

# THE EDUCATION OF SEXUALITY, A CHALLENGE FOR UNDERGRADUATES OF TEACHER EDUCATION PROGRAMS

## LA EDUCACIÓN DE LA SEXUALIDAD, UN RETO EN LA FORMACIÓN DE PROFESIONALES DE LA EDUCACIÓN

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### ABSTRACT:

Health education, specifically, sexuality is an essential aspect to achieve a correct behavior and to understand the limits between sexual relationships and sexual reproductive life. In order to avoid the risks of early pregnancies, promiscuity, STIs and low self-esteem, it is necessary to fulfill the assumption of responsible behavior by all those who interact in the formation of the new generations. It offers a proposal of activities that helps to the integration of the cognitive, stimulatory-orienting and practical acting functions that contribute to the strengthening the responsibility in the education of sexuality of the professionals of the education. It follows the principle of the double pedagogical intentionality in education. It also has appropriate resources to successfully deal with a responsible sexuality by themselves and others.

KEY WORDS: sexuality, education, pedagogical, responsibility

### RESUMEN

La educación para la salud y en particular, la sexualidad constituye un aspecto esencial para el logro de una correcta forma de actuación y para la comprensión de los límites entre las relaciones de pareja, la vida sexual y reproductiva, a fin de evitar los riesgos de los embarazos precoces, la promiscuidad, las ITS y la baja autoestima, todo lo cual solo puede cumplimentarse con la asunción de conductas responsables por parte de todos los que interactúan en la formación de las nuevas generaciones. Se ofrece una propuesta de actividades que coadyuvan a la integración de las funciones cognoscitiva, estimuladora-orientadora y práctico actuante que contribuyen al fortalecimiento de la responsabilidad en la educación de sexualidad de los profesionales de la educación en formación a partir del principio de la doble intencionalidad pedagógica, los cuales se apropiaran de recursos para afrontar con éxito una sexualidad responsable para sí y los demás.

PALABRAS CLAVES: sexualidad, educación pedagógica, responsabilidad.

The formation of values has been prioritized by the state and the different educational institutions since the triumph of the Revolution, there are increasingly higher demands for the formation of the personality of the new generations in contemporary society.

The objective as such, is that the professional of Education has to be present in the contribution to the formation and development of values. It is an arduous and complex task; it is not only reduced to a mere aspiration, which reference has been made for many years and

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promulgated as an educational policy. It must be concretely specified in the theory and practice of daily life. Pérez, (1998)

Values are an important part of the ideological spiritual life of society and the inner world of each individual. It contributes to a person's goals, guide behavior and give meaning to life.

At present, in order to fulfill the objectives of the pedagogical major model, health and sexuality education is an aspect to be achieved, as well as a correct form of gender action, based on equity and respect, It is therefore important that the professionals of the education in formation be able to diffuse , from their modes of action. A good educator has to be an educator committed to the full enjoyment of their sexuality that can learn to learn, live collectively, make decisions, and make plans or life projects in a self-directed and self-regulated way. He must be able to contribute to the assumption of responsible behavior towards sexuality.

The achievements in sexuality education show the increasing levels reached in the students and professional population because of the efforts made by educational institutions, as well as the willingness of researchers dedicated to this endeavor.

The responsibility in the education of sexuality has been approached by scholars of the subject such as: Castellanos (1995); Carvajal (1998-2013); López (1996-2010); Rafael (2003-2011); Diaz (2007); Megna (2008-2014), among others. They had enriched the theoretical and methodological foundations related to this aspect and that in one way or another, they agree that regardless of the efforts made by the different institutions in the current curricular conception, it is not sufficiently addressed and with the necessary integration the gnoseological aspects inherent in the content of sexuality education. This situation constitutes a limitation for the performance in the practice of the professionals of the education in formation.

On the other hand, the knowledge of the most pertinent ways and methods for the education of sexuality as a component of the personality are not sufficient, as well as the psychosexual peculiarities of the different ages. They exhibit little reflective conducts when they are not feeling committed to the assumed behaviors. It is manifested in the poor perception of risk that is expressed in the presence of STIs, frequent change of partners, low self-esteem, and the capacity for self-analysis to be improved. These aspects do not encourage self-criticism and self-worth.

The need for an education of responsible sexuality in the present and future generations demands the preparation of the undergraduates, in a way that they can appropriate the psychopedagogical tools to guide the process of development of the personality of its students. From this perspective, it has not been evident the explicit approach of the preparation in education of the sexuality of them. Hence, it is necessary to resize their treatment, in a way that they can solve the problems that occur in the educational community, that is why it is vitally important that they deepen in the conceptualizations that allow them to transform and improve their ways of acting in the matter of sexuality for themselves and for others.

The study of values is a topic that concerns everyone, Has been the object of concern of the State and of the different educational institutions. Higher demands are made for the formation of the personality of the new generations of the present society.

Moral values are defined as the best social meaning. It is also opposed to a phenomenon (fact, behavioral activities) in the form of principle, norm or representation of the good, the just, the duty, with a normative character at the level of a consciousness that regulates and guides the attitude of individuals towards the reaffirmation of moral progress, the growth of humanism and human perfection.

Values become today a space of continuous debates, contradictions and dialogue between principle and practice. The family and society must promote these spaces of debate and analysis of contradictions, also the culture of dialogue and the active population of reality. It is imposed as a necessity that occurs in the conscious practical activity directed to the achievement of a certain objective, such as to the satisfaction of some needs, all of which is the direct result of the subjective activity of man.

In the present conditions of our country, it would not be possible to fulfill the difficult and complex tasks, if we do not have a man who is capable of being an active participant in the destiny of the country, of assimilating ideals, purposes, objectives, ends, from the prism of interests and ideals of the people. All of these is based on a highly developed consciousness and in a certain system of values.

Values generally represent the unity of the objective and subjective, they are on the one hand objective because they depend on the objective properties of phenomena and on the other hand subjective since they are determined by the needs of man and therefore depend on the Of the subject. However, when they form their relationship with needs and interests they represent the unity of the objective and the subjective.

Different Cuban authors have their own definition of values, in that sense Fabelo (1982) wrote that values, as a whole, form a system of dynamic values dependent on concrete historical conditions and structured in a hierarchical way."

Everything valuable is meaningful, but not all social significance is a value. Value is that significance that plays the positive role in society and is related to social progress. If the valuations can be positive and negative, the values can only be positive. Hence, some authors refer to anti-values, such as personal cruelty, unbridled selfishness, fanatic intolerance, sex discrimination, race, dishonesty, indiscipline, stealing, among others.

In the hierarchical system of values, responsibility occupies one of the fundamental places by what it means in determining the position that man occupies in relation to the fulfillment of tasks of social content.

At the educational level, this problematic of social connotation and vital importance, the formation of values of the new generations, is analyzed with force, because of them will depend to a great extent the historical continuity of our revolutionary process fixed in the adolescents of way That can act with a human and deep sense integrally developed.

In the subject must occur awareness in the course of the process of socialization through the assimilation of the cultural created material? This process takes place with a gradual internalization of the social external and its transformation in the internal of the individual within the framework of the different groups in which it has participation in the activity that he does. It is according to the real circumstances of life and its own characteristics that reveals the historical character of the formation of society and the active role of the subject.

In this stage of pre-professional preparation, the subject values the consequences of his actions, he is interested in clarifying the essence of the objects that surround him and revealing their usefulness, is influenced by information and consequently acts.

In the educational practice, teachers in initial formation have resources that allow them to act accordingly in terms of the transformation of their learners. It is for this reason that the

professionals of the education in formation must prepare themselves to influence positively in the educative community, from their experiences as far as sexual conducts to assume themselves and for the others.

That is why the specific value, for example responsibility, is reflected by each individual independently of his history, abilities, and interests. The main values not always are equally assumed by all members of the society.

The relationships and interrelations that are established in the process of training, as a result and expression of unity and diversity of manifestations in school practice, demand that in the new conceptions of pre-vocational training necessity of a teacher that is capable of directing the pedagogical process with a more integral vision. He must also be a promoter of health and sexuality.

From the psychological and pedagogical point of view for this activity, we must take into account that we must look for ways and educational methods that contribute to social participation and reflection to achieve the goal. It is based on the empowerment of the undergraduates to understand and transform their social environment. A conception must be developed from the formative level to contribute to its preparation to understand the state processes and dispositions emanating from the new social conditions and from the dynamics of the new concepts. It responds to the aspirations of society, where the professionals of the education in formation are object and subject of the transformations.

In the initial formation, the developed process manifests an expression of the self-formation of the personality and another that derives from the exercise of the profession in the different contexts of action. In this sense, in the referents raised by Lopez (2008), is assumed:

"Education itself is an intentionality to consolidate its foundations in the integral formation of the subject from the instructive, educational and guiding processes that are given in their initial formation and which form a triadic process that should not be ignored in referents that deal with the formation of this type of professional ". On the other hand, adds that: "Education for the performance of the profession is the other intentionality of the process that materializes in the creation of the training conditions for the training teachers to take ownership of the theoretical-conceptual and practical-methodological tools that allow them a better understanding, interpretation and transformation of educational situations".

It is considered that the dual intentionality in the education of the sexuality, is concretized starting from the integration of the knowledge for the development of abilities so that the undergraduates learn to manage their sexual health from the optic of the concretion in the individual, of the experiences in the different contexts of action. It is also seen in the professional formation through the interaction and putting into practice all learned, as results of their experiences, through the use of educational procedures and methods that contribute to the development of habits, abilities and values.

<b>Determining features</b>	<b>Contribute to</b>
Respect yourself, your ability to act.	Encourage your safety in what you do and propose. Strengthen self-esteem.
Location of the personality as a social subject.	Answer three questions. 1. Who am I?

	2. Where am I? 3. Where do I go?
Ability to self-analyze for perfection.	Encourage the spirit of self-evaluation and self-criticism.
Feeling committed to the tasks.	Comply with the proposed.
Assume the consequences of the actions.	Respond with the actions, thinking before acting.

At present, it is not enough to prepare our children, adolescents and young people to work and life as a group, to develop their intellectual and physical capacities, to form a solid system of convictions, among other aspects of great importance. It is also necessary to prepare them for the love and sexuality. It is worth to teach them to establish responsible and enriching relationships, to select the couple in a convenient way, to constitute a relative and to educate as a father, to their children.

Thus, the conscious and responsible action of the human being in any sphere of his life and in particular in the sexual area, depends on the degree of systematic preparation received through the formation of his personality. Only by providing students with solid scientific information, the same time fostering the internalization of firm moral values, we can ensure that feelings of responsibility are formed, acting with full knowledge of the scope of their actions also by valuing the certainty of these, who are ultimately able to consciously self-regulate their sex life and self-determination.

The process of education for a responsible sexuality, in its personalized and educational nature, offers the possibility of choosing the particular paths to transmit and live a sexuality in accordance to the needs of its context, without causing any harm to those who surround it in correspondence with the function of their acts. This is seen from a gender perspective, so that they can enjoy a responsible and fulfilling sex life.

Education should be directed not only to the development of intellectual and physical capacities with a single system of convictions, but also to prepare adolescents for love and to teach them to establish responsible and enriching relationships by selecting the couple in a convenient way. It helps to the contribution of a family education, devoid of taboos with respect to the roles pre-established by society.

In this way, one is not responsible for knowing the importance of responsibility or the circumstance that forces him to be responsible, but because of the feelings to act and to respond for the actions. Regardless of who may be guilty or not the modes of action become true regulators of behavior. It is expressed in the meaning each one has what is truly significant.

At present, it is imperative to promote, through all means of social action, the critical exercise in socializing instances, the critical construction of knowledge and doing. That is why in education we work to teach the young generation the meaning of risk perception as one of the factors that affect the inadequate assessments that are made about the consequences of

negative behaviors that are assumed. Everything is manifested in false analogies of what daily life is.

In this sense, it is important to take into account the approaches and claims of the different international forums and provisions of Cuban educational policy regarding education based on respect and gender equality taking into account the principle and responsibility of each individual in the attitude that assumes before the life.

What is responsible sexuality education?

"It is a process of permanent socialization aimed at developing a sexual behavior sustained by a system of knowledge, skills, attitudes and biosociopsychological values on sexuality, which favor a behavior committed to the full enjoyment of their sexuality, from an axiological perspective synthesized in responsibility "

Hence, the education of responsible sexuality implies:

- Provide the subject with a system of knowledge on the essential aspects of this area of knowledge.
- Promote the appropriation of sexual rights and duties by the learner.
- Promote the development of self-referrals, as a way to face group and / or individual pressures in the face of unwanted demands and as a guarantor for the proper choice of the couple.
- The promotion of love, respect and mutual affection as legitimate links in the relationship.
- Encourage the use of contraceptive methods to prevent precocious and / or unwanted pregnancy.
- Promoting assertive behavior as a key to engaging in an exercise of sexuality in the desired direction, from the practice of tolerance and respect for diversity as substantive aspects of the full and developmental vision of this phenomenon of human nature.

Based on the precept that responsible sexuality is an attitude, a learned disposition, it has three components: cognitive, affective and behavioral. The actions that are developed are based on the mastery of basic concepts and their concretion in the professional work so that it is articulated in the curricular context and in the outreaching activities, in function of the interrelation and integration of the gnostic, motivational affective and professional executor, in a dynamic, participatory and flexible way.

The integration of actions is evidenced in a process of understanding, interpretation and transformation of reality. It is aimed at the systematization of knowledge from the sense and personal example in the different circumstances where undergraduates demonstrate to know, to know how to do, to know how to live together and to know how to be. It is in correspondence with the practical assumption of the actions carried out, which is synthesized and established in the manifest relation between the cognitive, stimulatory-orienting and practical functions of the education of sexuality.

On the other hand, this integration complements and streamlines the process of preparing the students in an education of the sexuality through the dialogue and the reflection, the empathy and the self-regulation. It makes easy the construction of values universally acceptable that allow the regulation of their own behavior and that of others. That is seen in the complementarity, integrative and transcendent operative relations.

The establishment of these relationships fosters the appropriation of a series of knowledge that allow them to assimilate the need for a group of resources for the solution of problems and conflicts that arise in the personal. It constitutes a way for the regulation of the behavior and the development of attitudes that allow a better preparation around the responsibility in the education of the sexuality.

From this perspective, it is established to undergraduates a relation between the individual and social responsibility, that is total plenitude of the positions that can assume, the risks and consequences in the short, medium and long term, the rationality in the action of the processes of self-esteem, autonomy, self-acceptance, of a healthy, pleasant and happy sexuality. It occurs especially when taking into account that sexuality is learned, in the experience of people who manifest appropriate behaviors.

Main actions carried out:

- Monologue workshops, reflection and dialogue.

Restructuring of the contributions of Acebo, (2005) regarding the monologue, reflection and dialogue circles, which considers as form of organization outside that responds to the interests and objectives of a participatory pedagogical project. Their activities are developed within or outside the school area and the duration depends on the agreement between the participants. In this case, teachers and adolescents are involved.

Both the identification of problems related to sexuality behaviors and the search for pedagogical solutions through discussion techniques group for the realization of the workshops, personal situations, practicum and the educational community are taken into account by the researcher.

In the workshops, different activities such as monologue, reflection and dialogue two moments prevail; in one of them, a member of the group expresses his thinking in a loud voice. Because of his reflections on his experiences or on a subject, he has previously studied or researched, only to the point where they feel the need to share it with the rest of the group. Since they have already had the possibility to exchange with the coordinator in private, what they wish to expose, the rest of the group listen and reflect on the subject and then move on to another moment of dialogue, that is, conversation among the members of the collective, always based on the theme developed in the workshop.

The workshops referred above have the purpose of placing the students in real situations, which is presented in the pedagogical process, where they have to offer alternative solutions based on the individual significance of each situation and revert it in their work. It also demonstrates the capacity for cooperation, dialogue, concerning the well-being of others, based on their own needs and situations, through a conscious participation. It also enables the integration and interrelation between all members of the educational community.

In the implementation of the workshops, some consideration was given to the fundamentals of problem-solving, updating, research and reflection, and evaluation were considered as indicators:

Awareness of their obligations, self-confidence, decision-making, perseverance and self-goal-making, and accountability for their actions.

-Analysis of health and sexuality situations.

It is a way to integrate what has been learned and to establish the correspondence between the meaning of self-care and care of sexuality in terms of well-being and the achievement of responsible sexual behaviors of all those involved in the process.

The main topics addressed were:

Responsibility among the members of the group, the couple and the family, Contraceptive methods, Pregnancies and abortions in adolescence. A problem of two, The woman, is it a weak sex ?, Something that you should know ..., A decision to take, Am I Responsible ?, "SOS": ITS, book- AIDS debate, Confessions to a doctor, Aids from the affections, Nor with the petal of a rose and without fear of talking about sex, among others.

The experience was developed from the following stages:

- Planning and orientation of the actions of preparation in education in the responsible sexuality of the undergraduates
- Stage of implementation of the actions
- Stage of evaluation of the actions.

The following factors were taken into account for the evaluation of the implementation of the actions:

- Motivation towards the activity, depth of analysis and criteria issued by teachers and teachers in training in the workshops.
- Knowledge of the elements on health promotion of undergraduates.
- The reference in the modes of action and depth in the reflections developed in the context of the workshops and situations of learning that were designed for them.

### **Main results:**

Once the activities had been implemented, there had been an improvement in the behavior of the students, based on the indicators taking into account the initial diagnosis. That does not mean that the problems were solved in a definitive way. It is worth to say that it is a process of changing behavior. It has great roots in the training of professionals in education.

After analyzing the quantitative results achieved, it is possible to assure the feasibility of the application of the proposal of activities aimed at strengthening the responsibility of sexuality education in the professionals of the education in formation.

From the qualitative point of view, it can be added that the undergraduates acquire knowledge about the responsibility before the education of the sexuality. One perceives conscious modes in his behavior. The capacity for self-analysis to be improved is observed through the self-critical and self-evaluating spirit, which corresponds to the commitment and behavior they assume.

There is a transformation and a better understanding of the theoretical support on education, sexuality, taboos and the way to interpret and assume the roles pre-established by society.

The level reached by the majority of students and teachers allows them to consciously assume their obligations and rely on their abilities to carry out activities.

As for the awareness of their obligations, it manifested itself in the capacity to assume their actions based on their modes of action, analysis and reflections in given situations; Achieving a healthy responsibility motivated by the associative level of the imputability of the acts.

Self-proposed goals were transformed into more flexible, creative and socialized positions in the commitment to the peers, family and group context, an attitude that is evident in the professional performance both for themselves and for others.

### **Conclusions**

- Responsibility in the education of sexuality is a process of permanent socialization aimed at the development of sexual behavior sustained by a system of knowledge, skills, attitudes and values. It requires the joint effort of the school, family, society, taking advantage of the educational possibilities offered by the contents and the direction of the pedagogical process.
- The experience acquired during the implementation of the designed actions was translated into conscious modes of action, a greater capacity for self-analysis and a high self-critical spirit, which has promoted the commitment to the behaviors assumed by undergraduates. It is evidenced in the relation between the cognitive, stimulatory-orienting and practical functions in the education of responsible sexuality.

- The activities implemented constitute a tool that enables the implementation of actions aimed at transcending the limitations of the professionals of the education in formation regarding the education of sexuality, starting from the incorporation of knowledge, motivation and affective resources in a satisfactory job to themselves and others.

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