

223 - SEXUALITY, GENDER AND EDUCATION IN THE ADOLESCENCE: THE SEEN SCHOOL AS SUSTENTATION PILLAR

SHIRLEIA DOS SANTOS PEIXOTO
XIRLAINE DOS ANJOS SOUSA
JOSÉ JAIRO VIEIRA
Faculdade de Educação/UFRRJ – Rio de Janeiro - Brasil

INTRODUCTION

The present work has for objective to present the responsibility that falls again on the school into what it says respect to the excess of information distorted for the referring media to the sexuality in the adolescence, as well as, for the question to have diverse cases where the family omits and/or imposes values when approaching this thematic one. Such fact provokes the necessity of the school to have that to what was absorbed of inadequate information, as well as, to supply the deficit of orientation in the familiar scope in it refers to it to the sexuality, sort and education.

It is excellent to stand out that in Brazil it has two definitions concerning the chronological borders that mark the adolescence: the first one if relates to the Statute of the Child and Adolescent (ECA - Law nº. 8069/1990) that it delimits as adolescent those that will have in the age band enter the 12 18 years of age incomplete, already the World-wide Organization of Health demarcates as adolescent the individual enters the 10 19 years of age, this last one establishes as youth the age band enters the 15 24 years of age. This work will involve, with priority, the age band presented by the ECA.

In the current days the information circulate of fast form and accessible, thus making it difficult to choose optimum moment to initiate a colloquy on body, sort and sexuality already it does not have escape possibility on the questions that involve these subjects, a time that in the scene, is anxious adolescent children and for the quarrel of the subjects. Pair that the adolescent if does not restrain, what will be able to cause the freedom future not to question the thematic one, in order, to get the necessary knowledge front to the actions and so that the same he does not take as absolute truth the information passed for the medias, becomes necessary to supply the infantile curiosity concerning sexual subjects.

The communication/education is a theoretical space that today is based on the practical ones of formation of conscientious citizens; however, it is pertinent to understand the complexity of the education in the present time, front to the medias of mass that if present as one another place that is party plaintiff of the daily one of the people, mainly of the young, acting with the school, the family and the religion, in the way as these young is if seeing and as if they relate ones with the others in this society.

The distorted exploration of the media in relation to the thematic one (especially the TV), and many times familiar omission, as Gentile standes out (2006, p.22) "[...] the constaint of the parents in dealing with the subject increases the lack of information of the young and makes with that the school if becomes the main space of sexual education", makes with that the school if becomes overloaded how much the formation of the individual, due the this is possible to justify the inclusion of the Sexual Orientation between the beddings of the education, therefore nobody is unaware of the great responsibility of the school in the affective, emotional and social formation of the human being. As mentioned, it is necessary to point out that it is yes paper of the school to explore this thematic one while complementary action and not as only source of orientation.

It is important to stand out that a differentiation between sexual orientation and sexual education exists, a time that this last one says respect to the personal experience and the set of values transmitted for the family and the social environment in the relative questions to the sexuality, already the sexual orientation it is a formal and systemize process, that happens inside of the pertaining to school institution, and consists, therefore, in a proposal objective of intervention on the part of the educators. This does not substitute the family, however it complements it, of form that is different the treatments given to the question of the sexuality in the private space of the family and in the public space of the school.

We can verify that to the concern with the sexual education in the schools, she was enclosed in the Law of Lines of direction and Bases (LDB) 9394/1996. To guarantee and to assist the development of you discipline them indicated for the LDB, had been elaborated the National Curricular Parameters (PCNs) created in 1996 for the federal government that, among others indications, presented the sexual orientation as one of the transversal subjects to be treat interdisciplinament in the schools, thus contents, objectives, look of world and conceptions could be worked by all discipline them and as extra programming, whenever questions related to the subject to appear.

In the defense of this, one becomes important how much to the paper resume in the educative process to point that according to Tomaz Tadeu Da Silva (1995: 195) The resume is not, thus, a mere cognitiv operation, where certain knowledge are transmitted the citizens given and formed of beforehand. The resume neither can be understood as a destined operation to extract, to make to emerge, an essence human being who daily pay-exists to the language, the speech and the culture. Instead of this, the resume can be seen as speech that, when corporificar the particular narratives on the individual and the society, in constitute them as citizens - and a also very particular citizens.

Generally, the contents that involve the sexuality are worked in the lessons of sciences/biology, with relative slight knowledge to the anatomy and physiology of the human body, but this boarding normally does not accumulate of stocks the and interests of the adolescents, therefore they focus only the biological body, not including the dimension of the sexuality. The opposite to this, notices that she is necessary to have programs with proposals that assume the vulnerability to the sexually transmissible illnesses - DSTs (mainly the AIDS) and the precocious pregnancy, which are on its forms of prevention - contraceptive condom and methods, in one alone time, an individual and collective work. For thus, spreading correct information, as also, giving possibility to the adolescent if perceiving subject to such consequences in case that they are not prevented for not having similar ownership of qualified knowledge and concrete actions its sexual life.

It is of great importance that in the quarrels referring to the sexual orientation, is reflected that the sexuality is basic dimension in the life of the human being and has as characteristic the practical ones and desires related to the pleasure, the affectivity, to the feelings and the exercise of the health and the freedom. The sexuality is constructed from what we make, of that is and the diverse influences that we have front to the thematic one. Such influences as: history, the culture, the social root, the family who many times generates limits, myths, taboos and preconceptions. In this approach it writes Furlan (2004, p13) "[...] the cult to the body and the liberty of speech of the sexuality is subjects of the daily one, of the soap operas and films, however, with all this avalanche of information, nor always sensible, the sexuality, still is dealt with as a subject taboo inside the families. This little

quarrel between parents and children on the sexuality [...] generated either for the ignorance of the knowledge to make it, either because they are felt to deal with the subject'.

For in such a way, Parrot (1997) affirms in relation to the different sorts and sexual identity that while the sort identity leagues the historical identification to it and social of the citizens, that if recognize as feminine or masculine, the sexual identity is related directly to the way with that the individuals experencian its corporal desires, of the most diverse forms: only with partners of the same sex or not, etc. The orientation of the educator becomes thus necessary so that does not have any form of preconception either with the proper individual, either with the other. In general the sexual identity and papers are sharpened to the cultural stereotype of the sex, considering, essentially, the genital differences. But she is necessary to know that it more than exists what the men and women. Between the two models it has an enormous variety of conjunction of levels and intensities of personalities each one with its especifically. In meanwhile, the society marks, with much precision, the sorts.

Stuart Hall (1997: 13) criticize the identity concept fix, unified and steady, when saying that, "the citizen it assumes different identities at different moments, identities that are not unified around of one "coherent I". Inside of us it has contradictory identities, pushing in different directions, in such way that our identifications are being continuously dislocated." It fits to the educators to allow that these variations of identities are respected and guided, so that the individual if finds in the most diverse ways, thus facilitating its transformations, and choices.

With the hormonal activation brought by the puberty, the sexuality appears in all the places, inside or is of the school, in the movements, the used clothes, heard musics, the graphical and artistic production, the sports, bringing many doubts, questions delicate controversies and, as masturbation, sexual initiation, being or , sexual, abortion, , prostitution and homofoby. When the school provides space for these debates, it in very contributes for the production of the knowledge, relief of the stimulator to the reflection, critical sense, among others.

Referring the words of Furlan (2004, p. 8) [...] considers it relevance that the necessary sexual education to have in all the social aspects, a time that this if points out at a social and historical moment. However it has of if emphasizing the influence of the medias on this education which display in vulgar way the body, the sexual act and the sexuality as a whole, searching to get hearing, ibope and profit, thus causing a conflict notable between school, family and society.

The contents of Sexual Orientation can and must be flexible, of form to accumulate of stocks the specific necessities of each group, with the objective to point out the sex in a ampler context of relationship between the human beings, in biological, psychological, sociological and cultural a context. In this perspective she is necessary that it has a program of support for professionals of the education, therefore many are not prepared to work this thematic one, therefore the controversial subjects of the sexuality enclose an ample understanding of the reality, demanding study, reflection and a critical thought, in order to give the first step to the change of attitude in relation to the sexuality, with little unreliability and more responsibility.

The National Curricular Parameters - Sexual Orientation - offer a good base for the work of the professors, but its application will depend on the reality of the school and as this conceives the importance of the thematic sexual orientation in the educational space, as well as the qualification of the professor. When working with this thematic a school the function of the family must act in way to complementing. It is excellent to detach that before the insertion of the Sexual Orientation in the project of the school the responsible ones for the pupils they must be communicated, being able to approve or not it presence of its children in the referring lessons to the subject.

A reliable relation between the pupils and the professor is of basic importance for the good course of the work. When leading and guiding the debates, the professor does not have to emit personal opinions, but if to worry about the participation of all, searching to be intent the relations established for the pupils, to the respect or to boarded discrimination when determined specific subject to the subject. What according to Rose (2003): "besides guaranteeing the recognition of the inequalities that characterize the sexual papers, the professor must consider, also, problematizadoras situations for pupils, as to execute activities where he has the cooperative inversion of the papers or tricks and activities that guarantee the iversity and not discriminatory division of the functions and responsibilities between boys and girls, systematically".

Not obstante to this, one perceives that each time more early is necessary that family, school, religion and society are all directed by an only intention to form, how much before, the base with which the child will be capable to arrive at the adolescence in conditions to reflect the respect of the pertinent questions the sexuality. In such a way, the adolescent will not be vulnerable the information distorted transmitted through the medias . This process will make it a conscientious citizen and independent front to the demands related to its bodying.

CONSIDERATIONS

It was identified for the present study that the thematic one on the sexuality in the Brazilian adolescence elapses of diverse quarrels worked in distinct fields of the scientific knowledge, as: social health, education and sciences. The corresponding analysis of the thematic one raised as one of the main points, to perceive enters the pertinent questions to the sexuality and the adolescence, that if deals with a transision phase where has many transformations in the body of the individual in which the same leaves of being child, but that not yet he is adult, then it needs the understanding and the shelter of the school, the familiar ones and the professionals of the health for saciar its doubts, but without it has - in the clarification of these - an imposition of beliefs.

The sexuality for the adolescents represents a valuable field of discoveries and experiences very important to the exercise for the construction of its values, identity, feelings, that cause the constitution of its autonomy. In detriment of this, it was noticed by the thematic research that the overload of responsibility trusted to the school is extreme, in which it must exert a qualified action in the attendance to the demands of the adolescent public on sexual orientation, however is not given the same one, necessary subsidies, as: professional qualification, pedagogical increase of the cash of able professionals and didactic resources this work to conquer its effectiveness.

To speak on sex in the school continues a complicated task. The proposal to include subjects on sexuality in the pedagogical plan of the school facilitates the development of the actions of this thematic one, in the classroom, for the professor. This implies a clear definition of the principles that will have to guide the work of Sexual Orientation and its explanation for all the involved pertaining to school community in the educative process of the pupils. These principles will determine since the position that if must have in relation to the questions related to the sexuality and its manifestations in the school, until the contents to be worked with the pupils. The coherence between the adopted principles and practical the daily one of the school will have to pautar the work all.

In this direction, it fits to the professors and the school to exceed the paper of mere systematic transmitters of information. Of the one not to limit itself, she is necessary to transmit the subject on the sexuality in clear way, without roundups, therefore the world them technologies that in the fence each time more advances and many times the information passed for the medias are inadequate.

However, one expects that this article has propitiated bigger agreement on the function of the school in what it says respect to the sexuality in the adolescence, that is, the paper of the school is to give to sexual orientation to the pupil and not sexual education. In school is where situations appear more diverse, in which, the educator is called to, with this can itself be affirmed that the implantation of the sexual orientation in the schools contributes for well-being of the adolescent in the experience of its current and future sexuality, however does not fit it solely it creat work how much to the field of the sexuality.

BIBLIOGRAPHICAL REFERENCES:

- Estatuto da criança e do adolescente - ECA- Lei Nº 8.069, de 13 de junho de 1990.
 FURLAN, Samira. **Sexualidade e Educação Sexual: fundamentos e normas.** In: Sexualidade e Educação Sexual: Um estudo sobre as representações das acadêmicas do curso de pedagogia da UnC. Concórdia. Dissertação (Mestrado em Ciências da Saúde Humana)-Pró-reitoria de Pesquisa e Pós graduação. UnC. Universidade do Contestado de Concórdia, 2004
 GENTILE, Paola. **Eles querem falar de sexo.** Revista Nova Escola: Educação Sexual. Abril - 2006.
- HALL, Stuart. **Identidades culturais na pós-modernidade.** Trad. Tomaz Tadeu da Silva Guacira Lopes Louro. Rio de Janeiro: DP&A, 1997.
 LOURO, Guacira. **Gênero, sexualidade e educação.** Petrópolis: Vozes, 1997.
 BRASIL. Ministério da Educação. Secretaria do Educação Fundamental. **Parâmetros Curriculares Nacionais.** Brasília (DF), MEC, 1996.
 ROSA, J.A.R. **Orientação Sexual** – Discutindo as relas de gênero e as desigualdades entre homens e mulheres. Revista do Professor, 20, p. 17–22, 2003
 SILVA, Tomaz Tadeu da. **Documentos de identidade: uma introdução às teorias do currículo.** Petrópolis: Vozes, 1995.

José Jairo Vieira
 Rua Antonio Cordeiro, 126 bl01/501
 Jacarepaguá – Rio de Janeiro –RJ
 Cep: 22750-310
 e-mail: Jairo.vieira@uol.com.br

PILLAR SEXUALITY, GENDER AND EDUCATION IN THE ADOLESCENCE: THE SEEN SCHOOL AS SUSTENTATION

ABSTRACT

The present work has for objective to present the responsibility that falls again on the school into what it says respect to the excess of information distorted for the media referring to the sexuality in the adolescence, as well as, for the question to have diverse cases where the family omits and/or imposes values when approaching this thematic one. It is of great importance that in the quarrels that if the orientation relates sexual, is reflected that the sexuality is basic dimension in the life of the human being and has as characteristic the practical ones and desires related to the pleasure, the affectivity, to the feelings and the exercise of the health and the freedom. The thematic research points that the overload of responsibility trusted to the school is extreme, in which must exert a qualified action in the attendance to the demands of the adolescent public on sexual orientation, however is not given the same one, necessary subsidies, as: professional qualification, pedagogical increase of the cash of able professionals and didactic resources this work to conquer its effectiveness.

KEYWORDS: sexuality -- adolescence - family - media - education

SEXUALITÉ, TYPE ET ÉDUCATION DANS L'ADOLESCENCE : L'ÉCOLE VUE JE MANGE PILIER DE SUSTENTATION

RÉSUMÉ

Présent travail a objectif présenter la responsabilité qui retombe sur l'école en ce qui concerne l'excès d'informations distordues par la média afférents à la sexualité dans l'adolescence, ainsi que, pour la question d'avoir de divers cas où la famille omet et/ou impose des valeurs s'aborder cette thématique. C'est de grande importance qui dans les discussions qui se rapportent l'orientation sexuelle, se reflète que la sexualité est dimension fondamentale dans la vie de l'être humain et a comme des caractéristiques les pratiques et les désirs rapportés au plaisir, l'affectivité, aux sentiments et à l'exercice de la santé et de la liberté. La recherche thématique indique qu'est excessive la surcharge de responsabilité confiée à l'école, dans laquelle doit exercer une action qualifiée dans la participation aux exigences du public adolescent sur orientation sexuelle, néanmoins n'est pas donnée même, subventions nécessaires, comme : qualification professionnelle, augmentation de l'argent liquide de professionnels capables et ressources didactiques pédagogiques pour ce travail conquérir son efficacité.

MOTS CLÉFS : sexualité - adolescence - éducation

SEXUALIDAD, CLASE Y EDUCACIÓN EN LA ADOLESCENCIA: LA ESCUELA VISTA COMO PILAR DE LA SUSTENTACIÓN

RESUMEN:

Que el actual trabajo tiene para que el objetivo presente la responsabilidad que baja otra vez en la escuela en lo que dice respecto al exceso de la información torcido para los medios que refieren a la sexualidad en la adolescencia, así como, para que la pregunta tenga casos diversos donde la familia omite e impone valores al acercarse éste temático. Es de la gran importancia que en las peleas se reflejan que si la orientación relaciona sexual, que la sexualidad sea dimensión básica en la vida del ser humano y tenga como característica los prácticos y los deseos se relacionan con el placer, la afectividad, a las sensaciones y al ejercicio de la salud y de la libertad. Los puntos temáticos de la investigación que la sobrecarga de la responsabilidad confiada en a la escuela es extrema, en la cual debe ejercer una acción cualificada en la atención a las demandas del público adolescente en la orientación sexual, al menos no se dan el mismo, subsidios necesarios, como: calificación profesional, aumento pedagógico del efectivo de profesionales capaces y recursos didácticos este trabajo para conquistar su eficacia.

PALABRAS CLAVES: sexualidad -- adolescencia - educación

SEXUALIDADE, GÊNERO E EDUCAÇÃO NA ADOLESCÊNCIA: A ESCOLA VISTA COMO PILAR DE SUSTENTAÇÃO**RESUMO**

O presente trabalho tem por objetivo apresentar a responsabilidade que recai sobre a escola no que diz respeito ao excesso de informações distorcidas pela mídia referentes à sexualidade na adolescência, assim como, para a questão de haver diversos casos em que a família omite e/ou impõe valores ao abordar essa temática. É de grande importância que nas discussões que se refere a orientação sexual, reflita-se que a sexualidade é dimensão fundamental na vida do ser humano e tem como características as práticas e desejos relacionados ao prazer, a afetividade, aos sentimentos e ao exercício da saúde e da liberdade. A pesquisa temática aponta que é excessiva a sobrecarga de responsabilidade confiada à escola, na qual deve exercer uma ação qualificada no atendimento às demandas do público adolescente sobre orientação sexual, porém não é dada a mesma, subsídios necessários, como: qualificação profissional, aumento do efetivo de profissionais capacitados e recursos didáticos pedagógicos para esse trabalho conquistar sua eficácia.

PALAVRAS CHAVE: sexualidade — adolescência - educação

PUBLICAÇÃO NO FIEP BULLETIN ON-LINE: <http://www.fiepbulletin.net/80/a2/224>