



# Psychological Characteristics of Self-Education in the Mental Health of HIV-Infected Teenagers

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**ABSTRACT**

In this article, special attention is paid to the mental health of HIV-infected adolescents, the content of the process of self-education and pedagogical- psychological aspects of self-education. As a result of education and family environment, the life goals and ideals of every teenager are formed. Self-education in the lives of HIV-infected adolescents is aimed at the correct acquisition of national ideas, a certain scientific outlook, community, political awareness and vigilance, strong beliefs and an active outlook on life (without stigma and discrimination).

**Keywords:**

adolescent children, HIV (human immunodeficiency virus), psychological state, psychosomatics, self-education, self-awareness, self-assessment, self-control, self-improvement, self-transformation

The process of education and family environment lays the foundation for self-education of adolescents. Today, the flow of information is expanding. This information has a dual educational value: they can have both positive and negative effects on a teenager's personality. The information that every teenager who uses the internet receives in their minds is affected to varying degrees. Especially if the teen has HIV status and is aware of it. Therefore, it is important that family members and educators are able to direct this information correctly when providing information. The human psyche has its own laws of development. Educational tools used in the educational process affect the inner world of adolescents. Today, teenagers are required to think independently, to have in-depth knowledge, to have economic and legal knowledge. The process of self-education is effective only when adolescents need these activities. The need for self-awareness and self-education is very strong in HIV-infected adolescents. Because they will have to keep their status a secret in order to

avoid stigma and discrimination beyond their self-awareness. Self-awareness allows a person to self-assess, think, take responsibility for self-control, analyze and manage their actions through self-education. In self-transformation, a person undergoes changes in his psyche under internal and external influences. Self-discipline, on the other hand, is the conscious effort by a person to compare his or her qualities and characteristics with those around him or her and to make a conscious effort to change oneself spiritually according to the demands of society. The qualities of self-discipline are realized when adolescents are ready for it, self-aware and independent. To teach a teenager self-discipline, he should be given advice and guidance. At the same time, the following cases should be created in HIV-infected adolescents who are critical of their behavior: - Encourage HIV-positive adolescents to self-assess; - Orientation of personal behavior of adolescents to a specific goal arising from the characteristics of socio-economic development of society, taking into account their emotional state, spiritual culture,

moral thinking, habits, ideals, aesthetic ideas and willpower; - Planning the future based on the knowledge, skills, abilities and experience of adolescents in the field of self-education, the formation of the ability to anticipate its concrete results; - their age and individuality in the work of self-education of adolescents to rely on their characteristics, to develop in them the skills of self-education, taking into account the conditions; - To effectively organize the process of self-education of adolescents, to take into account the non-traditional forms of education, national values, local customs and traditions. Self-analysis - allows teenagers to know their own qualities. For self-control, adolescents need to keep a diary of their behavior, discipline, positive qualities, and negative ones. Because a teenager cannot educate himself unless he learns to analyze his behavior and qualities. Self-assessment reveals a teenager's abilities, strengths, and abilities. Self-assessment is very difficult, but an HIV-positive teenager can be prepared for it. To do this, the teenager must be strong-willed, able to understand his duties and responsibilities, to find the strength in himself to analyze his activities and educate himself, to strive for it. Adolescents achieve such a goal only when they have the ability to self-assess. Leading activity during adolescence is reading, communication and work activity, the main task of communication during adolescence is to master and follow the simplest and most basic norms of mutual friendship and camaraderie. Teenagers' communication should be friendly and cultural. Therefore, psychologists working in AIDS centers in each region form separate groups for adolescents. Trainings are often organized to gather them and teach them how to communicate and build friendships. Knowing the natural, scientific basis of the spiritual, mental, moral, aesthetic and physical changes that take place in the body of adolescents in relation to their age allows them to understand the essence of adolescent self-education skills. Because the changes that take place in their physical, spiritual, and spiritual worlds are related to their self-discipline skills. These changes are sometimes rapid and sometimes sluggish, depending on the specific characteristics of the adolescent. During

adolescence, however, such changes become more pronounced. The presence of HIV status, especially in the adolescent child, leads to an intensification of negative aspects in the adolescent. In teaching adolescents self-discipline, it is important to take into account their age and individual characteristics. Educators and psychologists have sought to differentiate the age periods of adolescents and to theoretically analyze the characteristics of each of these periods and to determine their pedagogical significance. In order to properly organize education and self-education, it is necessary to know the age characteristics of the adolescent and on this basis to effectively manage the life process and the learning process. Because each person is socially, mentally, biologically unique. Human characteristics are constantly improving and evolving. This development also depends on the content of life processes and educational processes of adolescents with HIV infection, the interaction of adolescents with each other. However, the uniqueness of each person does not deny that he has common features and qualities. Such commonalities should be explored in relation to the specific aspects of each individual and the educational process and the family environment. It is known that the organization and implementation of self-educational work with adolescents is also characterized by a clear knowledge of their activities. Leading activities during adolescence are reading, communication, and work activities. However, an HIV-infected teenager with a stamp cannot feel free in society, realizing that the status of the child is kept secret. The main task of adolescence communication is to master and follow the simplest and most basic norms of mutual friendship and camaraderie. Teenagers' communication should be friendly and cultural. As with any upbringing, it is important to identify its methods and forms in self-education. Questionnaire questions and answers conducted at the AIDS Center in Fergana region, in the course of experimental work, we found it appropriate to pay attention to the following in the working program of the project of self-education of adolescents living with HIV: 1. The direction of the adolescent's

personality (interests, reputation in the group, attitude to friends, parents, classmates, teachers, conscientiousness, intolerance to prejudice). 2. Adolescent's educational and labor activities (aspiration to innovation, attitude to creativity, activism, initiative participation in socially useful work and socio-cultural activities). 3. Moral, ethical and ideological-political qualities of the adolescent (respect for others, self-confidence, political literacy, sincerity, fairness, honesty, inner culture, understanding of their social duty, observance of rules of conduct, moral knowledge, discipline). 4. The nature and client of the adolescent (willpower, extreme excitement in the process of interaction with others, anger, self-control, high spirits, cheerfulness, purposefulness, activity in practice, determination in their behavior, care, attention). 5. Organizational and business qualities of the adolescent (aspiration to socially useful and socio-cultural work in learning, mobility to achieve results, maintaining a creative mood or aspiration in the team, independence, initiative, ability to accept criticism, use time efficiently, purposefully). 6. Adolescent's family situation (parents 'and family members' attitude to the child's education, work, socially useful, social and cultural activities, reputation among school, neighborhood, relatives, ability to organize meaningful leisure time of the child, etc.). 7. To prepare specialists and psychologists of the Republican and regional AIDS centers to acquire sufficient new knowledge to prevent adolescents with HIV from experiencing problems with stigma and discrimination. Based on the above considerations, we make the following recommendations for HIV-infected adolescents: 1. Develop a methodology for the systematic organization and regular analysis of the process of self-education of adolescents living with HIV. 2. To create methods that encourage self-education of HIV-positive adolescents on the basis of knowledge provided by school teachers, class teachers and parents. 3. Improving the spiritual and moral qualities of HIV adolescents in the process of their self-realization. 4. Taking into account the age and individual characteristics of adolescents in the

organization of self-education on a scientific basis. 5. Self-education of the adolescent in the educational process. The above-mentioned areas of self-education and the program of study of adolescents provided for the level of education of teachers, group leaders, the adolescent team of psychologists of the AIDS Center. Special attention was paid to the educational environment in educational institutions, the spiritual and moral situation, the attitude of the public to adolescents, the formation of their positive and negative personality traits. On this basis, a "Self-education plan for HIV-infected adolescents" was developed to ensure the priority of targeted activities. The plan envisages the following: 1. Extensive use of methods of using national and universal values, information of our spiritual heritage, which promote self-understanding of adolescents in the process of educational and upbringing activities. 2. Develop a methodology for monitoring and evaluating the impact of periodic lessons and educational activities on adolescent upbringing. 3. Implement self-education by teaching adolescents independence and initiative. 4. Establish interdisciplinary links in the self-education of adolescents. 5. Development of recommendations, guidelines for informing adolescents, teachers, group leaders, parents about the concept, content, essence, function of self-education. 6. Conducting seminars on self-education, question-and-answer evenings, events on HIV rights, meetings on the proper use of ARVT. 7. Given the significant impact of negative behaviors in adolescents in self-education, to develop methods for their prevention and work with adolescents with behavioral disabilities, as well as status. 8. Develop a program to work with the school, family, community, community, taking into account the importance of a culture of communication.

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