

Preventive Work on HIV Infection Among a Group of Minors

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Abstract: This article describes the preventive work carried out among groups of minors, which is mainly aimed at the formation and development of protective factors that prevent HIV infection. This applies to both biological (physiological) and psychological and social factors. Therefore, the leading principles of work in this group are programs for the formation of a healthy lifestyle for children and adolescents, their life skills, including communication skills, as well as preparation for difficult life circumstances.

Keywords: Minors, education, communication skills, social factors, prevention program.

Material And Methods

The search for literary sources was carried out using the bibliographic databases Web of Science, Scopus, DBLP, Medline. When selecting sources, they paid attention to experimental articles, literary reviews, the number of their citations over the past year.

Of particular importance for healthy minors is informational and educational work on sex education, as well as information about HIV infection and methods of its prevention [1,2,4,6].

Considerable difficulties often arise when discussing questions of sex education. These difficulties arise both for educators (school teachers, administrators and educational policy makers) and for parents, as many of them do not approve of open discussion of sex education with children and adolescents [2,5,6].

This work should be carried out in strict accordance with the moral and ethical standards and age characteristics of children and adolescents. One of the possible and most effective ways of working in this direction at preschool and primary school age is information and educational activities on the prevention of HIV infection. This gives parents the opportunity to find adequate ways to bring this information to their children, taking into account specific family conditions and the individual characteristics of the child [1,3,5].

In carrying out preventive work in a group of healthy people, a combination of didactic and interactive methods is provided both in the process of subject education (biology, computer science, literature, history, etc.), and in conditions of additional education and leisure activities. Stimulation, encouragement, maintenance of independent activity of children and adolescents are of great importance for successful prevention.

Organizational forms of activities to prevent HIV infection in an educational institution can be:

- Fragments of lessons and individual lessons within such subjects as biology, literature, social science, history;

- Extracurricular activities;

- Counseling organized for students and parents.

The most massive form of preventive work with students is the inclusion in additional (extracurricular) lessons, as well as subjects of the general education cycle of educational preventive modules. Students can get more detailed information on HIV infection problems, learn the skills of safe and responsible behavior in the framework of specially organized classes, such as extracurricular activities.

Let us consider the main methods of preventive work used in different age groups of students, as well as with their parents.

Adolescence and youth

The most optimal form of preventive work with adolescents and youth is an interactive seminar-training. During classes, the psychological difficulties of the audience should be taken into account when discussing intimate issues. To overcome these difficulties, it is important to stimulate various kinds of discussions and use game techniques. During the classes, it is advisable to use such techniques as brainstorming, group discussion, role-playing games, visual teaching methods [3,4].

Brainstorming is a way to quickly engage participants in the work. The facilitator should be attentive and try not to miss a single statement, since it can be difficult for shy people to speak in front of everyone and, if their opinion is not heard, they become isolated and no longer participate in the lesson. The ideas expressed during the brainstorming session can serve as the basis for the formation of an active position of the participants on the issues under discussion, for example, using a group discussion.

Group discussion allows all participants to express their opinion. This contributes to the expansion of experience on a given topic. In addition, in the process of discussion, not only knowledge, but also behavior is reassessed, new values are formed. It is desirable that the number of participants be at least 8 people, but not more than 12. You can divide the group into subgroups and determine the leader in each of them. The formation and development of skills for safe and responsible behavior can be carried out with the help of role-playing games.

A role-playing game is a reproduction of any life situation on the subject of the lesson. Such games help to overcome psychological barriers when intimate issues are raised or you need to express your feelings. In addition, in the role-playing game, new skills are developed and tested. It is important that the participants do not play the same type of roles, and in no case should one be allowed to become a negative character in the eyes of others. Therefore, it is important that the discussion does not focus on game moments, but on the feelings of the participants and the difficulties in trying to behave in a certain way.

During classes, it is good to use various illustrative materials, such as videos. Their demonstration should not take too long, but it should be accompanied by a discussion.

The effectiveness of the preventive impact on young people can be increased by using the "peer-to-peer" teaching method, when peers act as educators. This method is largely effective due to the fact that young men and women willingly listen to people of their own age. This is especially true with regard to sensitive topics such as sex and sexual behaviour, as young people may perceive explanations from educators, parents and other adults with distrust and embarrassment.

Preventive work with parents of students

The family has the greatest, and sometimes decisive influence on the child, adolescent and young person. Since many topics covered in the framework of HIV prevention are directly related to ethical (moral) standards, it is necessary that the organization of preventive work in an educational institution support the spiritual values cultivated in each particular family.

The best way to solve ethical problems is to involve children and their loved ones in sexual and anti-drug education. But this comes with a number of difficulties. Let's consider only some of them.

Traditionally, the reason for the refusal of parents to participate in the educational process organized by an educational institution is their employment. In addition, a situation often arises when parents cannot carry out preventive work because they themselves do not have sufficient knowledge or are not able to overcome psychological difficulties in presenting the material. Thus, according to surveys, the population's awareness of HIV infection is low.

Psychological difficulties are most clearly manifested in the example of the sexual education of children. The core issue of education is how parents perceive the innate sexuality of the child, and to what extent they allow its manifestations. For the formation of a child's sexual behavior, the attitude of parents to this problem is much more important than all the information or misinformation that they can provide him with on this issue.

Studies have shown that only a few parents are able to properly organize the sexual education of their children, therefore, according to survey data, they, unfortunately, receive the bulk of information about sex not in the family, but from friends.

These facts indicate that it is necessary to carry out special work with parents.

Conclusion

The HIV epidemic threatens the stability of the development of modern society in most countries of the world, including Uzbekistan. To date, HIV infection has been registered in all regions and cities of the Republic of Uzbekistan. Taking into account the international experience of combating HIV infection and the experience gained in Uzbekistan, preventive education in the field of HIV infection not only reduces the risk of infection, but also develops skills for a healthy lifestyle and responsible behavior in the younger generation to create a point of view. This disease is a socio-medical-biological phenomenon, characterized by dynamism, increasing negative effects, and reflects emergency symptoms and long-term problems. This situation requires immediate response measures and the development of a long-term system of protection and countermeasures.

Currently, most of the programs for the prevention of HIV infection among the most vulnerable segments of the population, based only on promoting a healthy lifestyle, are not very effective in practice. Taking into account the above-mentioned, prevention work should be started as early as possible, because behavioral actions in the direction of HIV infection prevention are not only informational and educational work, but also a permanent goal-oriented activity on the formation of human values, health learning the skills to manage a healthy and safe lifestyle takes a long time.

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