

Sex Education, How to Talk to Young People in the Era of Technological Change?

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Abstract: *This dissertation is designed to awaken the awareness of parents, young people and society about the danger facing the future generation of tomorrow because it is said: to educate youth is to boost development tomorrow for a nation. Technology does not only give good values, but also the bad ones because, it is necessary to inform them that with the technologies one can become what one dreams to be. With technology, young people can form positively (in the sense that they are used wisely and at the end of training, Technology to save humanity and to save education) on the one hand and on the other negatively (in the sense of the destruction of humanity in case they are not well managed or exploited by the users). Talking about sexuality or even sex education to young people who practice sexuality, who see these things on the web and on any other media, social network ... becomes problematic; all environments frequented by young people (family, environment, school, church, market, street ...) must be concerned with the sexual education of young people so that they cannot be trained to see themselves informed of fear that they do not arrive at an unexpected result or behavior.*

Keywords: Sex Education, Technology

1. Introduction

1) Choice and interest of the subject

In recent years, adults often do not have the courage and the opportunity to address the problems of sex education in their respective families. Admittedly, the situation in which we find ourselves remains to be desired; sex education suffers: it is not transmitted daily and shared to young people. It seems that sexuality is becoming a concern of many girls and boys; with the technological revolution (social networks), computer and scientific discoveries everything is on the internet; everything is put within the reach of everyone. Young people are eager to see, they are curious to discover on the internet to be fashionable on all levels, unfortunately we see a lot of deviations that is to say instead of looking for the material they will look for new music, sexual (pornography, fantasies). Admittedly, very often young people display some immoral behaviors innocently and do certain practices without knowing it because they miss someone to help them. So they need a coach to help them orient their sexual urges. That's why parents, teachers and other adults need to talk about sex education to young people to limit the damage. It is very useful for us parents to exchange with young people on sex education, the way they must behave in this changing world in the face of the latter because we often talk about politeness, morality ... this time here, let us also address this subject which seems to be avoided.

2) Issues and assumptions

Our work has focused on sex education, how to tell young people about technological changes, because each child has his own requirements according to his temperament, his past education and also, for the same child, depending on when he has arrived at his evolution. So, our very important questions can be answered as follows: Who should provide sexual education to young people? When should we do it? How should we do it? What is its impact on human life? Our research will try to give a clarification to these questions. Indeed, we will try to show that it is the parents, teachers

and other people around or around the child who must ensure his education in general and the sexual aspect in particular. Sex education should be provided everywhere by parents (in family interviews), by the trainer (at school, in workshops, at conferences and in any other environment in which young people attend). Sexuality cannot be a reality apart from our life because it begins at birth and inherent in our life as support (Fillioud, 1972), that sexuality begins in infancy, at the same time that outlines his conception of the psychosexual development of man. Sex education gives the young person a mastery of his emotions and physiological impulses, while making him able to manage himself well.

3) Purpose of the research

Our goal is to awaken the awareness of everyone (parents, young people, trainers ...) of the new transformations brought by the technologies and of the danger which watch for them in the daily life of their children and to stimulate the parents of the Democratic Republic of Congo in particular, and those from the African continent in general, to be able to take care of the sexual education of their children as an integral part of global education.

4) Methods and technique

In the interest of expressing exactly on sex education, we are pleased to give details. Certainly, to reach our expectations, our objectives we did indeed suggest the analytical method and direct observation.

5) Subdivision of work

Apart from the preamble and the general conclusion, our work will take into account its two parts on the basis of which our work will find a bedrock in particular: sex education in the family, that is to say it will present our subject "sex education how to talk to young people"; sex education in school will be the second part that will address the role of school in sex education of young people today.

2. Sexual Family Education

2.1 Introduction

Today we live in a world where sexuality has become everyone's business: father, mother, child; adult and minor. Young people their love, their friendship revolves around sex; that's why dear parents have a duty to follow your children closely and from afar, have the time to whisper a word in their ears every day, because the young boy or the modern girl is much more often early awakened as before in love and sex. We often notice in most families, parents are ashamed to talk with their children about sexuality. The family is an effective place for the sexual education of young people, as it encourages young people to understand their emotional evolution.

2.2 Puberty and emotional evolution

According to LE MOAL (1977), two major periods can be distinguished in the psycho-sexual life:

- Self-erotic: a period during which the pleasure of a person is found in its own body and alone with oneself, this period appears from the birth of 6 to the 12 (six to twelve) first months inclusive of puberty.
- Alloerotic: where the person is no longer satisfied with himself, then in his search for sexual pleasure, he needs another person of the opposite sex; and this period follows the first and lasts until death. Sexuality begins and ends with us.

According to SCHWARZ (1952), every human being is then sexed from the second or third month of his intrauterine life because, at that moment, the hitherto undifferentiated urogenital duct develops, either in the masculine sense, in the feminine sense. She is all about sex.

Generally, it's sexual orientation or sexual behavior.

During the auto-erotic period there are many different body regions that come into play to the person to provide pleasure: Oral stage where the mouth is interested, the child finds pleasure in addressing the breasts that is to say, sucking, sucking he finds the pleasure of his nutritious instinct and this is the first year.

Anal stage towards second and third year, it is the moment where the discipline is acquired, the education of the cleanliness, first corporal discipline asked to the child.

Primary genital stage or primary masturbatory, this time these are genital regions that are interested, around 3 to 7 years.

This stage is at the beginning of puberty; again the genitals become the pole of attraction, which is all the more logical as it is the moment when the genitals develop and where, on the other hand, local excitations occur clearly. The child will henceforth embrace in the second great period of its evolution, its growth, the allo-erotic period, which will divide itself into two stages:

- At first: homosexuality
- In a second step: heterosexuality

Homosexuality, sexual attraction for another person of the same sex; in extreme cases, we will talk about pederasty in men or lesbian practices in women and it now becomes the anomaly of sexual behavior.

According to LE MOAL (1977), heterosexuality is an attraction of sexual evolution towards the other sex. In this period another evolution takes shape: the sexual maturity is not acquired because the boy is interested in the girl or the girl in the boy; it's a natural phenomenon. A general remark applies to all this sexual evolution, as to all human evolution to tell the truth, the passage of a stage follows is done progressively, in nuances, with the returns of new advances. From notions of evolution can be specified three other notions: fixation, regression, slow progression. Fixation when a person keeps very important stains with a stadium that should have left a long time ago there is regression when a person reaches a certain stage, it returns to a past stage and settles strongly there her evolution being stopped for one reason or another, she returns to previous pleasures of which he kept deep within himself as a kind of nostalgia. According to LE MOAL (1977), the slow progression is the fact that a person whose revolution betrayed in length or marks temporary downtime; it only matures with a few years of delay. We must make a great effort to promote the sexual growth of children, because education must tend to facilitate sexual evolution and not to thwart it.

BOURGEOIS (2003), insists on the idea that the age 15-18 years, is not easy to face. At this age, the body of the young person (boy and girl) changes a lot, but he cannot stand to be noticed, except to buy new shoes or other "fringe" dialogue with young people of this age cannot be brutal if it has not been natural forever. It is often scary for parents who may be critical of their children's relationships, but will rather be silent about risking conflict.

In front of the word sexuality, some people are disturbed, they think that it is the genitality; and consider it unhealthy, unclean, shameful, or taboo. By pushing the analysis a little further, we come to see that there is not only confusion between sexuality and genitality, but also between genitality, eroticism, sexology and affection.

2.3 Sexual Diversion

We will also see that homosexuality is much more often associated with genital contact in boys than in girls. At the beginning of the heterosexuality phase, most girls are essentially sentimental, while boys almost always pursue a genital goal and later, not content with satisfying their eroticism, they will like to awaken love in their partner. In men from puberty, sexual pleasure is not practically found only in its genital and para-genital regions and even more so at the end of the penis or glans. In women, on the contrary, there is a much greater diffusion of erogenous zones.

For LE MOAL (1977), when a young person reaches maturity, clitoral pleasure leaves a feeling of dissatisfaction: the pleasure must gain depth, it becomes vaginal and even uterine, many other body regions intervene: thighs, chest and

in a general way all the body surface; which explains the greater ability of the woman to non-genital caresses.

So he continues, at one point the boy is interested in the female genital; his imaginations are often extremely crudely; the woman, as a sexual being, is reduced in some way to the genitals and breasts, the physical person as a whole, a fortiori, the moral personality being of little concern to him or not. If, the boy goes beyond imaginations, he will have sex with prostitutes, anonymous women par excellence, at his disposal to satisfy his desire for vaginal penetration which seems then to be the criterion of virility.

Thus, to a greater degree, the aesthetic sense as well, and the personality of the adolescent having generally evolved, the latter can no longer be interested in any woman but in girls answering a certain number of physical demands, psychic and even moral.

Thus, he confirms by saying that any sexual act, whatever it is, that does not answer this triple requirement is sexually abnormal and because of that, morally abnormal: the genital maturity, psycho-sexual maturity, maturity emotional.

2.4 Masturbation

BOURGEOIS (2003) says that such topics are rarely fully addressed by families, probably because of a certain modesty of the lack of time parents often absent or more often a lack of information in this domain. Each period of our life has its quirks to say that masturbation is normal at a certain stage in a teenager.

In boys, according to our personal work, 81% of masturbation starts from 10 to 16 (with a maximum at 12, 13, 14 years, ages which group half of these cases) 10% begin after 16 years; 8% started before 10 years.

In girls, masturbations start before age 10 and are more numerous than boys: 29%; as well as those occurring after 16 years: 21%; 50% exactly start between 10 and 16 years old. When the masturbation persists, it happens that some advice to the adolescent the heterosexual relation with a girl or, more often with a prostitute. The same author asserts that, although masturbation is frequent at certain moments of sexual evolution, it is nonetheless an imperfection from a sexual point of view.¹

For MYRIAM (1997), at any given age, masturbation is a normal development phenomenon; and, extends more or less long according to the children.

2.5 The role of Parents

Parents need to have the courage to share with their children, and when children are growing up, parents need to keep a close eye on how they are doing.

¹ In men, masturbations were interrupted before the first sexual intercourse, and sometimes for a long time, in 46% of the cases; 17% of cases the cessation of masturbations coincided roughly with the first sexual intercourse; in 35% of the cases the masturbations persisted after the first sexual intercourse and sometimes long after; 2% did not answer. In women, these proportions become respectively: 58%, 17%, 14, 11% did not respond.

MYRIAM (1997), the child indeed, seeks before to obtain the love of his parents and he is very sensitive to their manifestations of sympathy or antipathy for femininity or virility and the qualities which are attached to it. For LE MOAL (1977), raising children or teenagers in fear of the other sex is the best way to make shy pathos, sex obsessed or even homosexuals or powerless. It is blocking the psycho-sexual evolution by making inaccessible, because formidable and full of pitfalls, its normal result.

The family is the natural environment where the love is revealed and its consequences, good or bad, it is obvious the family, first place of life of the children, place where any personality is structured. If the young person feels mistrust and the dialogue consists of a police interrogation, no confidence can be established and it is there that he escapes even more. Some parents are indifferent to what their children are going through: they are left free, the main point being that class notes are correct "if they take drugs a little, it does not matter, all young people do it today" hui; they must do their experiment! If they have sex, it's natural to say nothing. "

Another important factor of acceptance of his sex, we will see later, is the desire to become for the boy as his father and for the girl as his mother. Parents therefore have a primary role to play in this sex education, long before the compulsory information given by the college and the high school comes into play. The parents themselves can open the child to the natural beauty of sexuality and explain to him that there have always been deviances (pornography, pedophilia, prostitution) that reduce the man and the woman to their lower instinct. That they do not fear to speak on this subject with their own children, in a loving and intelligent perception of what they can say and the right moment to talk naturally and quietly over time, always respecting this space of secret and intimacy essential to the construction of the personality of any child.

If you have a single child or all the children in the family are of the same sex, there is great interest in helping them, family or friendly meetings during the holidays. These precautions taken, is it essential to achieve education mixed school for example? This does not seem obvious; in adolescence especially especially if until then, the child has not benefited from the mix. If care is taken, outside school time, for exchanges between young men and women, given the freedom, not necessarily unhealthy, that exists today in relations between boys and girls. Sex education is a combination of education. It consists of making a boy a man and making a girl a woman with all that implies on all levels.

For LE MOAL (1977), many parents are content to do the genital initiation of their children and do their sex education without knowing it ... that is to say without knowing the requirements it implies in the context quality education. How much better it would be for them to be more aware of their responsibilities in this area.

For BADIBANGA (2014), it's mostly according to Bantu customs; we do not talk about sex to children, elders and

parents. For SARAZIN (1977), it is necessary to teach our children to think about the reasons for their actions, which will help them to make valid decisions throughout their lives.

2.6 Conclusion

A happy evolution in a girl or a young boy from a sexual, emotional and moral point of view therefore depends very much on the sexual, emotional and moral value of each parent and the value of the couple they constitute; but the balance, the harmony of the parental couple also guarantees the success of the conjugal life of the children. We could say that sexuality is not a problem for two but for three: father-mother-child; it being understood that the child cannot be an ideal.

3. Sexual Education in School

3.1 Introduction

Fourgous (2011) calls for integrating digital technology into school, this is essential to give young people the fundamental skills to integrate and understand the society of the 21st century.

At this level, it is necessary to recommend all those who are unable to talk about sexuality to children must provide a great effort to help this youth exposed to the danger of modernization or even globalization with more blooms of film images and other slides of the century in court. We will realize that after the family comes the teacher to help a child grow morally, sexually and spiritually. Once we have the courage to talk to young people about the basics of this topic, we will say that our children are well prepared for sex. An educator should not be scandalous about sexual behavior of children of any kind.

3.2 Imitation and influence of the environment

Emotional evolution ultimately poses the problem of exchanges between the child and his family environment above all. Is the latter able to meet the basic needs of the child: vegetative need, tenderness, security, autonomy to name only the main ones? A child who has been emotionally disenchanted, who has been abandoned or who has felt a lack of affection from his mother (from the birth of a younger brother, for example, less time is given to him), therefore less maternal love, without ever being satisfied for cause.

Any frustration, if there is no sublimation, causes reactions either in a compensatory mode or in the aggressive mode. Compensation consists of giving a satisfaction or a pleasure in exchange for what one has been frustrated, aggression, to take revenge on the one or the persons in charge or their substitutes. The way in which compensation or aggression is expressed is most often dependent on the stage of development in which the child has arrived at the moment of frustration. Take the example of the compensation mechanism: a five-year-old child is severely frustrated; he can seek compensation in masturbation.

For BOURGEOIS (2003), everyone is influenced by the environment in which he lives or has been educated.

3.3 The first loves

This curiosity is very normal for the child; and, should not be scandalous for the adult. Other things, the child will discover for example when he notices that his brothers and sisters enter different toilets and showers. It's a family tragedy when little boys and girls go far away from adults to contemplate their anatomy. The parents must tell the children everything without their naive curiosity being a sexual fault.

For some children, everything that comes from the pants; it's pee-poo, so it's dirty. The child asks so many questions; but the answers are not always satisfied. For example, he asks, "where did I come from? « This is an integral part of his progressive development, he will understand later. His motricity having developed, the child often carries his hand to the sex without being aware of the existence of this organ. A little later, the child becomes more aware of his genital organ and his sensations between 18 months and 22 years, the little boy is more interested in touching his cock, shoot it, and show off willingly, it is proud. For the little girl, the awareness of her genital organ is confused. It is related to the clitoral sensations she discovers when she touches herself.

The touching, for the boy or the girl, constitutes the first infantile masturbation, which awakens in them certain disorders which mix pleasure, curiosity and anxiety. This behavior continues even between 4-5 years, it is defended by removing his hand from the panties, the skirt or the dress, treating it dirty, it is scolded even some threats.

MYRIAM (1997), Stipule that whatever is at this age, masturbation is a normal phenomenon of development; and, extends more or less long according to the children. SCHWARZ (1952) states that if the sexual act is still beyond the reach of the individual, it is legitimate to be content with what takes place. One must then consider this masturbation as normal sexual action.

Towards puberty (14 to 16 for the boy and 13 to 15 for the girl), the sexual activity becomes the most frequent and defamed; the child masturbates as a means of relieving a purely physical desire, which becomes more and more imperative.

According to SCHWARZ (1952), genital function is related to sexuality itself. In this case, the degree of it reaches the degree of perfection that suits it. Let us note that puberty constitutes a most important and dramatic phase of the development of our personality. For, sexual transformation is only one aspect of the many changes that the body and mind of the child undergo.

3.4 The role of the educator

If the role of the school is education and that of the family, education, we can wonder why we are led today to undertake this sexual and emotional education in schools.

For SCHWARZ (1952), educating a child for civility, politeness and respect for teachers is a natural thing in the classroom, but love and sexuality are a whole other area. It is not a question of instructing but of giving a conduct of life, which seems to be, a priori, the essential task of the family. We as educators have a duty to help young people grow up in the sexual domain, that is to say to help them to know the merits of the latter; young people need to be informed about the realities of their bodies to protect themselves. The great danger for many educators today is in the act of practically forgetting the supreme goal of their activity.

Guardini (1957), in fact, affirms that the impulses of sexuality appear in infancy and continue to exert their action. This impulse is made as soon as the physiological conditions of the capacity to procreate and conceive are fulfilled; it is the time when the boy or the girl are more difficult to reach with the directives of the authority, with the moral and religious influences. Guardini (1957), speaks of the problem of the existence of the child who plays between two poles: on one side his own person, on the other, that of the educator (hearing this word all those who are responsible of the child).

Guardini (1957) adds that the role of the educator is even greater when the child is smaller. Thus, the moral problem of the child is first of all a problem of educator; but as the child grows up, this problem becomes, more and more, his own. The child is the man of tomorrow. SARAZIN (1977), all we will do to help him grow up will sound a grown-up, conscious man who will be happy. Everything we give him has influence over him, because the child is very sensitive, we can train him, either for good or for bad. An educator cannot have the modesty to quote the name of anyone in order to help the child to know what is happening in his body: the physiognomic change, the different stages and these whims.

BOURGEOIS (2003), the education offered to young people in high schools and high schools in these fields whole panoply of knowledge that allows them to meet so easily due to a lack of training by professionals in the field or the teaching team, as well as the means available to the institutions. Everyone notices that many parents and educators are clueless about what young people are experiencing, aware of the urgent need to do something but not knowing how to communicate with them on these issues.

BOURGEOIS (2003), think that educators are kind of light for children, guides and models. Young people have the art of sometimes disconcerting us with their reactions, their ideas or their opposition, which seems systematic for some, but often they manifest an ideal of life or behavior that only needs an external light to hatch it. We adults try to be these lights and let them discover their freedom on this beautiful path of life and love.

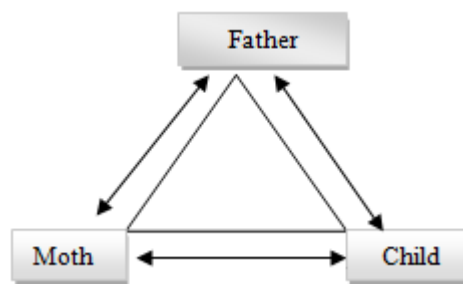
3.4 Conclusion

Thus, the role or the task of the educator is that the young people are informed about the realities, which realities of knowing the different behaviors that appear in the young

people according to the ages of the life so that they are discerned, recognized, cleared ; but also young people must ensure that these new realities are integrated into the general order of things and that the young person becomes aware of his responsibility for this reality and that it is related to the standards of honor. . So the education of the child is not so much to protect the child as to teach him to protect himself, to judge the acts of his contemporaries and to judge himself with lucidity when he falls into error.

4. General Conclusion

Here we come at the end of our work, a lot of data (essential ideas) emerge all the same already in each chapter, if they are not enough to make a successful sexual education, at least it is very essential to know them and to try to implement them to thus claim an education integration of the young people of the 21st century. A happy evolution in a girl or a young boy from a sexual, emotional and moral point of view therefore depends very much on the sexual, emotional and moral value of each parent and the value of the couple they constitute; but the balance, the harmony of the parental couple also guarantees the success of the conjugal life of the children. We could say that sexuality is not a problem for two but three sides and three angles, that is: father-mother-child.



These interactions are even more important both in the home and in any other formal educational environment, given the proliferation of informal environments in which the child has easy access in the absence of his or her educators (parents, teachers, adults, etc.) and whose influence is often harmful and beneficial for the child, the family and society as a whole.

Thus, any education of a boy or a girl requires the constant concern to rethink this education according to the sex of the child so as to help him to fulfill his masculinity or femininity. The transformations of puberty thus make the body a sexual signifier, by which I show that I am a man or a woman; they are both a source of satisfaction and discomfort. Moreover, it is not only his own body that becomes sexual signifier, it is also true of the body of the other that can become object of desire (the need to love that was originally incestuous turn into self-love and looking for an outside partner, going beyond the Oedipal situation about emotional development).

All this evolution is correlative to the manifestation of certain impulses that education must manage well, because to become and even more to become an adult man or woman fully assuming his sexuality requires a certain number of obstacles to be overcome when children are exposed to the

media not controlled by the educator (parent, teacher, adult), including:

- Conflicts with the entourage,
- Some social and cultural prohibitions

Thus, the role or the task of the educator is that the young people are informed about the realities, which realities of knowing the different behaviors that appear in the young people according to the ages of the life so that they are discerned, recognized, cleared; but also young people must make sure that these new realities are integrated into the general order of things and that the young person becomes aware of his responsibility towards this reality. That it be reported to the nuns of honor. So the education of the child is not so much to protect the child as to teach him to protect himself, to judge the acts of his contemporaries and to judge himself with lucidity when he falls into error.

We therefore hope to have satisfied the goal as it is asked and proposed which purpose to bring clear and clear ideas of our work and thanks to them, to facilitate the task to the reader lovers of this subject, to understand ipso facto all the book and, above all, to make it easier for parents to provide sex education. Sexuality finds its completion, and man and woman fulfill them in procreation.

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