

CORRECTION OF COGNITIVE PROCESSES IN CHILDREN WITH HIV INFECTION

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ANNOTATION

This article discusses the cognitive development of children and adolescents living with HIV. The opinions and experiences of a number of researchers on this issue are described.

Keywords: HIV infection, immune system, cognitive development, antitroviral therapy, antitretrovirus drugs, CD4 cells

INTRODUCTION

HIV (HIV) is a virus that causes human immunodeficiency. It mainly affects the human immune system.

In HIV infection, the immune system responds to the virus to some extent. There are almost no symptoms. Only laboratory tests can show it. When ART is not taken, the period of disease progression in the body is accelerated. As the amount of virus increases, the immune system weakens and secondary diseases can develop.

Since then, the AIDS era has begun. There are no symptoms for this period. This is because the germs that come into contact with the body during this time can cause disease. Therefore, this period is characterized by a variety of symptoms that are difficult to cure.

In the early stages of infection, a person may feel healthy. This condition can last for 8-10 years without any symptoms. Even if a person looks healthy during this time, there is a high risk of unknowingly infecting others with the virus.

Immunodeficiency syndrome affects the state of the nervous system and cognitive functions of the child. The ability of HIV-infected children to study cognitive development in them is lower than the established age norms compared to their peers, according to a study of their cognitive development.

Highly active antitroviral therapy (hereinafter referred to as ART) has been shown to improve survival in HIV-infected children and adolescents, slowing disease progression.

With the advent of antitroviruses, the issue of studying cognitive processes in children during therapy has been raised. Studies of cognitive processes in HIV-infected children and adolescents have shown conflicting results when taking antitroviral drugs. Thus, according to a group of researchers (T. Puthanakit), school-age children and adolescents with HIV infection do not have increased cognitive developmental function as a result of taking antitretrovirus drugs for three years. It is also compatible with the level of CD4 (cells of the immune system that are responsible for "recognizing" viruses and bacteria) in non-viral children.

The researchers, led by D. Koplan, diagnosed ART infants with speech element dysfunction, neurological testing, and no deviations from tomography.

Studies by R. D. Jeremy have shown that in children and adolescents living with HIV, high viral load rates improved slightly in only one after one year of antitroviral therapy.

In this regard, K. Le. According to Doar and other researchers, motor and cognitive performance continue to grow moderately in infants receiving antitetrovirus therapy for 12 weeks. They also showed moderate rates of development of cognitive processes in older adolescents who took the drug.

K. C. Crowell and another group of scientists studied the early suppression of neurocognitive indicators in HIV-infected children using antitetrovirus, with the help of a control group that developed their intellectual developmental coefficients.

Studies by E. D. Glukhova et al. Have shown that children taking antitetroviral drugs differ from children who do not receive this therapy in greater effectiveness and attention deficit.

S. Koekkok and another group of researchers focused on high CD4 cell counts and found that long-term use of antiretrovirals led to improved memory and attention in schoolchildren.

According to E. B. Yastrebova and others, ART improves children's attention, increases the ability to concentrate, but high viral load makes it difficult to memorize logical material. Whatever therapy is used to treat children living with HIV, it will be aimed at reducing the viral load and, above all, restoring the child's psychological functions.

The presence of ART, the research being conducted, undoubtedly contributes to the development of cognitive ability in children with HIV.

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