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*Sexual Education of the Younger Generation:
Problems and Ways of Their Solution*

Edukacja seksualna młodego pokolenia: problemy i sposoby ich rozwiązania

STRESZCZENIE

W artykule podkreślono, że problemy edukacji młodych ludzi zajmują ważne miejsce w życiu każdej rodziny i instytucji edukacyjnych. Edukacja seksualna jest jednak pozbawiona dostatecznej uwagi. Jednocześnie potrzeba wychowania seksualnego młodszego pokolenia jest dostrzegana w wielu źródłach psychologicznych i pedagogicznych. W opracowaniu przedstawiono przegląd prac dotyczących zagadnień związanych z edukacją seksualną opublikowanych w drugiej połowie XIX i na początku XX w. Podkreślono także istotę podstawowych pojęć. Ponadto przeanalizowano wyniki ankiety seniorów, studentów i nauczycieli z Armenii, Kazachstanu i Ukrainy dotyczące ich świadomości w zakresie relacji seksualnych, które świadczą o konieczności organizowania edukacji seksualnej dla młodego pokolenia. Dodatkowo określono główne zadania pedagogiki seksualnej, których realizacja jest niezwykle ważna i przyczynia się do rozwiązania jednego z najważniejszych problemów psychologicznych i pedagogicznych współczesności – edukacji seksualnej młodego pokolenia zarówno w rodzinie, jak i w szkole. Określono też sposoby systematycznej poprawy edukacji seksualnej młodego pokolenia.

Słowa kluczowe: edukacja; młodsze pokolenie; edukacja seksualna; zadania pedagogiki seksualnej

SUMMARY

The article emphasizes that the problems of education of young people occupy the prominent place in the life of each family and in educational institutions. However, sexual education needs to be given greater attention. At the same time, the need for sexual education of the younger generation is noted in many psychological and pedagogical sources. The review of works on issues related to sexual education published in the second half of the 19th and early 21st centuries was presented. The essence of the basic concepts is revealed. The results of questionnaires conducted among senior pupils, students and teachers of Armenia, Kazakhstan and Ukraine concerning their awareness in the field of sexual relations, which prove the necessity of organizing sexual education of the younger generation, are analyzed. The main tasks of sexual pedagogy are outlined and it is emphasized that their implementation is extremely important and will contribute to solving one of the most significant psychological and pedagogical problems of the present, namely sexual education of the younger generation both in the family and in educational establishments. Additionally, the ways to improve the level of sexual education among the younger generation, and adults are determined.

Keywords: education; younger generation; sexual education; tasks of sexual pedagogy

INTRODUCTION

The problems of educating young people are extremely important for any state. Therefore, in all periods of development of society, they occupy a prominent place in the life of each family and the educational process of educational institutions. It has traditionally been that the latter concentrate on the mental, moral, aesthetic, physical, labor, etc., areas of education.

At the end of the 20th and the beginning of the 21st century, national, civic, patriotic, environmental education and, as an exception, sexual and gender one, began to be added to these areas. Confirmation of the foregoing is found in textbooks and manuals on pedagogy, methodology of educational work (among the authors dealing with the issue, one can find: Y. Babansky, N. Volkova, S. Karpenchuk, V. Lozova, N. Moiseyuk, I. Podlasii, G. Trotsko, M. Fitsula, M. Yarmachenko, etc.).

An analysis of the sources shows that the interpretation of the term “sexual education” can be found in many sources. It means giving the students knowledge about the anatomy of the genital organs of a person; sexual reproduction (fertilization, conception, development of the embryo and fetus, up to delivery); sexual intercourse, reproductive health, emotional relationships with the sexual partner; reproductive rights and responsibilities; contraceptives and other aspects of a person’s sexual behavior (Sex education 2017). In addition, sexual education can also include information about sexuality, including information about family planning (while the issue of competent family creation is not considered); about all aspects of sexuality of the individual, including: the appearance of the naked

body, sexual orientation, sexual pleasure, values, decision making on sexual intercourse, communication, dating, relationships, sexually transmitted infections and how to avoid them (Sex education 2017).

However, today the state of sexual education of the younger generation leaves much to be desired. It also concerns youth awareness in the field of sexual relations, providing the main tasks of sexual education in family and educational institutions, etc.

SOURCE RESEARCH BASE

The source base of the problem under study is represented by a large number of psychological and pedagogical works, many of which emphasize the necessity of timely sexual education of the younger generation. Among them, the textbook by V. Kravets *Sexual Pedagogy* (2016) is distinguished by its thorough and coherent content. This is a logical continuation of a number of previous scientific studies of the scientist. Additionally, the following works can be mentioned: *Psychology of Family Life* (1995), *The Activities of School Psychologist in Premarital Preparation of Schoolchildren* (1997), *Psychological and Pedagogical Basis of Schoolchildren Preparation for Family Life* (1997), *Theory and Practice of Premarital Youth Training* (2000), *Psychophysiological, Psychological and Pedagogical Aspects of the Conscious Paternity Formation* (2001), *Gender Pedagogy* (2003), *History of Gender Pedagogy* (2005), *Sexual Socialization of Children and Teens: Regularities and Gender Peculiarities* (2008), *Sexual Socialization and Preparation of Pupils' Youth for Family Life in Pedagogy and School Practice of Foreign Countries* (2009), etc.

It should be noted that V. Kravets's research was conducted on the basis of the following works: *Sexual Pedagogy* (edited by O. Blaschko, 1926), M. Rubinstein's *Sex Education from the Point of View of the Interests of Culture* (1926), K. Friedjung's *Sexual Life of Children and Its Importance for Upbringing and Medical Practice* (1927), D. Azbukin's *Sex Education and Education of Children and Adolescents in School* (1928), A. Zalkind's *Sex Education* (1928), B. Shapiro's *Sexual Upbringing of Children in the Family* (1928), A. Beck's *Basic Milestones of Sexual Education* (1929), K. Veselovska's *Pedological Bases of Sexual Upbringing* (1929), S. Wolfson's *Family and Marriage in Their Historical Development* (1937), V. Chekalin's *Love and Family* (1966), L. Levshin's *The Boy – Man – Father* (1968), E. Vasilieva's *Family and Its Functions* (1976), L. Kulikova and L. Slinko's *Sexual Upbringing of Children and Teenagers* (1980), T. Kostygova and R. Rakitina's *Girl, Adolescent, Woman* (1984), I. Dubrovina's *Problems of Psychological Preparation of Youth for Family Life* (1989), I. Kon's *Introduction to Sexology* (1989), T. Govorun and O. Shargan's *To Parents on Sexual Upbringing of Children* (1990), S. Golod's *Future Family: What Is It?*

(1990), D. Viktorova's *Love and Sex* (1991), V. Dobrova's *Sexual Education of Adolescents* (1991), V. Postovy's *Modern Family and Its Pedagogy* (1994), S. Sviridenko's *Problems of Family and Sexual Education of Children and Pupils* (1995), *Child Sexology* (1996), O. Zabuzhko's *Field Studies on Ukrainian Sex* (1996), T. Alekseenko's *Pedagogical Problems of a Young Family* (1997), L. Ivanova's *Love. What Young and Old People Need to Know about It* (1998), T. Govorun and O. Kikinezhdi's *Gender and Sexuality: The Psychological Perspective* (1999), V. Rosin's *Love and Sexuality* (1999), D. Kolesov's *Biology and Psychology of Gender* (2000), K. Kostenko's *Straight Talk about Sex* (2000) and others (Kravets 2002).

More detailed information on the issues raised is contained, for example, in the research conducted by E. Cherepova *On the Moral Preparation of Students for Family Life (Bibliography)* (1976), in the bibliographic index "Preparing young people for family life" (compiled by V. Kravets, 2002) and others. To this list there should be added the works of: O. Kuznetsova: *Sex Education of Schoolchildren* (2004), O. Zokur, I. Ivanova: *Fundamentals of Gender Education* (2005), V. Kryshstal, E. Kryshstal, T. Kryshstal: *Sexology* (2008), L. Oliynyk: *Sex Education* (2009), O. Petrenko: *Gender Dimension of School Education in Ukraine (20th Century)* (2010), T. Doronina: *Theoretical and Methodological Principles of Gender Education and Upbringing of Pupils' Youth* (2011), O. Kikinezhdi: *Gender Identity in Ontogenesis of Personality* (2011), L. Matsenko: *Pedagogy of Family Education* (2011), N. Slyusarenko: *Gender Approach to the Organization of the Educational Process of the Modern School* (2011), O. Petrenko: *The Practice of Introducing a Gender Approach in Education and Upbringing* (2013) and others.

In the context of our study, two monographs by I. Ignatenko – *Women's Body in the Traditional Culture of Ukrainians* (2016a) and *Man's Body in the Traditional Culture of Ukrainians* (2016b) – are of particular interest. In the first of these, the author presents the research base, some positions of which are presented in Table 1.

The information given in Table 1 allows us to assert that even in the second half of the 19th and early 20th centuries, we can find in the printed sources of information about the Ukrainians' ideas of the physiology of man and woman and about sexuality. We could also learn about the menstrual cycle, wedding rituals and songs, sexual life, the way fetus is formed and developed in the womb, how to avoid unwanted pregnancies, about contraceptive and abortive means, ways to treat sexually transmitted infections, etc.

It should be added that in 1927 these issues were widely discussed at the First Pedagogical Congress, as well as at the First Moscow Conference on Sexual Pedagogy, organized by the Institute of Social Hygiene on January 20–21, 1930. Participants of the conference considered such issues as: basic settings in the field of sexual education; the ways of its introduction into a mass school, forms of work of sexual pedagogy; the need for thorough training of teachers and doctors

on these issues; the urgency of introducing a course on sexual pedagogy into curricula in teacher training technical schools, teacher training institutes of higher education and advanced training courses (Kiriyenko-Gurevskaya 1930).

Table 1. Works containing information about folk traditions and the ideas of Ukrainians about female and male bodies (the second half of the 19th – early 20th centuries)

Year of publication	Author	Title
1865	I. Trusevich	<i>Ziela: Traditions, Beliefs, Proverbs and Songs of Polesie's Residents</i>
1869	I. Danilchenko	<i>Ethnographic Information about the Podil Province</i>
1886	M. Sumtsov	<i>Lights and Gatherings</i>
1887	V. Borzhkovsky	<i>"Parubotstvo" as a Special Group in the Russian Rural Society</i>
1889	F. Vovk	<i>Shameful Wedding Songs, Recorded by M.O. Maximovich</i>
1889	Yu. Talko-Grytsevich	<i>Folk Obstetrics in Southern Russia</i>
1891	G. Kovalenko, I. Manzhura	<i>To Folk Medicine of the Rural Russians</i>
1896	V. Yastrebov	<i>New Data on the Unions of Unmarried Youth in Southern Russia</i>
1897	V. Miloradovich	<i>Folk Ceremonies and Songs of Lubensky District of Poltava Province</i>
1899	I. Benkovsky	<i>People's View of the "Unclean" Woman</i>
1900	P. Litvinova-Bartosh	<i>Wedding Ceremonies and Customs in Chernigov Region</i>
1901	V. Demich	<i>Syphilis, Venereal and Skin Diseases and Their Treatment by the Russian people</i>
1901	Yu. Yavorsky	<i>Spiritual Verse about the Sinful Maiden and the Legend about the Unborn Children</i>
1902	A. Malinka	<i>Collection of Materials on the Rural Russian Folklore</i>
1902	V. Miloradovich	<i>Ethnoscience in Lubensky District of Poltava Province</i>
1902	N. Sumtsov	<i>Essays on People's Life</i>
1905	V. Babenko	<i>Ethnographic Sketch of People's Life from Ekaterinoslavsky Place</i>
1918	O. Ripetsky	<i>Boys' and Girls' Customs in the Andriyashivtsi Village of the Poltava Region</i>
1918	P. Schekerik-Donykiv	<i>Nativity and Christenings in Hutsulshchyna</i>
1927	K. Grushevskya	<i>From Primitive Household. Several Notes on the Means of Women's Household Magic in Connection with the Oldest Forms of Women's Housekeeping</i>
1928	K. Kvitka	<i>Ukrainian Songs about Kid's Perpetrator</i>

Source: Authors' own study.

It is possible to confirm that the issues of education of representatives of different sexes were at different times in the focus of the pedagogical community. The numerous publications were the result of such attention (the list is given above). Thus, the analysis of the source base of the problem under study suggests that numerous works sufficiently represent directly or indirectly a wide range of issues, related to the sexual upbringing of the younger generation. However, this direction of educational work in most cases remains out of the attention of parents, teachers and society.

DIAGNOSIS OF PUPILS', STUDENTS' AND TEACHERS' AWARENESS OF SEXUAL RELATIONS

The research about the younger generation and older people's awareness of sexual relations has shown that they are not well-informed even about elementary questions. This conclusion arises if we analyze the results of the corresponding questionnaire survey of high school pupils, students and teachers of Armenia, Kazakhstan and Ukraine, in which about 500 male and female representatives aged from 17 to 69 took part. The studies of the academician V. Kravets, published in his training manual *Sexual Pedagogy* were used for the questionnaires (Kravets 2016).

During the survey, respondents were asked to provide answers, in particular, to the following questions:

1. What do you mean by "sexual relations"?
2. Why do modern youth begin their early sexual life?
3. Do you think that early sexual activity can cause harm?
4. What types of contraceptives do you know?
5. Do you think that a special course on this subject is needed at school?
6. Who needs to worry about the sexual education and reproductive health of the younger generation?
7. Why does a person need sexuality?
8. What should be avoided in sexual intercourse?
9. What rules should be followed in sexual intercourse?

The received answers showed that the term "sexual relations" is far from being understood by all respondents correctly, that is, as the male and female's genital contact for the satisfaction and continuation of the human race. Individual students refrained from answering this question or wrote that they could not explain the aforementioned concept. Among the interpretations of the term "sexual relations" there were, in particular, the following: "intimate relationships between men and women based on love, mutual sympathy and instinct for the continuation of the human race"; "sex"; "sex between a man and woman"; "intimate intimacy, sexual

intercourse”; “close physical contact”; “sex-related relationships”; “intimate relationship between husband and wife”; “intimate relationships between men and women or relationships of sexual minorities”; “intimate relationships between representatives of different or one sex”; “love contact of man and woman”; “sexual contact between representatives of different sexes”; “sexual contact of at least two people”; “regular (or not), sexual contact with a regular partner”; “passion between man and woman”; “natural physiological and psycho-emotional needs of the human body”; “physiological relations of intimate character”; “proximity of bodies”; “physical affinity with the opposite sex”; “that is when people sleep with each other”; “sex, to make love, *kamasutra*”; “the merger of a man and woman”; “fusion of female egg with male sperm”; “love”; “serious relations with a great responsibility”; etc.

When asked “Why do modern youth begin early sexual life?”, most teachers said that: “young people are not well informed about the consequences of early sexual relationships”; “young people want to get their own experience and knowledge”; “because they are not told about it”; “because of lack of communication, attention and love in the family”; “because of lack of proper control by adults”; “because of the loss of family values”; “due to the lack of proper sexual education by parents”; “because of curiosity”; “because of the fact that there are a lot of temptations in the modern world”; “because of the desire to demonstrate their adolescence to adults, to impress them”; “because of sexual debauchery, immorality”; “because it is a fashion”; “want new sensations”; “because of the availability of relevant information on the Internet, on television”, etc.

Responses of high school pupils and students to the above question are similar. There are following reasons that led young people to early sexual activity: “curiosity”; “fashion”; “desire for new sensations”; “lack of awareness”; “immorality”; “desire to prove that they are already adults”; “lack of control, sexual education”; etc. Other reasons were also mentioned: “openness”; “desire to increase the authority among peers”; “lack of attention and love from parents”; “parent’s ban”; “search for support”; “peer’s example”; “not to be different”; “lack of sexual education at school”; “hormones”; “not organized leisure”; “contemporary cinema and advertising”; “lack of parents’ interest in the life of children”; “desire to have fun”; “misunderstanding with parents”; “senseless accident”; “the influence of the environment, in particular Western culture”; “idleness”; “boredom”; “nonsense”; “antisocial behavior”, etc.

The survey showed that the younger generation lacks the information about the results of early sexual activity, on contraceptives, about why a person needs sexuality, what should be avoided in sexual intercourse and what rules should be followed. Probably, therefore, almost all senior pupils and students consider it necessary to introduce a special course in general and higher educational institutions and hope that parents and teachers, doctors, the media, government, the

young man himself should be concerned about sexual education and reproductive health of young people.

The absence or lack of sexual education is also confirmed by the results of a survey of respondents on their awareness in matters related to AIDS infection and prevention (Table 2).

Table 2. Respondents' awareness of the issues related to AIDS infection and prevention

Question/Statement	Percentage of replies (%)								
	yes			no			I don't know		
	Ukraine	Armenia	Kazakhstan	Ukraine	Armenia	Kazakhstan	Ukraine	Armenia	Kazakhstan
Is it dangerous to hug a person with AIDS?	11.1	15.2	8.1	84.9	78.3	85.8	4.0	6.5	6.1
You can get AIDS by using a public toilet	10.1	26.1	16.9	80.9	71.7	60.8	9.0	2.2	22.3
Being in the classroom with someone who is sick with AIDS is quite safe	69.3	54.3	67.6	23.7	34.8	23.6	7.0	10.9	8.8
Only homosexuals need to worry about not getting AIDS	6.0	50.0	1.4	85.4	39.1	83.1	8.6	10.9	15.5
People who make medical injections should not use other people's needles	87.9	69.6	95.3	10.1	26.1	2.0	2.0	4.3	2.7
You cannot get an immunodeficiency virus by biting the same sandwich or drinking from the same glass	43.2	52.2	27.7	46.2	26.1	51.4	10.6	21.7	20.9
You can get AIDS if you have only one sexual contact	88.9	80.4	86.5	8.1	8.7	6.1	3.0	10.9	7.4
We can get infected with AIDS if the patient sneezes or coughs near you	18.6	19.6	14.9	72.9	67.4	65.5	8.5	13.0	19.6
AIDS is caused by a virus	77.4	56.6	57.4	12.0	21.7	18.9	10.6	21.7	23.7
A positive test result for AIDS means that a person is sick	68.3	37.0	75.0	19.1	34.8	8.8	12.6	28.2	16.2

Source: Authors' own study.

As can be seen, not all respondents from Armenia, Kazakhstan and Ukraine know the right answer to such simple questions (Is it dangerous to hug a person with AIDS?; You can get AIDS by using a public toilet; Being in the classroom with someone who is sick with AIDS is quite safe; etc.). Even more surprising are the respondents' answers to questions related to their attitude to the sexual myths typical for the youth environment (Table 3).

Table 3. Respondents' attitude to sexual myths, which are typical for the youth environment

Sexual myths	Percentage of replies (%)								
	support			deny			hesitate		
	Ukraine	Armenia	Kazakhstan	Ukraine	Armenia	Kazakhstan	Ukraine	Armenia	Kazakhstan
Premarital sex life helps to achieve complete harmony in marriage faster and easier	37.7	58.7	23.0	26.6	10.9	25.0	35.7	30.4	52.0
Women have an increased sexual attentiveness	38.2	10.9	24.3	16.6	26.1	22.3	45.2	63.0	53.4
The reason for sexual disharmony is the anatomical incompatibility of partners	27.6	56.6	32.4	39.7	21.7	19.6	32.7	21.7	46.0
Virginity of the bride is the guarantee of matrimonial fidelity	19.6	63.0	50.7	43.2	10.9	15.5	37.2	26.1	33.8
The woman's sexuality is a sign of her immorality	12.6	21.7	16.9	62.3	37.0	54.7	25.1	41.3	28.4
A real man should not show his tender feelings towards a woman	5.0	23.9	7.4	86.9	63.0	79.1	8.1	13.1	13.5
Easy drunkenness causes sexual desire and increases the potency	36.2	50.0	34.4	27.1	19.6	25.6	36.7	30.4	40.0
Marriages, made for sexual reasons, are, as a rule, successful	11.0	32.6	12.2	37.2	13.1	35.1	51.8	54.3	52.7
Sexual technique provides the success and harmony of intimate communication	59.8	67.4	53.4	9.5	6.5	10.1	30.7	26.1	36.5
For intimacy, only the desire of a man is sufficient, since a woman is always ready to communicate	8.6	10.9	4.7	67.3	50.0	72.3	24.1	39.1	23.0

Source: Authors' own study.

Of course, the results of the research presented in Tables 2 and 3 cannot claim objectivity, since representatives of only a few educational institutions of Armenia, Kazakhstan and Ukraine participated in the survey. However, the general trends in them are reflected and confirm our assumption that sexual education is extremely necessary for both young people and adults.

Thus, the somewhat more patriarchal views prevailing in Armenia about the statements that "the virginity of the bride is the guarantee of matrimonial fidelity" (this myth is supported by 63% of respondents), and that "the woman's sexuality is a sign of her immorality" (21.7%), are in discord with their opinion that

“premarital sex life helps to achieve complete harmony in marriage faster and easier” (58.7%). Similar myths also occur among respondents from Kazakhstan and Ukraine. This also applies to other sexual myths presented in Table 3, and again confirms that the respondents who participated in our study lack the relevant knowledge, and therefore their views on these issues are somewhat distorted.

As regards filling the gaps in their knowledge of sexual relations, “66.1% of Ukrainian teenagers are looking for and find information about sex in the Internet” (*Yak shkoliaram...* 2018). In addition, young people are looking for an appropriate experience, and therefore in Ukraine “the average age of sexual debut among girls is 13.7 years, among boys – 13.3. As a result, we have one of the biggest indicators of adolescent pregnancy in Europe” (*Yak shkoliaram...* 2018).

That is why poor sexual education leads to many problems. However, sexuality is the basis of human existence. Therefore, both parents and teachers are obliged not only to familiarize children with this concept, but also to orient them towards the development of their own sexuality, to bring respect to the opposite sex, to teach how to preserve their sexual health, morality, etc. After all, the sexual upbringing of the younger generation is a direct responsibility of adults, which, unfortunately, is almost not performed properly.

CONCLUSIONS

The results of the questionnaires of senior pupils, students and teachers of Armenia, Kazakhstan and Ukraine regarding their awareness of sexual relations prove the necessity of organizing systematic targeted sexual education of youth. Moreover, as already mentioned, there is no lack of information about this problem in printed sources.

A lot of such information is also contained in a textbook by V. Kravets *Sexual Pedagogy* (2016), which defines the limits and categories of sexual pedagogy; principles of selecting the content of sexual-pedagogical education in high school are developed; the didactic conditions for the implementation of sexual-pedagogical higher education are revealed; the structural features of the work on sexual socialization and the requirements of pre-university sex and pedagogical education were determined; the program requirements for the training of future teachers for the sexual socialization of children, taking into consideration their mental and individual characteristics, have been developed.

Kravets considers sexual education as

a process of purposeful influence on the personality in order to form a culture of sexual intercourse, the ability to feel and realize physiological and psychological characteristics in accordance with established norms and rules in society. This is the upbringing of the manifestation of sexual instincts, needs, interests and behavior in accordance with the norms of morality adopted in society;

the formation of feelings and experiences as sensory-erotic and spiritual and moral components of sexual relationships, which give them a special beauty (Kravets 2016, p. 185).

He emphasizes that “any restriction of sexual education to learning sexual intercourse technique is not correct” (Kravets 2016, p. 186).

The scientist outlines the main tasks of sexual pedagogy, among which one can find:

- the disclosure of pedagogical aspects of the process of sexual socialization of girls and boys as subjects of school education, the influence of complex and multi-vector interactions with parents, peers, teachers, content of school textbooks and courses on the formation of sexual identity of individuals of both sexes;
- the research of psycho-physiological and psychological changes occurring during puberty period and development of psychological and pedagogical recommendations as for their inclusion in educational process;
- the study of erotic and sexual reactions of schoolchildren of different ages and different sexes and the formation of recommendations for teachers and parents on the sexual socialization of pupils;
- the detection of possible consequences of risky sexual behavior of schoolchildren of different sex;
- the research of psychological and pedagogical aspects of formation of proper sexual orientations;
- the research of psychological and pedagogical means and conditions of formation of sexual culture of a person;
- the development of normative model and mechanisms of sexual socialization of children in the modern family, the theoretical search for its development;
- the revealing and substantiating the ways of considering the gender aspects of the sexuality of the students during the educational process (Kravets 2016, pp. 6–7).

The realization of these tasks is extremely important and, without a doubt, will contribute to solving one of the most significant current psychological and pedagogical problems – sexual education of the younger generation in the family and in educational institutions.

And you need to start with the organization of systematic targeted sexual education of the younger generation, but also adults. At the same time, education of the latter (in particular teachers and parents of students) is extremely important. First of all, they need to know the appropriate terminology, the psychological and pedagogical basis of gender and sexual education. This can be achieved through the organization of special seminars, methodological associations, parental meetings, and through self-education (Slyusarenko 2011). In addition, it is relevant to include in the system of higher education a wide range of elective

courses, electives, elective subjects, the content of which would include both sex training of students and their sexual education in general. Only in this case, you can successfully implement the above-mentioned tasks of sexual pedagogy.

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