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Integral education of sexuality with a professional approach in the training of teachers

La educación integral de la sexualidad con enfoque profesional en la formación de docentes

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ABSTRACT

The article is part of the research project «Integrative conception of the promotion of health and natural sciences in the initial and permanent teacher training», from the University of Pinar del Río «Hermanos Saíz Montes de Oca». It is an experimental research, in its pre-experimental variant and aimed to develop a pedagogical strategy that contributes to the comprehensive education of sexuality with a pedagogical professional approach, in the students of pedagogical careers. The methodological base was assumed as the dialectical-materialist method, which supported the use of methods of the theoretical level, used in the determination of the theoretical referents of the research and empirical level methods were used, which allowed to verify the current state of integral education of sexuality, in the students of the sample. The designed strategy is based on a system of principles, in which the principle of double intentionality of the integral education of sexuality in the training of teaching staff is emphasized. Its implementation in practice allowed the appropriation of content related to sexuality as a personality dimension, placing the student at the center of the process, such as being sexed, both individually and professionally, with the mission of contributing to education of the sexuality of others, a task that is part of his role as a teacher, which proved the validity of the proposal.

Keywords: strategy; comprehensive education of sexuality; pedagogical

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professional approach.

RESUMEN

El artículo es resultado del proyecto de investigación «Concepción integradora de la promoción de salud y las ciencias naturales en la formación inicial y permanente de profesores», de la Universidad de Pinar del Río «Hermanos Saíz Montes de Oca». Es una investigación experimental, en su variante pre-experimento y tuvo como objetivo elaborar una estrategia pedagógica que contribuya a la educación integral de la sexualidad con enfoque profesional pedagógico, en los estudiantes de las carreras pedagógicas. Se asumió como base metodológica el método dialéctico-materialista, que sustentó el empleo de métodos del nivel teórico, utilizados en la determinación de los referentes teóricos de la investigación y se emplearon métodos del nivel empírico, que permitieron constatar el estado actual de la educación integral de la sexualidad en los estudiantes de la muestra. La estrategia elaborada se sustenta en un sistema de principios, en el que se destaca el principio de la doble intencionalidad de la educación integral de la sexualidad, en la formación del personal docente. Su implementación en la práctica posibilitó la apropiación de los contenidos relacionados con la sexualidad como dimensión de la personalidad, ubicando al estudiante en el centro del proceso, como ser sexuado, tanto en el plano individual como profesional, con la misión de contribuir a la educación de la sexualidad de los otros, tarea que forma parte de su rol como docente, lo que demostró la validez de la propuesta.

Palabras clave: estrategia; educación integral de la sexualidad; enfoque profesional pedagógico.

INTRODUCTION

The education of sexuality has been an issue that has occupied society over the years and its study has had variations in terms of concepts, theoretical positions and approaches. The oldest positions are associated with a moralistic conception, which consists in transmitting the forms of behavior and social customs that have remained over the years, establishing relationships between what the subject does as a person and what society demands or wish it to do, by establishing value judgments about "good and bad," without respecting individual rights.

The education of the personality of children, adolescents and young people, is a task that has occupied the Cuban educational system, the result of the socialist revolution and educating sexuality as a psychological manifestation, plays a key role in promoting sexual health for compliance of the objectives of sustainable development, vital for the achievement of health and personal and social well-being.

A study carried out from the year 1959 by Castro (2011), on the education of sexuality in the Cuban educational field, states that when addressing this issue in schools, a biological approach predominated, which only instructed the student on the functioning of Reproductive organs from the study of the contents of the subject Biology in secondary education and a sanitary (biomedical) approach in the health sector, which focused its actions on the prevention of sexually transmitted infections and pregnancy at the wrong time.

These approaches reflect a very limited conception regarding the education of the psychosexual sphere of personality, which

undermines the treatment of psychological nuances, necessary in the development of interpersonal, family, couple of relationships and in the projection of life. That should characterize children, teenagers and young people.

The analysis of the antecedents in the study of sexuality education allows identifying the presence of different approaches, which study it from different theoretical positions. The *repressive-moralizing approach* is characterized by its strong religious character, in the imposition of patriarchal traditions in the family; on the other hand the *hedonist* recognizes pleasure as one of the important functions of sexuality; The *informative-preventive* focus on the transmission of information to the subject, with the disadvantage of not placing it at the center of the education process; and the *pragmatic approach* suggests that the values to be developed are chosen individually, with absolute voluntarism.

In response to the limitations presented by the aforementioned approaches and with the intent to promote full, healthy, responsible sexuality, with equal possibilities and opportunities, from the studies of González and Castellanos (2003), the alternative approach arises and participatory, consistent with the critical humanistic conception of sexuality and its education.

On the other hand, Torres, Roca, Caballero, González, López, Gómez, Carvajal, Álvarez, Acosta, Cárdenas, del Valle, López, Rodríguez, Seija, Hernández and García (2011), enter into the education of sexuality with a gender approach, sexual and cultural rights that are characterized by having an active, permanent, equitable and inclusive

character, which empowers the individual of both sexes equally.

The Ministry of Higher Education, the body responsible for training education professionals, assumes the education of sexuality as a curricular strategy, transversal to the educational process, fundamental in the integral preparation of future teachers and this is done taking into account two directions: as young people preparing for life as a couple, family and society, and to influence their training as teachers in different educational subsystems.

The student of the pedagogical careers must interpret the education of sexuality for himself, as being sexed and as an educator of the new generations, an aspect that constitutes a challenge during the educational process in universities, for this the career must develop a high sense of individual and social responsibility, to find in the training process new ways of understanding, feeling and living sexuality, in correspondence with their future professional role, to face the formative problems of society, such as: the formation of human beings subjects of rights, the opportunity to have a dignified, happy life and make responsible personal and professional decisions, especially in the field of sexual and reproductive behavior.

In this regard, the criteria of Torres et al. (2011) when he states that the education of sexuality from the initial training of teachers «has a dual pedagogical purpose that underlies its own dynamics: education for itself, for its own personal social life, and education to successfully assume the performance of the profession » (p. 22).

The criteria of Abreu (2016) are shared, who establishes a close relationship

between the education of sexuality and the formation of the student's personality, when he states:

(...) It is formed and developed in the activity, with that interrelation with the environment and the world that surrounds it, education implies a change in attitudes, habits, norms and customs that have been inherited from previous generations, considering their education since earlier ages of development "(p. 237).

In this sense, the role of educators and the family in the education of the student's sexuality is highlighted, as a dimension of his personality, which lives, expresses and manifests itself in everything he does during the educational process, in the community and the society in which he lives.

In spite of the multiple ways described to work the education of sexuality, society, the community and the family tend to rely on the school for the development of this task, specifically in teachers, covered by the characteristics of their professional role, their tasks and functions, which distinguish it from the rest of the professionals.

In Higher Education there are researchers that demonstrate the need to work in the development of responsible sexual behavior in young university students, concretized in models, alternatives, strategies, methodologies, executed and executable through curricular and others through extracurricular. Even so, unwanted behaviors are exhibited in young people, some for lack of guidance, others of a sexuality education that adapts

to the characteristics of the professional role of the teacher, such as being sexed and a role model for people who interact in their acting contexts

In response to the demands of the professional role of the teacher, the education of sexuality in students of pedagogical careers must be internalized as a training need, which breaks all stereotypes and contributes to their integral formation, based on the development of knowledge, values, attitudes and forms of behavior regarding sexuality; that allow him to feel it and live it in a healthy, free and responsible way, for himself and for those around him.

The criteria of Blanco and Recarey (2004) are shared when referring to the professional role of the teacher they state:

(...) is the only socializing agent that is professionally prepared to exercise the obligations that involve the planning, direction, control and evaluation of the education of others, which in turn is evaluated for it and that is required a social behavior consistent with the exercise of said responsibility. (p. 210-211)

The above points to the coherence that must exist between the educational actions that the teacher develops in the exercise of his profession, directed to the psychosexual sphere of the personality of those around him and that derives from the fulfillment of his tasks and functions, and what he expresses in his daily behavior in the different contexts of action: school-family-community.

It is required, therefore, the effective preparation of the student of the pedagogical careers in the topics of sexuality education, from his entrance to the university, where the collective of year plays a preponderant role, in the planning of activities that are implemented from the educational project of the brigade and that, according to the authors, should have as a core a professional approach, which is based on the fulfillment of their role.

A study carried out during the 2017-2018 school year in students of pedagogical careers, at the University of Pinar del Río «Hermanos Saíz Montes de Oca», together with the authors' experience in working with this subject, allowed to identify a problem states that students in training show disrespectful sexual behaviors, expressed in how they internalize their sexuality and express it during the educational process, aspects that are not in correspondence with the aspirations contained in the training models of the professional education .

In this way, it arises as a scientific problem: How to contribute to the integral education of sexuality in students of pedagogical careers, at the University of Pinar del Río «Hermanos Saíz Montes de Oca »?

In this sense, it is necessary to elucidate what aspects a comprehensive sexuality education process should include, which focuses attention on the student in training as being sexed, able to feel, live and express their sexuality in correspondence with their personal and professional interests.

To solve the scientific problem, the objective is to develop a pedagogical strategy that contributes to the integral education of sexuality with a pedagogical

professional approach, in students of pedagogical careers, at the University of Pinar del Río «Hermanos Saíz Montes de Oca».

MATERIALS AND METHODS

It is an experimental investigation, in its pre-experiment variant, in which the dialectical-materialist method was used as a methodological basis, an integral approach that starts from the general contradictions of the object, when studying it as a process and allowing the determination of its components, the main dialectical relations between them and the foundation and integration of the methods used.

The methods used at the theoretical level were: the historical and logical analysis, which allowed the study of the evolution of the integral education of sexuality, thus analyzing the main antecedents and current trends; the system approach, in the analysis of the results of the diagnosis, in the theoretical foundation of the subject under investigation and in the elaboration of the proposed workshop system, as well as in the determination of the links between its components; the induction and deduction, allowed the empirical verification of the problem, in the identification of the main regularities and their possible causes; the hypothetical-deductive, in the formulation and validation of the working hypothesis: if a system of pedagogical workshops is introduced during the educational process, it contributes to the process of integral education of sexuality in students of pedagogical careers and modeling that allowed the design of each of its constituent elements.

The methods used at the empirical level were documentary analysis, which allowed shaping the theoretical framework and verifying the current state of the problem from the revision of documents such as: curricula, professional model, educational projects, and strategies for years and methodological work plans. The observation, the survey, the interview and the pedagogical test were used during the diagnostic stage, in the evaluation of the results of the proposed workshop system, and the experimental method, in its pre-experiment variant, allowed to evaluate its practical validity.

Descriptive statistics techniques were used, such as percentage analysis and

central tendency measures, which were used in information processing.

Emerges as a variable to transform in this research, the integral education of sexuality in students of pedagogical careers, defined by the authors as: formative process aimed at allowing students of pedagogical careers to appropriate knowledge related to sexuality, in its double role of students and teachers, built in a specific social historical context, that contributes to its integral preparation and the improvement of the quality of life, manifesting itself in appropriate modes of behavior regarding their sexuality and that of their future professional performance. For its study, three dimensions were determined:

Table 1- Dimensions of the study variable, definition and instruments used

Dimensions	Instruments used
System of actions aimed at the integral education of sexuality (Procedural)	Observation guide, survey, interview, documentary analysis.
Knowledge related to the integral education of sexuality (cognitive)	Survey guide, interview and pedagogical test
Forms of action associated with sexuality education (attitudinal)	Observation and interview guide

The selected population was made up of 435 students and 45 professors from the Faculty of Early Childhood Education at the University of Pinar de Río «Hermanos Saíz Montes de Oca». The sample was made up of 203 students (76 first year, 65 second and 62 third) and 28 teachers, members of the year groups during the 2017-2018 school year. The type of sampling is non-probabilistic, intentionally, based on the criteria of

including students from the three years of studies, according to the time of implementation of the Study Plan E. In the selected groups, the greatest problems prevail in terms of knowledge related to sexuality and its education, and those of major incidents related to the subject, according to previous inquiries.

A then the distribution of the sample for each academic year is shown below:

Table 2 - Distribution of the sample by races and years

Careers	Teachers	Students / Year			
		First	Second	Third	Totals
Primary education	7	25	21	21	67
Pedagogy-Psychology	8	26	-	20	46
Education Logopedia	6	-	2. 3	21	44
Special education	7	25	21	-	46
Totals	28	76	65	62	203

RESULTS

The individual analysis of the instruments applied made it possible to obtain information on the behavior of the defined

variable, where the following regularities were identified:

Strengths:

- Health and sexual education is conceived as a curricular, transversal strategy during the educational process.
- Activities are registered in the educational strategy of the career on sexuality education, which are part of the brigade's educational project.
- The Professional Model has a clear and specific objective for the education of sexuality.

- The student shows interest in the study of issues related to sexuality education as aspects necessary for their personal and professional life.
- There are potentialities during the educational process to treat sexuality education and there are policies established based on their legal protection.

Weaknesses:

- During the educational process, not all ways are used to treat sexuality education as an integral part of the student's personality in pedagogical training.
- The activities are limited to the instructional component of learning, based on the biological and pathological approach to sexuality, which is reversed in inadequacies in the pedagogical professional training of the student in training.

- Students show little knowledge about the education of sexuality and corroborates their daily behavior, which is not in correspondence with what is aspired today by an education professional in the current conditions.
- The activities planned by the group of the year and from the educational project of the brigade around this controversy, are not conceived from the inventory of youth problems present in the group.
- There are students with untimely children, consensual unions, and pregnant students during the academic year and inadequate interpersonal relationships. Students hold their partners responsible for motherhood and do not see their responsibility for this act.
- Insufficient levels of knowledge related to sexual diversity, which leads to disrespect free sexual orientation, there is a lack of knowledge related to sexual and reproductive rights.
- Among the possible causes that undermine this process are:
- The way in which actions directed to the sexuality education process are deployed during the educational process are not always in correspondence with the particularities of the pedagogical profession and the qualities of the teacher as a professional educator.
- The inadequate approach to this issue from the previous education through which students have traveled, to university studies.
- In the teaching-learning process of the different subjects, the necessary tools are not always

provided to enhance the education of sexuality in students in training.

The study of the causes that generate this problem makes it possible to emphasize that in some way they all influence their existence, however, it is the authors' criteria that, since it is the training of future education professionals, an education process must be directed Comprehensive sexuality with a pedagogical professional approach that responds to the needs of the professional model that you want to train.

To solve the investigated problem and achieve the general objective of the article, a pedagogical strategy was developed that contributes to the integral education of sexuality with a pedagogical professional approach, in the students of the pedagogical careers, based on the criteria of Valle (2012) , by defining the strategy as "a set of sequential and interrelated actions that, starting from an initial state (given by the diagnosis), allow the passage to an ideal state as a consequence of planning" (p. 92).

Fundamentals of the pedagogical strategy

Philosophy contributed the general method of science: dialectical-materialist, its system of principles, laws and categories, philosophical theory that supports this article. The philosophy of education allowed us to understand the process of education of sexuality with a professional approach as part of the educability of man, education as a more general category, which allows us to answer the why and for what man is educated.

From the *sociology of education*, the dialectical interrelation of education with

politics, economics, law, the environment, health, social communication and culture constituted points of support. The interrelationships that the student establishes with others, inside and outside the group, in the different contexts of action, are of great significance because they constitute a source of his pedagogical professional development, which includes the sphere of sexuality education, for himself and in fulfilling his future role as a teacher.

Marxist *Psychology* allowed us to assume as a theoretical base the historical-cultural approach of Vigotski (1987) and his followers. Of great value was the study of the laws of human psychic development, basic postulates to be taken into account for the formation of the personality of a teacher, from a process of integral education of sexuality with a pedagogical professional approach, which contributes to the Training of a professional subject of rights, with the opportunity to have a dignified, happy life and make responsible decisions that are reversed in an appropriate behavior regarding their sexuality and that of their future professional performance.

The current Cuban *pedagogy* is a revolutionary pedagogy, not only because it has developed in a country with a social revolution, but because in its conception the transforming nature of science and its close link with educational reality is present, which has allowed it enrich itself by having practice as a starting point and criterion of truth. The categories of Pedagogy, its principles and laws, were general foundations of the strategy, which allows contributing to the training of a teacher according to current needs, based on the cooperated actions of teachers of the year groups and integration of socializing agents and agencies.

As a result of the study of the principles that govern the participatory and developmental alternative methodology of sexuality education, defined by González and Castellanos (2003) and the principle of dual pedagogical intentionality in the sphere of responsible sexuality, determined by Torres et to the. (2011), the principles of comprehensive sexuality education with a pedagogical professional approach and that support the strategy were specified, focusing attention on the student in training, such as being sexed and educating the psychosexual sphere of the personality of their students. The principles are as follows:

- Principle of integral sexuality education based on learning situations that focus attention on the particularities of the professional model.
- Principle of the formation of norms and attitudes that promote trust, empathy, gender equality, inclusion, responsibility and respect for rights.
- Principle of the active character of the student in the formation of the psychosexual sphere from the link between academic, labor, research and extension.
- Principle of the unity of the affective, cognitive and behavioral in the sphere of responsible sexuality.
- Principle of the double intention of the integral education of sexuality, in the training of teaching staff.
- Principle of cooperated actions of the year group in the systematic and permanent development of activities aimed at the integral education of sexuality in students.

The group stage constitutes a fundamental space in the process of integral education of sexuality with a professional focus,

space in which the student develops and is formed based on individual and collective values, and that in some way intervene in their education. The group of year as a mediating agent intervenes in the training process, together with other agents and socializing agencies, which together direct the educational work, to the student freely determine the limits and spaces, the particular ways of living their sexuality and, at the same time, enable it to enjoy it more and more fully in harmony with its context and with the least sacrifice of its needs and projections.

The pedagogical strategy was aimed at: developing a process of comprehensive sexuality education with a pedagogical professional approach, in the students of the pedagogical careers of the University of Pinar del Río, which guarantees the appropriation of knowledge related to sexuality, such as being sexed and as an educator of the new generations, who intervene in the formation of appropriate modes of action associated with their profile.

The strategy was developed taking into account the following stages: Diagnosis, Planning, Stage of execution of planned actions and Evaluation, and contain in their internal structure specific objectives, actions to be carried out and methodological suggestions, in correspondence with the specificities of each of them.

First stage: Diagnosis

This stage was of vital importance, which is why it was the starting point for carrying out the corresponding actions and techniques and instruments were applied that provided information in this regard. The objective was to diagnose the current state of sexuality education in the

students of the pedagogical careers of the University of Pinar del Río.

The diagnosis as a way to search for information was structured in two moments:

1. The analysis of the professional model to be formed, linked to the education of sexuality and the demands that society imposes on the professional of education, graduated from Higher Education.

2. The realization of the diagnosis to know the current state of sexuality education in the students of the pedagogical careers of the University of Pinar del Río, from the processing of the empirical methods applied to the subjects of the sample, which allowed identifying more precisely the needs and potentials.

Methodological guidelines: to undertake the pedagogical strategy it is necessary to carry out a thorough study of the theoretical references that support the sexuality education process, emphasizing its development in Higher Education. The exploratory study constitutes an indispensable element to verify the current state of the problem, based on the definition of the variable to investigate, its dimensions and indicators, according to the theory assumed. To diagnose the prevailing objective and subjective conditions, it is necessary to develop the instruments taking into account the indicators that were selected and the personal characteristics of the students in the sample.

Actions:

1. Thorough review of the corresponding theoretical and methodological references on sexuality education, in Cuba and the world.

2. Consultation of normative documents such as: Curriculum E, Model of the professional, Educational project of the career, Educational strategy of the year and Methodological work plans.

3. Application of interviews to professors of the groups of years and observation guides to educational and extra- educational activities, to verify how the process of sexuality education develops and its relationship with the model of the teacher's professional.

4. Diagnosis of the state of sexuality education, following the dimensions and indicators defined for the study variable, in the students of the selected sample, using methods and techniques such as: observation, survey, interview and pedagogical test.

Second stage: Planning

The objective of this stage was to plan a system of actions that contribute to the integral education of sexuality with a pedagogical professional focus, in the students of the pedagogical careers of the University of Pinar del Río.

Methodological guidelines: this stage must be carried out with the participation of all teachers of the group of years and students in the context of their group, so that all contribute ideas that allow improving the process of sexuality education and adjusting it to their personal and professional needs and interest. Among its purposes, it must conceive actions that are part of the brigade's educational project, although respecting the general actions that derive from it. The other step to follow is to list the problems detected in the diagnosis, discuss them in the group of the year, and identify their main causes, to influence

those aspects that should not stop being addressed during their execution.

Actions:

1. Development of a year collective meeting to list the problems detected in the diagnosis and discuss them with the teachers.

2. Assessment of the general disposition of the participants of the group of year in the declaration of the responsibilities of each one in its fulfillment and the individual and collective commitment in the achievement of the strategy.

3. Determination of a system of workshops, where the specific objectives, contents, methodological orientations, media and evaluation are declared, aimed at promoting sexuality education in the ESP, executable from the actions of the year group, in order to improve the educational project of the brigade.

In this case, it was determined to develop a system of workshops to act directly with the students, assuming the criteria of Meléndez (2005) when it states:

(...) is the set of workshops that are expressed through a system of consciously structured actions, with a continuous, systemic, personological and evaluable character; that propitiates, from the individual commitments, the motivations and the theoretical-practical experience of the participants, to achieve their aspirations and to eradicate the difficulties in their performance,

achieving a know-how and make them meet the new requirements. (p. 46)

Third stage: Execution of planned actions

This stage had as objective: to execute the system of planned actions, for the integral education of sexuality with a pedagogical professional approach, in the students of the pedagogical careers of the University of Pinar del Río, specified in the system of workshops proposed in Action three of the planning stage.

Methodological guidelines: it is proposed to enrich the educational project of the brigade from the elaboration and execution of the system of planned actions, aimed at the integral education of sexuality (procedural dimension) and its relationship with the qualities of the professional model. In order to broaden the students' knowledge (cognitive dimension), an adequate selection of the contents that are indispensable for the training of an professional education in their double condition, such as being sexed and as an educator of the psychosexual sphere must be made of children, adolescents and young people, so that this is reversed in appropriate modes of action (attitudinal dimension)

Workshop system:

1. Sexuality and personality
2. Sexual diversity Sexual variants.
3. Self-esteem, adolescence and youth.
4. Sexual and reproductive health: A right of all.
5. Sexuality and gender. Relations with violence.

6. Pregnancy in youth. Consequences.

7. Contraception, an option to prevent.

8. Sexually transmitted infections (STIs)

9. Current epidemiological situation of HIV and AIDS in the world and in Cuba.

10. Decision making. Prevention alternatives

Fourth stage: Evaluation

This stage was aimed at evaluating the results of the application of the pedagogical strategy, during the whole process or at a specific time.

Partial Objectives:

- To verify the level achieved with the execution of the actions foreseen in the previous stages of the pedagogical strategy.
- Characterize the final state of sexuality education in students of pedagogical careers.
- Redesign the pedagogical strategy when considering the difficulties detected to work with students.

Methodological guidelines: it is recommended that the evaluation as a component of the educational process be present during all stages of the strategy, with the intent of continuous improvement. For an efficient evaluation of the results achieved during the implementation of the strategy, students, teachers and other agents must be involved, encouraging the alternatives for participation in the evaluation such as: self-evaluation, co- evaluation and hetero-evaluation.

To realize the objectives of this stage, it was necessary to carry out other actions such as:

1. Analysis of the results of the strategy application.

- Application of instruments designed for research and compare the results obtained with the diagnosis, specifying achievements and difficulties in the work performed.

2. Assessment of the final state.

- In this action, it is proposed to collect all the information obtained through the routes that have been proposed or others that are considered, taking stock of the registered positive and negative elements and assess their causes, to determine those that constitute regularities by their level of incidence and importance.

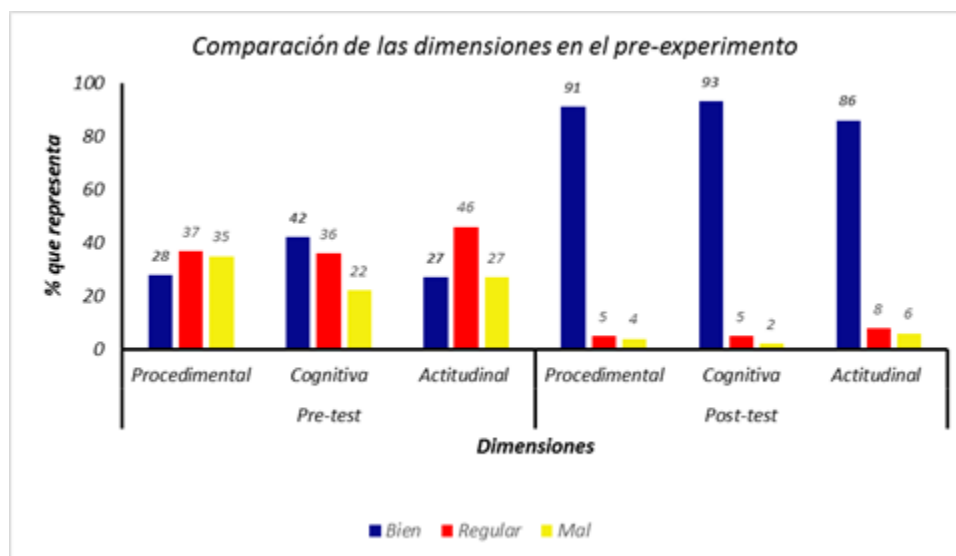
Within this action, it is considered necessary to communicate the results, that is, to inform all the factors of the results obtained in the final state.

3. Redesign of the strategy.

- From the feedback that becomes evident in each stage, new actions will be projected that allow deepening in those stages that are considered necessary.

With the introduction in practice of the pedagogical strategy developed to contribute to the integral education of sexuality with a pedagogical professional approach and implemented in the educational reality of the school based on the system of workshops that comprise it, the instruments declared for the Verification of the final state of the problem investigated (post-test).

During the pre-experiment, a comparison was made between the results of the dimensions of the variable to transform *integral education of sexuality in students of pedagogical careers*, during the verification of the current state of the problem (pre-test) and after it was implemented in pedagogical practice the strategy (post-test), which are shown in the following graph.



Graph - Behavior of the dimensions in the pre-experiment

As a result, it was possible to verify a positive advance in the behavior of the dimensions. The students demonstrated mastery of the contents related to sexuality and their personality education, both individually and as being sexed, with the right to live a full, dignified, responsible and happy sexuality, as well as professionally, with the mission of contributing to the education of the sexuality of others, a task that is part of his role as a teacher.

In addition, adequate modes of action were registered in correspondence with the particularities of the model of the professional education, where respect was expressed for the individuality of each member of the group, in the acceptance and empathy that should characterize a teacher.

Regarding the impact of the strategy, it was possible to see substantial changes in the projection of actions from the educational project of the brigades, an instrument for directing the educational work of the group of the year, from which

the different workshops proposed to contribute were managed to the integral education of sexuality with a professional approach.

DISCUSSION

The education of sexuality constitutes one of the areas of personality formation defined by the Cuban educational system, inserted within the Director Program of Health Promotion and Education of the National Education System and constitutes a curricular strategy in Higher Education, which acquires in the current moments special relevance from an integral perspective.

The integral education of sexuality with a pedagogical professional approach has points of support with the criteria of González and Castellanos (2003), who propose the alternative, participatory and developer approach, where the education of sexuality is assumed as a dynamic

process of exchange of experiences, experiences and learning, which enable the development of the student's psychosexual sphere as a personality; and with the studies carried out by Torres et al. (2011) on the education of sexuality with a focus on gender, sexual and cultural rights, especially with the principle related to the dual pedagogical intent in the area of responsible sexuality.

The proposal arose from the need to deploy a sexuality education that focuses attention on the student as a personality, how to be sexed and as a teacher in pedagogical training, so that he can live his sexuality in a free, dignified, full and responsible way, and as a result, influence the education of others, in their contexts of action, as part of their professional role. In this regard, the criteria of López, López and Silva (2018) are shared, who, when referring to the professional pedagogical careers, state that «they will be a general health promoter, promoting healthy behaviors and lifestyles, as established by the professional model » (p. 594).

In each student, sexuality as a dimension of personality is the expression of the dialectical interrelation that is established with economic, social, political, cultural and environmental factors. Their training and development is determined by the activity and communication they establish with people of both sexes, hence the role played by the school group and the year group in their education.

Sexuality is a way of expressing how life is lived and how it is shared with others. It is not synonymous with sex, it allows to express feelings towards oneself and towards other people, and during the educational process it is developed from the personal and collective experiences of the students, about how they live, feel and

express it during their life; of the influences of the family and society in which they live; It includes spiritual bonds of love, communication and intimacy, hence the importance of their education.

The use of materials and methods showed inadequacies in the process of education of sexuality in students of pedagogical careers, at the University of Pinar del Río, reflecting lack of knowledge related to sexuality, with a negative impact on their ways of acting, such as being sexed and as an educator of the new generations, which led to the search for solutions based on existing strengths.

The strategy was based on a system of methodological principles and recommendations that enabled the integral education of sexuality with a pedagogical professional approach in the students of the pedagogical careers, of the University of Pinar del Río, shows as a distinctive element the role played by the collective year and work with situations of professional learning, which are generated from the context of the group and was implemented in practice from the overlapping of the substantive processes of the university: academic, labor, research and extension, depending on insert its actions as part of the educational project of the brigade.

This article contributed as a main result, a pedagogical strategy aimed at the integral education of sexuality with a pedagogical professional approach and includes actions by stages, which once implemented in practice contributed to the training of an education professional at the height of these times, with knowledge about the education of sexuality, how to be sexed who lives and develops as part of the socialization process, and as a teacher who is responsible for the education of

sexuality of those around him, mainly of his students.

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