tashkent Medical Academy, and now all medical schools in Uzbekistan are giving lectures on oriental medicine.

It is urgent to translate books representing Korean Traditional medicine into Uzbek and Russian languages, along with the development of textbooks for Uzbek medical students. In addition, it is possible to expand and develop university curriculum in Uzbekistan only when students experience clinical effects on their own through the practice of Korean Traditional medicine practice and develop curriculum consistent with their interests and levels of learning. In addition, if Korean Traditional medicine education is not just a liberal arts education, but a professional and standard education system aimed at actual clinical use, it is believed that there should be institutional legal support this. In this area, more in-depth research is required.

In addition, further research is needed on how long this lecture will continue to help students after graduation. As suggested in the questionnaire response, it seems necessary to supplement the contents of the course through a follow-up survey on how to study Korean Traditional medicine lectures in the future.

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