PSYCHOLOGICAL PROBLEMS OF SEX EDUCATION FOR ADOLESCENTS

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Abstract: The article discusses the problem of sex education for adolescents as one of the most pressing problems in Uzbek education. The author concludes that sex education policies and programs should be developed on the basis of evidence-based theories related to modern theories of youth development. In addition, there is an urgent need to equip teachers, social workers, doctors, and parents with the skills needed to improve the effectiveness of sex education programmes. The author believes that to gain a more informed understanding of what factors contribute to program effectiveness, methodologically rigorous evaluation studies using both quantitative and qualitative methods should be used.

Keywords: Sex Education, Psychology, Pedagogy, Adolescents, Gender Socialization.

Introduction

Sex education covers not only the area of sexual relations, but also all problems related to sex, gender differences, behavior, and so on. Various interpretations of researchers on the topic of sex education can be summarized and presented as a complex of pedagogical and educational influences on a teenager, aimed at observing the norms and rules of behavior of representatives of his sex, raising healthy men and women who are ready to positively perceive their physical and mental qualities in adulthood. They must be able to distribute normal relationships with people of their own and the opposite sex in all specific areas of life, distributing their needs in accordance with certain moral and ethical standards in society.

It is obvious that sex education is one of the most pressing problems in Uzbek education. Currently, approaches to sex education for children of different ages are being actively considered. The main goal is to study the problems and content of sexual education of the younger generation from a theoretical and practical perspective.

Methods

Analysis of methodological literature; analysis and comparison of various scientific approaches to sex education; studying the experience of foreign teachers and psychologists.

The theoretical basis for the study of this work is the works of the following authors: A. Adler, Yu.S. Grigorieva, Yu.I. Khusnuyarova, A.O. Karana, I.S. Kona, S.R. Mizhaeva, T.A. Repina, N.E. Rumyantseva, N.S. Shagorenko, S.A. Medjiddova, as well as a number of other foreign researchers.
Results and Discussion

“Sex” is a multi-layered term that is considered in science from different points of view: psychological, educational, medical, social, biological. In the medical field, gender is a set of deterministic characteristics that determine membership in the category of men and women [1]. However, from a pedagogical point of view, gender is a biosocial property of a person. Pedagogy combines two scientific points of view: biological and social. According to N.S. Shagorenko, S.A. Medzhidov's gender is considered precisely as a biosocial property of a person. By studying the biosocial properties of a human being, we can assume that a child’s sex education occurs during sex-role socialization. It manifests itself in the form of two leading mechanisms of child socialization—gender identification and sexual differentiation [2].

Austrian psychologist A. Adler interprets sex education as “neutralizing feelings of inferiority by directing its compensation in a useful direction and harmonious interaction between the sexes” [3].

N.E. Rumyantsev expressed the opinion in the report “On Sex Education” that sex education greatly influences the spiritual development of a person. A person should be inspired to love his body from birth. Educational mistakes made by sexually uneducated parents spoil the future creator of a social life unit and his future family life [4].

Socio-psychological conditions play an important role in the situation of social development, as well as in the process of socialization and adaptation of the individual [5]. In this regard, the problem of forming gender and sexual identity is becoming increasingly important.

As an institution of gender socialization, from the first days of life the family creates conditions for the child in which gender-role behavior gradually begins to develop. Girls begin to play “mother-daughter”, which leads to feminine (feminine) behavior, boys begin to play with masculine (masculine) toys. Of course, this distribution has not become relevant in our time, because the gender role is blurred in the conservative understanding. In kindergarten, children begin to notice differences in their physiology and imitate the behavior of their parents. According to the German psychologist Bern, such behavior in children has a very positive effect on the psyche of children. In kindergarten, the child must choose which toys to play with, and the teacher should not interfere with this.

The development of social gender in preschool age, the first manifestations of which are detected already at an early stage of the child’s development, reaches its peak before the age of seven: it is during this period that norms for regulating behavior, the desire for self-affirmation, recognition, the prospect of a new social role (student) and related there are expectations with her, which requires a certain level of gender education.

According to Yu.S. Grigorieva, Yu.I. Khusnuyarova, issues of sex education are not adequately reflected in the practice of preschool institutions for several reasons:
- teachers underestimate the individual gender differences of children in their personal development;
- there is terminological uncertainty in the processes of sex-role socialization, sex education and their effectiveness;
- limited means of sex education in the pedagogical process [7].

If we talk about the problems of sex education for older children, sex education for schoolchildren of different ages is an even more complex task, which is associated with ethnic, moral, physiological and hygienic aspects. Since ancient times, the issue of sex education has been one of
the most confusing, and secondly, neglected or even banished areas of pedagogy and psychology. Sex education is part of a person’s general education, but is characterized by greater uncertainty due to the closed nature of the subject. If other branches of education are more or less open and developed, then sex education and, as part of it, sex education are prohibited for many countries with different urbanization and worldviews.

There are other projects that directly or indirectly relate to issues of physiology and the naked human body, for example, the Body Worlds exhibition. Bratochkina E.Yu., Pallotta V.I note that for most modern people the naked body is perceived quite naturally. But even for a modern person, accustomed to widespread nudity, there are examples that are presented at public exhibitions and which cause a lot of controversy [8]. “The aesthetic feeling in the process of perception is based on the emotional state of a person, on those impressions that arise from the perception of an object, phenomenon, activity. By its nature, an image is an ideal formation, since it is formed in the psyche, in the consciousness of a person” [9]. And yet, not only social networks, but traditional institutions should be included in solving problematic issues, based on a scientific approach to the problem, knowledge of psychology, physiology, age characteristics, hygiene and other data about a growing and emerging person [10].

So, at the age of 13, a teenager begins to develop a complex of mental and physical changes. Physical development includes: rapid increase in height and weight, development of secondary sexual characteristics, and continued development of the brain. Cognitive development gives you the ability to think about things hypothetically, to think about how others perceive you. Psychosocial problems that adolescents face during adolescence are emerging. These include: establishing identity, establishing autonomy, achieving success, establishing intimacy, becoming comfortable with one's sexuality.

A growth spurt occurs, appearance begins to change, as does physical strength. As a result of these changes that a teenager undergoes, he becomes vulnerable to many forms of trouble. When it comes to behavior problems, adolescence is a time for developing independence. Typically, teenagers show their independence by questioning their parents' rules. Behavioral problems may be the first sign of depression or other mental health disorders. Such disorders usually require medication as well as counseling.

Due to the development of secondary sexual characteristics after adolescence, adolescents experience a great desire to explore and experiment with their bodies. Girls who mature early are more likely to start dating, and the combination of an overwhelming desire to explore and peer pressure leads many to have sex.

Using alcohol and tobacco at a young age has negative health consequences. While some teenagers will experiment and stop or continue using from time to time without significant problems. Others will develop an addiction, move on to more dangerous drugs, and cause significant harm to themselves and possibly others.

Teens at risk of developing serious alcohol and drug problems include those who have a family history of substance abuse, those who are depressed, those who have low self-esteem, and who feel like they don't fit in or don't fit in, fit into it.

Stress and depression are serious problems for many teenagers. Young people experience stress for many reasons. The most common of these are: a breakup with a boyfriend/girlfriend, increased quarrels with parents, problems with a brother or sister, increased quarrels between parents, a change in the financial situation of parents, a serious illness or injury of a family member, and problems with classmates [11].
However, intergender interactions are the most common source of stress disorders in adolescents. Young people may experience stress due to sexting. Sexting is the private exchange of sexual images of one's own production via cell phone or the Internet. This issue is widely discussed in public and academic discourses as an emerging high-risk behavior among youth (especially girls) that should be prevented through better education about the varied and serious risks it poses [12]. Bullying is a problem that affects millions of students of all races and classes. Research shows that people who are abused by their peers are at risk of developing mental health problems such as low self-esteem, stress, depression or anxiety. They may also think more about suicide.

School violence and bullying affects both girls and boys, but there are differences between the sexes. Boys were more likely to be involved in a physical fight and to be physically attacked than girls.

Physical bullying is more common among boys than girls, while the opposite is true for psychological abuse. Age is also a factor. As children get older, they are less likely to be bullied by engaging in physical fighting or physical assault. In contrast, older students are at greater risk of cyberbullying than younger students. Children who are perceived as “different” are more likely to be bullied [13].

Research on sex education issues reflects two obvious approaches to the education of schoolchildren - liberal and conservative. The liberal approach is more suitable for sex education, since it adapts to the child’s psyche. However, a conservative approach still exists in the school segment. Art is an integral part of education. “Education through art is necessary for the comprehensive and harmonious development of the individual. Through art, a person discovers for himself the world of artistic images. It is one of the most important elements of aesthetic perception of the environment. Art is capable of shaping spiritual interests and needs, moral qualities, ideals, character, influencing consciousness and subconsciousness, developing abilities, and influencing the will” [14].

**Conclusion**

Sex education policies and programs should be developed based on evidence-based theories related to contemporary theories of youth development and ecological models. In addition, there is an urgent need to provide practitioners (eg, teachers, social workers, doctors) as well as parents with the skills needed to make sex education programs more effective. To gain a more informed understanding of what factors contribute to program effectiveness, methodologically rigorous evaluation studies using both quantitative and qualitative methods should be used. To more effectively disseminate informed practices, databases of effective programs and interventions must be created. Finally, to promote adolescent sexual well-being in today's society, program developers must take into account the complexity of sexual development during adolescence and include topics such as gender, diversity of relationships, rights and opportunities, and enhancing psychosocial competence.

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