
Fundamentos teórico-metodológicos de la educación de la sexualidad Theoretical-methodological foundations of sexuality education.

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Resumen: La selección de contenidos sobre la educación de la sexualidad y su influencia en el proceso docente educativo, así como el rol de la escuela en este sentido para la formación de la personalidad de niños, adolescentes y jóvenes, necesita de un material de apoyo concreto que posibilite una mejor comprensión del fenómeno de la sexualidad y facilite la labor del docente a partir de la fundamentación elaborada. Es por ello que la búsqueda, revisión y recopilación de información valiosa como parte de los métodos de investigación tenidos en cuenta permiten el logro del objetivo del trabajo.

Palabras clave: Educación de la sexualidad; Proceso docente educativo; Educación de la personalidad; Sexualidad humana.

Abstract: The selection of contents on sexuality education and its influence on the educational teaching process, as well as the role of the school in this sense for the formation of the personality of children, adolescents and young people, needs concrete support material that enables a better understanding of the phenomenon of sexuality and facilitates the teacher's work based on the elaborated fundamentation. That is why the search, review and compilation of valuable information as part of the research methods taken into account allow the achievement of the objective of the work.

Keywords: Sexuality education; Educational teaching process; Personality education; Human sexual.

Introduction

The National Education System in Cuba (SNE), through educational improvement, has strengthened the curricula and programs aimed at training young generations in accordance with the objectives of our society.

The educational teaching process is a propitious framework to satisfy learning needs and develop feelings and emotions based on reason and intuition in correspondence with the motivational sphere and psychological particularities of this human vital space in which there is a considerable evolutionary gap between two basic processes of development: psychological and biological maturation, as a conditioning for the beginning of intimate sexual activity with a deficient exercise of the sexual response that conditions an adequate integration of sexuality in the relationships that are manifested.

For the successful performance of the various facets of life it is essential to prepare young people for love and conscious sexuality, and in this the school and educators play a decisive role along with the rest of the socializing factors.

The sexuality education of adolescents can only be achieved through a formative process of knowledge, norms, values, attitudes, modes of behavior, whose work begins with the sensitization of the educators themselves with the internalization of the need to prepare them effectively to face this transcendental stage of their lives more and more independently.

In spite of the undeniable progress that has been made in this area of adolescent and youth education, there is still insufficient knowledge, prejudices, taboos and stereotypes that prevent a full development in this sense.

Development

Meaning of sexuality as a manifestation of personality.

From the most distant antiquity to the present day, the universal theme of love and sex has enjoyed the predilection of great poets, plastic artists, writers and philosophers. Ovid, Homer, Plato, Michelangelo, Shakespeare, Cervantes, Balzac, Marx, Engels, Lenin, Martí and many others reflected in their works diverse aspects related to this facet of human activity.

The methodological problems that arise in the investigation of sexuality are in no way alien to those faced by psychology as a science, an issue that contemporary Marxist specialists are actively engaged in resolving. With this in mind, the need arises to start from the category of personality as a fundamental theoretical-methodological principle for the study of the human being.

According to Rubinstein, quoted by Castellanos Simons (1995): "All psychic processes (...) run in the personality and each one of them depends in its real development on this", and concludes that "... all the psychology of the human being is psychology of the personality" (p. 19).

Vigotski's (1979) ideas on the development of the human psyche in the process of personality formation are assumed. In him, as in no other psychologist of the 20th

century, we find a consistent philosophical, sociological and psychological position. He was ahead of his time when he put forward his theses, still valid today, related to the social essence of man, the reconceptualization of the internalization process, the role of human consciousness, the zone of proximal or potential development, the role of education, communication and activity, among others.

Based on these conceptions, personality should be approached as the highest expression of the psychic life of man, which is formed and developed in the process of object activity as an individual reflection of the historical-concrete relationships in which each person lives and acts.

We agree with the conception of sexuality of Monroy de Velasco, Mariela (1998):

Sexuality is considered as a biopsychosocial phenomenon that is part of the growth and personality of the human being. It is the manifestation of biological sex in the relationship behavior of the individual with others of the same or different sex. The expressions of sexuality go far beyond genital responses and are subject to constant modification as a consequence of experience and learning. (p. 83).

It is agreed that sexuality is an enhancer of the flourishing of a healthy and self-realized personality, and contributes to the quality of life of individuals of both sexes, of the family, and of society.

Beyond marital and premarital relations, the norms of sexuality will regulate behavior between genders, generations, and vital ages, positions of power and subordination, social classes and ethnic groups. It is for this reason that sexuality permeates and colors the most diverse spheres; it is part of the personal and the common, making it impossible to understand or study it apart from social interrelations.

The Center for Women's Studies and Center for Population Studies and Development CEM-FMC (2018) expresses that this complex and rich vital manifestation manifests itself in all our existential dimensions: the individual, the couple, the family, and society through the process of socialization, and having as a driving force the educational process. The analysis of the dimensions and qualities of human sexuality give us proof of the need to consider, above all property, its authentic character, and therefore free in its process of construction and expression, which obliges us to educate and guide it in the deepest respect for its individuality.

Based on these assumptions and in contrast to the traditional ways of conceiving and educating sexuality through sexist formulas, unilaterally preconceived, and alien to the needs and potentialities of the individual in particular, it is necessary to understand an approach to sexuality and its education that essentially articulates freedom with responsibility, that promotes personal and social growth in unison, and where the psychological components of sexuality play a fundamental role.

Foundation of the psychological components of sexuality.

The evolution of relations between the sexes is essential to establish its antecedents going back to the period of hominization, called by Engels the influence of human gender, where an indiscriminate sexual behavior is characteristic, so that every woman belonged equally to every man, and every man to every woman. This is why in all patriarchal societies a depersonalized and discriminatory sexist education of sexuality has historically been erected, which denies each human being to choose the particular paths and his own limits to live his sexuality in coherence with needs, potentialities and aspirations.

In this sense, in the researches of the last ones, inequalities are evidenced in questions that could be solved, if equity acted as a principle in the formation of values that are universal in spite of the transformations, prejudices, taboos, ignorance, patterns of the bourgeois double moral and, also, remnants of the class society still subsist, since there is no other sphere of human life where these elements persist with so much strength.

On the other hand, research in recent years has revealed inequalities in matters that could be resolved if equity were to act as a principle in the formation of values that are

universal. In spite of the transformations, prejudices, taboos, ignorance, patterns of bourgeois double standards and, in addition, remnants of class society still persist, since there is no other sphere of human life where these elements persist with such force.

Gender studies have been gaining acceptance for decades, but since the 90s of the last century, the influences from the governmental level became noticeable. In the one conducted by Agüero Fernández, Manuel (2011) in the analysis of the Masculinities Gender Workshops: Other Voices for Gender Equity, it was corroborated that both females and males are satisfied with their genders, but prejudices that place women in a disadvantageous situation with respect to men are still present.

There are still barriers that stand in the way of breaking the rigid patterns of power-power and submission-discrimination established by patriarchal society and rooted in people's consciousness after centuries of conditioning in this sense. Hence, the so-called psychological components of sexuality can be introduced with greater precision and concreteness to clarify concepts in this regard.

The aforementioned conceptions are linked to ideas that coincide in the context of the construction of gender, such as those pointed out by Álvarez Sánchez, Manuel (2011), in the work on Sociocultural constructions of gender in university students, corroborating what Beatriz Castellanos Simons also expresses, which is noted below.

Every human being is born with a sex, which according to the conception given by Beatriz Castellanos (1995), in sexuality and personality is the set of anatomophysiological attributes (chromosomal, genetic, gonadal, hormonal, genital, cerebral, among others) that make him/her a biologically sexed being from the very moment of his/her creation. However, it is only in the process of socialization, in the course of life, that a person becomes a psychologically sexed person, with a unique individuality, which makes him/her, in the light of him/herself and others, a feminine or masculine personality.

Precisely on the basis of the aforementioned biological premises (which make up what we call sex as such), and under the educational action of the family, the school and society, in the course of the ontogenetic development of the personality, gender identity, gender role and orientation are constructed within sexuality; these psychological components of sexuality have an individual expression and in turn are expressed as a social whole, more or less homogeneous through the related behavior of most individuals of the same sex.

In this sense, in the light of the most recent literature in the field of gender, some considerations are taken from the work *Human Sexuality, Personality and Education* by authors such as Beatriz Castellanos Simons and Alicia González Hernández.

According to the Center for Women's Studies, of the Federation of Cuban Women (2018), the National Survey on Gender Equality in its Results Report specifies the network of beliefs, personality traits, attitudes, feelings, values, behaviors and activities that differentiate women from men, as a product of a historical process of social construction.

Different authors in the United Nations Organization UN Women (2019), have focused on studying the difference between sex and gender, addressing their progress in a changing world.

For his part, Torns (2008), in the material: *Work and care: theoretical-methodological issues from a gender perspective*, refers to the fact that gender stereotypes are very simplified but strongly rooted ideas about the characteristics of men and women and that the sexual stereotype represents a variety of the cultural stereotype that governs the ideology and sexual customs.

It is concluded that the most important thing is not to educate about sex, but with the most positive values that favor its development and enhance its possibilities. An important factor in this sense is the educational teaching process.

Role of sexuality education in the teaching-educational process

Pedagogy is the science whose sole object of study is the teaching-educational process, which is why we consider it the center of the system of educational sciences. The

teaching-educational process has a conceptual system of laws, categories and general methods that covers instructional and educational aspects with a developmental character, and responds to the social demands of forming a harmonious and multifaceted personality.

On the other hand, the teaching-educational process has a social character and develops as a system in which different tendencies and manifestations are expressed in a very interrelated way with the diverse external elements. Within this the content expresses one of its configurations and reveals the selection of cultural and scientific elements, in it is found the educational potentiality, according to and constitutes that dimension of knowledge that is interwoven and merged into another dimension of disciplinary knowledge or social conflict that is revealed as a same process, as a new quality that emerges from this fusion.

Within pedagogy as a science, the aspects referred to sexuality education take into account the harmonious relationship between each of its components and the links of the process, both those that take place within the school framework and those that involve the family and the community; likewise, the links, seen as stages of a unique and totalizing process, constitute significant moments in the dynamics of the classroom and in the explicitness of the teachers' educational messages.

According to current considerations, education is understood as:

A process of preparation of the human being for life, it enables him in correspondence with his demands and those of his context to face vital challenges, to grow, to realize himself and to become the architect of his own existence, as well as of social transformations.

This process has a permanent character, it unfolds gathering all the stages of the vital axis and with the joint participation of different social actors: family, school and society in general, so it implies, at the same time, the integration of formal, non-formal and incidental spaces (Artiles de León, 1998, p. 16). (Artiles de León, 1998, p. 16).

Sharing these criteria allows us to reflect on the ideas conceived in the Martí's sense of preparing human beings for life: we prepare our children and young people for work, a fundamental human activity, through which they act creatively on the environment and

transform it; we cultivate their intelligence, teaching them to think; we develop their moral and aesthetic feelings, we form their ideopolitical convictions.

In this regard Vilma Espín, President of the Federation of Cuban Women for many years, emphasized in the work: *The fire of freedom* (2015) p.22 the fact that "the rates of early motherhood, also have an impact on suicides - which occur to a greater extent among girls who were mothers at an early age - and in antisocial criminal manifestations, which are equally more frequent in these cases".

The true meaning of sex education is considered to be that which is aimed at fostering positive relations between both sexes in accordance with the moral principles of society in terms of equality, respect and mutual help; and at developing attitudes, values, convictions and knowledge that allow each individual to accept and face his or her sexuality as a vital and enriching expression of his or her personality.

In this sense it means that the essential link in the teaching-educational process is the school, since society places on it the maximum responsibility, both for the multifaceted education of the young generations and for the integration of the influences exerted on the developing personality by the various social factors.

The pedagogical model of our social task contributes to organize and guide the process for sexual learning, whose goals include social demands and needs, those of the educational process itself, and individual and group demands. It also means that the success or failure of the goals of the process depends to a great extent on the circumstances in which the teaching-learning process takes place, where a multiplicity of situations concur, which are extensive to all the frameworks in which adolescents learn to be men and women based on the contents of the norms they learn and which determine their behavior.

There are still many limitations to carry out this educational work, because neither parents, nor teachers, nor specialists in the different branches of medicine, psychology and pedagogy were prepared in the past to incorporate aspects of human sexuality in their educational, counseling and therapeutic work.

For this reason, in the analysis that includes the ages of young people in the context of sexuality and of course gender, the ideas of the Center for Women's Studies (2019) are

shared in relation to the work entitled: The gaze of young people where research results are presented, which allows a more precise understanding of what has been exposed in the previous paragraphs.

In another order, from the 1988-89 school year until 1991-92, important changes were successively introduced that implied a greater linkage and with a system approach to sex education contents in subjects such as Natural Sciences, History, Mathematics, Physical Education, Civic Education, among others.

Related to this aspect, the Russian pedagogue Makarenko (1917) expressed "(...) not a single educator has the right to act alone... where educators are not united in a collective and the collective does not have a single work plan, a single defined way of approaching the child, there cannot be any educational process" (p. 23).

The above ideas are corroborated in the International Event of the Economic Commission for Latin America ECLAC (2013): Consensus of Santo Domingo, Twelfth Regional Conference on Women in Latin America and the Caribbean, emphasizing the need to strengthen education in all senses.

Therefore, from the pedagogical point of view, the new way of including contents on sexuality in the programs ensures a systematic multilateral treatment of the subject, which results in a more active and comprehensive preparation of the students. This new conception, based on the guiding role of the teaching-educational process, does not exhaust all the possibilities of positive influence on children and young people. The study of these issues and problems of the personality sphere should be continued in extracurricular and extra-curricular activities.

Conclusions

The theoretical-methodological foundations of sexuality education constitute basic elements to make inroads in the teaching-educational process in terms of the development of the personality of children, adolescents and young people.

The role of the school and the teacher allow the integration of the contents of this psychosocial sphere that benefits this phenomenon of sexuality in the different contexts of action of teachers and students.

The review and compilation of valuable information determined the elaboration of the selected support material for sexuality education, which in advance contributes to the teacher's educational task, facilitating his or her work.

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