

**V. Telzhan** 

Selinus University of Science and Literature, Italy, Rome

e-mail: [venera.telzhan@gmail.com](mailto:venera.telzhan@gmail.com)

## SOCIO-PSYCHOLOGICAL ASPECTS OF SEX EDUCATION

Sexual health education is a contentious issue in the Kazakh context. Although the importance of sex education for adolescents is well known in various societies, in Kazakhstan it remains controversial due to the conflict associated with cultural, religious and traditional ideas. Moreover, there is concern in society that teenagers will have sex as a result of sex education. The topic of sex education has divided our society, where some are in favor of sex education, while others are against it. In this regard, this article provides an overview analysis regarding the need for sex education in Kazakhstan. The importance of applying a holistic approach to sex education, which includes a social, psychological and biological aspect, is also considered. Relevant articles and materials for analysis were collected from Science Direct, Google Scholar, Elsevier, Citeseer, PubMed, Web of Science, Scopus search engines after applying inclusion and screening criteria. The results of the study show that the lack of a comprehensive and effective sexual education directly affects the psychological processes of the individual and leads to social problems at the macro level.

**Key words:** sex education, sexual and reproductive health, socio-psychological aspects of sex education.

В. Телжан

Селинус ғылым және әдебиет университеті, Италия, Рим

e-mail: [venera.telzhan@gmail.com](mailto:venera.telzhan@gmail.com)

### Жыныстық тәрбиелеудің әлеуметтік – психологиялық аспектілері

Жыныстық денсаулықты қадағалауға тәрбиелеу қазақта даулы мәселе. Жасөспірімдерге жыныстық тәрбие берудің маңыздылығы әртүрлі қоғамда белгілі болғанымен, Қазақстанда мәдени, діни және дәстүрлі идеялар мен қайшылықтарға байланысты даулы күйінде қалып отыр. Оның үстіне қоғамда жасөспірімдер жыныстық тәрбиенің нәтижесінде жыныстық қатынасқа түседі деген алаңдаушылық бар. Жыныстық тәрбие тақырыбы қоғамымызды екіге бөлді, біреулер жыныстық тәрбиені жақтаса, енді бірі қарсы. Осыған байланысты бұл мақалада Қазақстанда жыныстық тәрбие беру қажеттілігіне шолу жасалған. Әлеуметтік, психологиялық және биологиялық аспектілерді қамтитын жыныстық тәрбиеге тұтас көзқарасты қолданудың маңыздылығы да қарастырылады. Тиісті мақалалар мен талдауға арналған материалдар қосу және таңдау критерийлерін қолданғаннан кейін Science Direct, Google Scholar, Elsevier, Citeseer, PubMed, Web of Science, Scopus іздеу жүйелерінен жиналды. Зерттеу нәтижелері жан-жақты және тиімді жыныстық тәрбиенің болмауы жеке тұлғаның психологиялық процестеріне тікелей әсер етіп, макродеңгейдегі әлеуметтік мәселелерге әкелетінін көрсетеді.

**Түйін сөздер:** жыныстық тәрбие, жыныстық және репродуктивті денсаулық, жыныстық тәрбиенің әлеуметтік-психологиялық аспектілері.

В. Телжан

Селинусский университет науки и литературы, Италия, г. Рим

e-mail: [venera.telzhan@gmail.com](mailto:venera.telzhan@gmail.com)

### Социально-психологические аспекты полового воспитания

Просвещение в области сексуального здоровья является актуальным вопросом в казахстанском контексте. Несмотря на то, что значение полового воспитания для подростков хорошо известно в различных обществах, в Казахстане оно остается неоднозначным в связи с противоречием, связанным с культурными, религиозными и традиционными представлениями. Более того, в обществе есть беспокойство, связанное с тем, что подростки станут сексуально активными в результате полового воспитания. Тема полового воспитания разделила наше общество, где одни выступают за половое воспитание, а другие – против. В связи с этим в данной статье приводится

обзорный анализ касательно необходимости полового воспитания в Казахстане. Также рассматривается важность применения целостного подхода к половому воспитанию, который включает в себя социальный, психологический и биологический аспекты. Соответствующие статьи и материалы для анализа были собраны из поисковых систем Science Direct, Google Scholar, Elsevier, Citeseer, PubMed, Web of Science, Scopus после применения критериев включения и проверки работ. Результаты исследования показывают, что отсутствие комплексного и эффективного полового воспитания напрямую влияет на психологические процессы у личности и приводит к социальным проблемам на макроуровне.

**Ключевые слова:** половое воспитание, сексуальное и репродуктивное здоровье, социально-психологические аспекты полового воспитания.

## Introduction

Sexual health can be defined as “a state of physical, emotional, mental and social well-being in relation to sexuality. Many complex issues, including sexual behavior and relationships, social and cultural factors, biological risk and genetic predisposition, and mental and physical illness, affect sexual health (Ivanova, 2013: 81). In the process of puberty, adolescents undergo dramatic changes and face questions and ambiguities. In case they do not get the right answers, they turn to their peers or the internet. Thus, they often do not find correct answers and may even receive incorrect information. Education in the field of sex and sexual ethics is a necessity that should not be overlooked and should be provided by not only parents and society, but also one of the basic rights of adolescents (Kalantary, 2013: 74). Because of its unique characteristics, sex education in all countries and cultures presents a number of challenges and unique ethical considerations. In some countries, public discussion of these topics is prohibited. In some Western countries, sexual activity is considered normal for young people, but even in these countries there is a tendency not to talk about intercourse and contraception with adolescents (Bahrami, 2013: 3). In many Muslim countries, extramarital sex is prohibited both culturally and religiously (Majdpour, 2017: 267). In such countries, sex education is insufficient and limited, and teachers often avoid it because they feel it is wrong to talk about such subjects.

Currently, Kazakhstan does not have a permanent policy regarding sex education. Limited data in Kazakhstan, obtained from anecdotal research and public opinion surveys, shows that the social, cultural, economic, psychological, and genetic factors that influence the desire, attitudes, behavior, and practice of sexuality are rarely investigated. The Kazakh culture’s silence on issues related to sexuality exacerbates many problems, including unwanted pregnancies, the HIV epidemic, genital tract infections,

sexual violence, contraception, and abortion services. In recent years, the number of cases of early and unwanted pregnancies has been growing in Kazakhstan, because of which newborns were thrown into cesspools, ditches, and garbage. In some cases, newborns did not survive. Of course, the lack of sex education in many schools and the rare practice of parent-child conversations on this topic lead to such disappointing consequences.

In high-income countries, the onset of sexual activity usually occurs during adolescence. In Kazakhstan, it is noted that the onset of sexual activity is increasingly occurring and moving towards adolescence. Adolescents have to deal with the consequences of unhealthy sexual behavior, including unplanned pregnancies and sexually transmitted infections, as well as experiences of sexual abuse (Blanc, 2018: 8). Adolescents realize that they need more knowledge to enjoy healthy relationships, but do not receive enough information from parents or other formal sources that would allow them to develop more positive, respectful experiences of sexuality and sexual relationships. In connection with the above, the purpose of the study is to analyze the scientific literature considering the socio-psychological aspect of sexual education. The practical significance of the study lies in the fact that the results reflected in the article can be used in further research work.

## Research methods

This research paper provides a systematic review based on the international scientific literature, in which only peer-reviewed articles have been included. To identify reviews, we electronically searched Science Direct, Google Scholar, Elsevier, Citeseer, PubMed, Web of Science, Scopus. The period for the study is the articles of the last decade. As a result, those articles that met the selection criteria were included for analysis. The search for materials was carried out using keywords such as: “sex edu-

cation”, “social aspect of sex education”, “psychology of puberty”, “psychological factor of sex education”, “sexual health”. Data extraction and analysis were synthesized in a descriptive form describing the importance and effectiveness of sex education, as well as the reduction of risky sexual behavior, the reduction of sexually transmitted infections, and teenage pregnancy. The review is structured according to the PRISMA checklist. The study used meta-analyses of the publication, combining the results of various studies, as well as systematic reviews of the literature.

## Results and discussion

B.M. Magnusson, A. Crandall, K. Evans defines sex education as any combination of learning experiences designed to promote voluntary behavior that promotes sexual health (Magnusson, 2019: 1483). Sex education in adolescence is focused on providing content, abstinence or comprehensive education by teachers, parents, health professionals. In many countries that provide sex education, abstinence programs aim to help young people avoid unwanted pregnancies and sexually transmitted diseases (Williams, 2016: 1574). However, the vast majority of research in this area has shown that programs that promote abstinence only until marriage are not effective in either delaying the onset of sexual activity or changing other sexual risk behaviors (Ybarra, 2018: 403). On the other hand, a holistic and comprehensive approach to sex education goes beyond risky behavior and recognizes other important aspects such as love, relationships, pleasure, sexuality, desire, gender diversity and rights, in line with international recommendations (Rodriguez-Castro, 2018: 170). Comprehensive sexuality education plays a central role in preparing young people for safe, productive and fulfilling lives, and adolescents who receive comprehensive sexuality education are more likely to delay their sexual debut and also use contraception during sexual initiation. Moreover, comprehensive sexuality education also takes into account psychological, biological and social aspects for the development of healthy sexual behavior (Helmer, 2015: 158). Thus, comprehensive sexuality education initiatives promote sexual health by addressing not only the biological aspects of sexuality, but also its psychological and emotional aspects, allowing young people to have an enjoyable and safe sexual experience.

At the heart of most psychological disorders or illnesses in both adolescents and young adults is

sexual health (Denford, 2017: 33). The researchers explained this link, young people with depressive symptoms may engage in risky sexual behavior as a means of finding comfort, while promiscuous sexual activity may act as a risk factor for developing low self-esteem and depression. Most sex education and sexual health programs address this through self-awareness and developing self-management skills to promote mental health and responsible sexual behavior (Widman, 2020: 145).

R.B. Weinstein, J.L. Walsh, L.M. Ward note that greater knowledge about sexual health among college students correlates with greater sexual assertiveness and confidence (Weinstein, 2008: 212). D. Fernandez, M. Junnarkar note the importance of the role of social awareness and relationship skills in maintaining healthy relationships, sexual health, and preventing intimate partner violence. The authors show that students who receive knowledge about violence experience less harassment and abuse (Fernandes, 2019: 1). Sexuality education is especially important for improving well-being among vulnerable youth like teenagers.

N. Garzon-Orhuela, D. Samaka et al note that effective programs should promote sexual literacy beyond knowledge dissemination and include the development of personal and social skills. By increasing sexual literacy, sex education can promote psychosocial development and well-being in adolescence and adulthood. Lack of sexual literacy can be a source of many health and social hazards, including sexually transmitted diseases and unwanted pregnancies (Garzon-Orjuela, 2020: 15).

B.J. Gray, A.T. Jones, Z. Cousens, T. Sagar and D. Jones express that the context of sex education can occur in different conditions. School settings are key places to introduce sex education and promote adolescent sexual health, but today the Internet is an increasingly important source of information and advice on these topics (Gray, 2019: 671). Internet access for teenagers is almost ubiquitous in high-income countries. The ubiquity and accessibility of digital platforms is causing adolescents to spend a lot of time online, and information retrieval is a primary health-related use of the Internet (Park, 2018: 120). At the same time, this widespread use of technology by young people offers interesting opportunities for sexual health education programs given the ease of access, affordability, low cost and remote participation. A study by S. Eleutheri, R. Rossi, F. Tripodi, A. Fabrizi and K. Simonelli notes that the majority of Internet users search the Internet for health information, including information about sexual health,

and among adolescents, social networking platforms are the most frequent a means of obtaining information about health, especially in relation to sexuality (Eleuteri, 2018: 57).

In many studies, sex education is considered as part of the socialization of the individual. Sexual socialization begins at home, where parents have the opportunity to emphasize their most deeply rooted values. From a very young age, children are exposed to messages of modesty, confidentiality, including messages of appropriate behavior in a gender-sensitive manner. Parents teach their children their values and behavioral expectations through explicit and implicit messages and actions. In Kazakhstan, in most cases, issues of sex education are not discussed openly due to cultural, religious and traditional factors (Campbell, 2004: 187). Sexual socialization also takes place outside the home as children and adolescents abide by social norms, use the media, and participate in cultural and religious activities. This sexual socialization includes the study of religious values, which may include views of sexuality as a divine gift and sex as a limitation of marriage. Children and adolescents also face different cultural perspectives on abortion, birth control and gender roles. Such issues sometimes go unaddressed in schools, as teachers may be reluctant to explore the differing opinions for fear that such discussions will be seen as an endorsement or rebuttal of certain religious and cultural values. However, studying and understanding the influence of family and society on sexuality is an integral component of sex education (Haberland, 2015: 15).

The results of the study by E. Marcel, A. Mirzazadeh, M.A. Biggs, A.P. Miller, H. Horvath, M. Lightfoot and J.G. Kahn are interesting. where, on the one hand, the authors consider the effectiveness of school programs for the prevention of teenage pregnancy within the framework of a sex education program, and, on the other hand, the effectiveness of school programs for the prevention of HIV and other sexually transmitted infections. Research has cast doubt on the usefulness of school-based interventions to prevent both unwanted pregnancy and the incidence of HIV and other sexually transmitted infections among adolescents (Marseille, 2018: 468).

In addition to these results, the results of other authors L.M. Lopez, A. Burnholk, M. Chen and E.E. Tolly focused on analyzing the effectiveness of programs implemented in schools to promote the use of contraceptive methods and concluded that many trials reported contraceptive use as an outcome. How-

ever did not take into account whether contraceptive methods and their relative effectiveness were part of the content. The authors conclude that the educational programs covered had no significant effect on the prevalence of HIV or other STIs nor did it have a measurable effect on the number of pregnancies (Lopez, 2016: 21; Marseille, 2018: 470).

However, the result of other studies when applying the same sex education program proposed by WHO has a positive effect. So according to E.S. Goldfarb and L.D. Lieberman the programs reviewed were effective in changing targeted psychosocial and behavioral outcomes in adolescents, 12 out of 17 studies assessing the delay in the onset of sexual intercourse were effective, and many of the studies reviewed showed an effect on short-term outcomes such as knowledge, attitudes, perceptions and intention . The authors also identify changes in the assessment of sexual diversity, dating and intimate partner violence prevention, healthy relationships, child sexual abuse prevention, and additional outcomes (Goldfarb, 2020: 7). According to another authors S.G. Kedzior, Z.S. Lassi, T.K. Oswald, V.M. Moore, J.L. Marino and A.R. Rumbold promoting social bonding in relation to sexual and reproductive sexual health, the programs looked at improving condom use, delayed onset of sexual activity, and reduced pregnancy rates. In addition, ethnicity and gender influenced program effectiveness in this review, with African-American students often reporting greater improvements in condom use. A meta-analysis of three randomized trials provided some evidence that interventions in the school environment may contribute to later onset of sexual activity, while their narrative generalization of other findings mix (Kedzior, 2020: 11).

According to a study by the Center for the Study of Public Opinion in Kazakhstan, young people aged 15 to 19 have sex. There has been an increase in teenage pregnancy rates. According to the data, teenage pregnancy occurs in 36 cases per thousand girls, which is six times higher than in developed countries. A significant proportion of young people also practice risky sexual behavior. At the same time, a low level of knowledge about sexual and reproductive health issues is widespread among young people aged 15-19. The study clearly showed that adolescents have limited access to reproductive health services, the most common reasons for not seeking medical help if they have symptoms of STIs are the fear of disclosing confidential information about them (*Sociological study of the reproductive health of adolescents aged 15-19, 2018*). Accord-



ing to experts, in Kazakhstan there is no systematic sexual education of adolescents in schools, which leads to early pregnancy, an increase in the number of sexually transmitted diseases.

Another research “Breaking Taboos: Normalizing Sexuality Education in Kazakhstan” also notes that the problem of teenage pregnancy is directly related to the low level of sex education. This problem, along with other sexual health problems, can be the result of a number of factors, including the absence of effective sex education programs in the school curriculum that would shape young people’s sexual behavior and attitudes towards sexuality. According to the study, the sexual and reproductive illiteracy of young people leads to many social problems: teenage pregnancy and abortion, abandonment of newborns, early marriages. The author notes that sex education is not provided as part of the official school curriculum (Kabatova, 2018: 1). A similar statement is given by another author, As-sel Shanazarova, a psychologist and founder of the Frank Conversation school of sexual literacy. According to the interview, the specialist notes that medical personnel or gynecologists who are sent to schools carry out sex education in schools. There are also cases when specialists sent to schools from akimats speak only about the moral side of the issue, which does not provide a comprehensive study of this issue (*About It: Why Kazakhstan Still Does Not Have Sex Education at Schools?*, 2018).

According to K. Kabatov and S. Marinin, the problems of Kazakhstan’s policy regarding sexual education can be divided into the following blocks:

1) taboo on the topic of sexual and reproductive health of young people;

2) lack of political will and lack of a systematic approach to address the problems of sexual and reproductive health of young people;

3) insufficient interagency cooperation on issues of sexual education, as well as shifting responsibility to international and domestic non-governmental organizations;

4) the focus of the educational system on the provision of academic knowledge, but not social skills;

5) one-sided and formal implementation of reproductive health initiatives (*Sexual education in the system of school education of the Republic of Kazakhstan: it is impossible to teach, to be silent?*, 2018).

The main researches also point to the fact that the lack of proper sex education can stimulate psychological disorders that occur most often among girls.

The reason is that parents, by instilling traditional, religious or cultural values, create the impression that premarital sex will dishonor the girl. This in its own way can cause a feeling of shame and humiliation in girls if they have had sexual contact. If in these situations you do not have a conversation with a teenager and do not heal the psychological trauma, then this can lead to suicidal thoughts. As we noted earlier, this can also lead to social problems such as teen pregnancy, a high increase in teen suicide, an increase in violence and many other problems.

According to the studies of the authors mentioned above, society is trying to regulate sexuality with the help of a discourse of only abstinence and the institution of shame, which, as world experience has shown, is ineffective in solving the problems mentioned above. Opponents of youth sexuality education hold parents responsible for making their children aware of sexual and reproductive issues. The problem is that talking about sex between parents and children is not part of social norms, and most parents fail to provide the necessary information. Meanwhile, comprehensive sexuality education, covering many topics including human development, relationships, decision-making, etc., effectively improves the sexual and reproductive health of young people. In addition, it also promotes gender equality (Kabatova, 2018: 1).

## Conclusion

The implementation of sexual education of young people has always been an ambiguous and complex issue in Kazakhstani society. One of the major challenges associated with adolescence is teaching various aspects of pubertal health. Lack of or misinformation about sexuality not only increases the risk of a range of sexual disorders, risky behaviors, sexually transmitted diseases, unwanted pregnancies and family problems, but also has a detrimental effect on adolescent lives. Embarrassment and shame, taboos on sexual topics, conventions and common sense beliefs are obstacles for adolescents to access the necessary information. Stigma and shame are some of the main reasons for avoiding sexual conversations, especially at the family level. The reluctance to talk about sexual problems is typical not only for Kazakhstan, but also for countries with a similar cultural heritage. There is a strong resistance to the sexual education of adolescents due to a misunderstanding of the essence, goals and consequences of such knowledge; consequently, adolescents do not have access to sex education. On the other hand, the

proliferation of mass media and high-speed transmission of information in recent years have created the ground for incorrect transmission of information about gender. Many people find it difficult to discuss sexuality and acceptable sexual behavior with close friends or peers, or in the wider social setting. In addition, since these topics concern the most personal and private aspects of life, there is no tendency in society to talk about them. The principle of fairness requires that all adolescents have access to relevant and necessary information. As the results of the

study show, the lack of proper and comprehensive sex education can lead to psychological disorders in young people in the future, which often becomes one of the causes of suicidal disorders among adolescents. Also, become one of the causes of a number of social problems such as teenage pregnancy, the growth of violence, the growth of suicides, the growth of abortions. The lack of comprehensive and effective sexual education directly affects the psychological processes of the individual and leads to social problems at the macro level.

### References

- Bahrami N., Simbar M., Soleimani M. (2013) Sexual health challenges of adolescents in Iran: a review article. *Journal of School of Public Health and Institute of Public Health Research*, no 10(4), pp. 1–16.
- Blanc M.A., Rojas T.A. (2018) Condom use, number of partners and sexual debut in young people in penile-vaginal intercourse, oral sex and anal sex. *Rev. Int.*, no 16, pp. 8.
- Campbell C., Murray M. (2004) Community Health Psychology: Promoting Analysis and Action for Social Change. *Journal of Health Psychology*, no 9(2), pp. 187–95. DOI: 10.1177/1359105304040886.
- Denford S., Abraham C., Campbell R., Busse H. (2017) A comprehensive review of reviews of school-based interventions to improve sexual-health. *Health Psychol. Rev.*, no 11, pp. 33–52. DOI: 10.1080/17437199.2016.1240625.
- Eleuteri S., Rossi R., Tripodi F., Fabrizi A., Simonelli C. (2018) Sexual health in your hands: How the smartphone apps can improve your sexual wellbeing? *Sexologies*, no 27(3), pp. 57–60. DOI: 10.1016/j.sexol.2018.04.004.
- Fernandes D., Junnarkar M. (2019) Comprehensive Sex Education: Holistic Approach to Biological, Psychological and Social Development of Adolescents. *International Journal of School Health*, no 6(2), pp. 1 – 4. DOI: 10.5812/INTJSH.63959
- Garzon-Orjuela N., Samaca-Samaca D., Moreno-Chaparro J., Ballesteros-Cabrera M.D.P., Eslava-Schmalbach J. (2020) Effectiveness of sex education interventions in adolescents: An overview. *Compr. Child Adolesc. Nurs.*, no 44(1), pp. 15-48. DOI : 10.1080/24694193.2020.1713251.
- Goldfarb E.S., Lieberman L.D. (2020) Three Decades of Research: The Case for Comprehensive Sex Education. *J. Adolesc. Health.*, no 68(1), pp. 7–8. DOI : 10.1016/j.jadohealth.2020.07.036.
- Gray B.J., Jones A.T., Couzens Z., Sagar T., Jones D. (2019) University students' behaviours towards accessing sexual health information and treatment. *Int. J. Std Aids.*, no 30(7), pp. 671–679. DOI: 10.1177/0956462419828866.
- Haberland N., Rogow D. (2015) Sexuality Education: Emerging Trends in Evidence and Practice. *Journal of Adolescent Health*, no 56(1), pp. 15–21.
- Helmer J., Senior K., Davison B., Vodic A. (2015) Improving sexual health for young people: Making sexuality education a priority. *Sex Educ.*, no 15, pp. 158–171. DOI : 10.1080/14681811.2014.989201.
- Ivanova N. Yu. (2013) Psychological aspects of the concept of “sexuality”. *TSPU Bulletin*, no 11 (139), pp. 81-86.
- Kabatova K. (2018) Overcoming a Taboo: normalizing sexuality education in Kazakhstan. Available at: <https://nur.nu.edu.kz/bitstream/handle/123456789/4007/Kabatova-CAP-Fellows-Paper-January-2018.pdf?sequence=1&isAllowed=y> (date of access: 10 September, 2022).
- Kabatova K., Marinin S. Sexual education in the system of school education of the Republic of Kazakhstan: it is impossible to teach, to be silent? (2018) Available at: <https://www.soros.kz/wp-content/uploads/2018/04/.pdf> (date of access: 10 September, 2022).
- Kalantary S., Ghana S., Sanagoo A., Jouybari L.M. (2013) Puberty and sex education to girls: experiences of Gorganians' mothers. *Journal of Health Promotion Management*, no 2(3), pp. 74–90.
- Kedzior S.G., Lassi Z.S., Oswald T.K., Moore V.M., Marino J.L., Rumbold A.R. (2020) A Systematic Review of School-based Programs to Improve Adolescent Sexual and Reproductive Health: Considering the Role of Social Connectedness. *Adolesc. Res. Rev.*, no 5, pp. 1–29. DOI : 10.1007/s40894-020-00135-0.
- Lim M.S., Vella A., Sacks-Davis R., Hellard M.E. (2014) Young people's comfort receiving sexual health information via social media and other sources. *Int. J. Std. Aids.*, no 25(14), pp. 1003–1008. DOI: 10.1177/0956462414527264.
- Lopez L.M., Bernholc A., Chen M., Tolley E.E. (2016) School-based interventions for improving contraceptive use in adolescents. *Cochrane Database Syst. Rev.*, no 29(6), pp. 1–66. DOI: 10.1002/14651858.CD012249.
- Magnusson B.M., Crandall A., Evans K. (2019) Early sexual debut and risky sex in young adults: The role of low self-control. *BMC Public Health*, no 19, pp. 1483. DOI : 10.1186/s12889-019-7734-9.
- Majdpour M., Shams M., Parhizkar S., Mousavizadeh A., Rahimi Z. (2017) Informal sexuality education to adolescent girls through empowering their mothers: a field trial. *Scientific Journal of School of Public Health and Institute of Public Health Research*, no 15(3), pp. 267–79.

Marseille E., Mirzazadeh A., Biggs M.A., Miller A.P., Horvath H., Lightfoot M., Kahn J.G. (2018) Effectiveness of school-based teen pregnancy prevention programs in the USA: A systematic review and meta-analysis. *Prev. Sci.*, no 19(4), pp. 468–489. DOI : 10.1007/s11121-017-0861-6.

Park E., Kwon M. (2018) Health-related internet use by children and adolescents: Systematic review. *J. Med Internet Res.*, no 20(4), pp. 120. DOI : 10.2196/jmir.7731.

Rodriguez-Castro Y., Alonso P., Lameiras M., Fialde J.M. (2018) From sexting to cybercontrol among dating teens in Spain: An analysis of their arguments. *Rev. Lat. Am. Psicol.*, no 50, pp. 170–178.

Sotsiologicheskoye issledovaniye reproduktivnogo zdorov'ya podrostkov 15-19 let, ikh seksual'nogo povedeniya i dostupa k uslugam i informatsii v oblasti okhrany reproduktivnogo zdorov'ya v Respublike Kazakhstan [Sociological study on the state of reproductive health of adolescents and young people aged 15-19 years, their sexual behavior and access to services and information in the field of reproductive health] (2018). Available at: [https://kazakhstan.unfpa.org/sites/default/files/pub-pdf/%D0%9E%D1%82%D1%87%D0%B5%D1%82%20%D1%80%D1%83%D1%81\\_2.pdf](https://kazakhstan.unfpa.org/sites/default/files/pub-pdf/%D0%9E%D1%82%D1%87%D0%B5%D1%82%20%D1%80%D1%83%D1%81_2.pdf) (date of access: 10 September, 2022). (in Russian).

Weinstein R.B. et al. (2008) Testing a new measure of sexual health knowledge and its connections to students' sex education, communication, confidence, and condom use. *International Journal of Sexual Health*, no 20(3), pp. 212–221. DOI: 10.1080/19317610802240279.

Why Kazakhstan Still Does Not Have Sex Education at Schools? (2018) Available at: <https://cabar.asia/en/about-it-why-kazakhstan-still-does-not-have-sex-education-at-schools> (date of access: 10 September, 2022).

Widman L., Kamke K., Evans R., Stewart J.L., Choukas-Bradley S., Golin C.E. (2020) Feasibility, acceptability, and preliminary efficacy of a brief online sexual health program for adolescents. *J. Sex Res.*, no 57, pp. 145–154. DOI: 10.1080/00224499.2019.1630800.

Williams E.A., Jensen R.E. (2016) Conflicted identification in the sex education classroom: Balancing professional values with organizational mandates. *Qual. Health Res.*, no 26, pp. 1574–1586. DOI: 10.1177/1049732315599955.

Ybarra M.L., Thompson R.E. (2018) Predicting the emergence of sexual violence in adolescence. *Prev. Sci.*, no 19, pp. 403–415. DOI: 10.1007/s11121-017-0810-4.

## Литература

Bahrami N., Simbar M., Soleimani M. Sexual health challenges of adolescents in Iran: a review article // *Journal of School of Public Health and Institute of Public Health Research*. – 2013. – №10 (4). – С. 1–16.

Blanc M.A., Rojas T.A. Condom use, number of partners and sexual debut in young people in penile-vaginal intercourse, oral sex and anal sex // *Rev. Int.* – 2018. – №16. – С. 8.

Campbell C., Murray M. Community Health Psychology: Promoting Analysis and Action for Social Change // *Journal of Health Psychology*. – 2004. – №9 (2). – С. 187–95. DOI: 10.1177/1359105304040886.

Denford S., Abraham C., Campbell R., Busse H. A comprehensive review of reviews of school-based interventions to improve sexual-health // *Health Psychol. Rev.* – 2017. – №11. – С. 33–52. DOI: 10.1080/17437199.2016.1240625.

Eleuteri S., Rossi R., Tripodi F., Fabrizi A., Simonelli C. Sexual health in your hands: How the smartphone apps can improve your sexual wellbeing? *Sexologies*. – 2018. – №27 (3). – С. 57–60. DOI: 10.1016/j.sexol.2018.04.004.

Fernandes D., Junnarkar M. Comprehensive Sex Education: Holistic Approach to Biological, Psychological and Social Development of Adolescents // *International Journal of School Health*. – 2019. – №6 (2). – С. 1–4. DOI: 10.5812/INTJSH.63959

Garzon-Orjuela N., Samaca-Samaca D., Moreno-Chaparro J., Ballesteros-Cabrera M.D.P., Eslava-Schmalbach J. Effectiveness of sex education interventions in adolescents: An overview // *Compr. Child Adolesc. Nurs.* – 2020. – №44 (1). – С.15-48. DOI: 10.1080/24694193.2020.1713251.

Goldfarb E.S., Lieberman L.D. Three Decades of Research: The Case for Comprehensive Sex Education // *J. Adolesc. Health*. – 2020. – №68 (1). – С.7–8. DOI: 10.1016/j.jadohealth.2020.07.036.

Gray B.J., Jones A.T., Couzens Z., Sagar T., Jones D. University students' behaviours towards accessing sexual health information and treatment. *Int. J. Std Aids*. – 2019. – №30 (7). – С. 671–679. DOI: 10.1177/0956462419828866.

Haberland N., Rogow D. Sexuality Education: Emerging Trends in Evidence and Practice // *Journal of Adolescent Health*. – 2015. – №56 (1). – С.15–21.

Helmer J., Senior K., Davison B., Vodic A. Improving sexual health for young people: Making sexuality education a priority // *Sex Educ.* – 2015. – №15. – С. 158–171. DOI: 10.1080/14681811.2014.989201.

Ivanova N. Yu. Psychological aspects of the concept of "sexuality" // *TSPU Bulletin*. – 2013 – №11 (139). – С. 81 – 86.

Kabatova K. (2018) Overcoming a Taboo: normalizing sexuality education in Kazakhstan. [Электронный ресурс], URL: <https://nur.nu.edu.kz/bitstream/handle/123456789/4007/Kabatova-CAP-Fellows-Paper-January-2018.pdf?sequence=1&isAllowed=y> (дата обращения: 10 сентября 2022).

Kabatova K., Marinin S. Sexual education in the system of school education of the Republic of Kazakhstan: it is impossible to teach, to be silent? (2018) Available at: <https://www.soros.kz/wp-content/uploads/2018/04/.pdf> (date of access: 10 сентября, 2022).

Kalantary S., Ghana S., Sanagoo A., Jouybari L.M. Puberty and sex education to girls: experiences of Gorganians' mothers // *Journal of Health Promotion Management*. – 2013. – №2 (3). – С.74–90.

Kedzior S.G., Lassi Z.S., Oswald T.K., Moore V.M., Marino J.L., Rumbold A.R. A Systematic Review of School-based Programs to Improve Adolescent Sexual and Reproductive Health: Considering the Role of Social Connectedness // *Adolesc. Res. Rev.* – 2020. – №5. – С. 1–29. DOI: 10.1007/s40894-020-00135-0.

Lim M.S., Vella A., Sacks-Davis R., Hellard M.E. Young people's comfort receiving sexual health information via social media and other sources // *Int. J. Std. Aids.* – 2014. – №25 (14). – С. 1003–1008. DOI: 10.1177/0956462414527264.

Lopez L.M., Bernholc A., Chen M., Tolley E.E. School-based interventions for improving contraceptive use in adolescents // *Cochrane Database Syst. Rev.* – 2016. – №29 (6). – С. 1–66. DOI: 10.1002/14651858.CD012249.

Magnusson B.M., Crandall A., Evans K. Early sexual debut and risky sex in young adults: The role of low self-control // *BMC Public Health.* – 2019. – №19. – С. 1483. DOI: 10.1186/s12889-019-7734-9.

Majdpoor M., Shams M., Parhizkar S., Mousavizadeh A., Rahimi Z. Informal sexuality education to adolescent girls through empowering their mothers: a field trial // *Scientific Journal of School of Public Health and Institute of Public Health Research.* – 2017. – №15 (3). – С. 267–79.

Marseille E., Mirzazadeh A., Biggs M.A., Miller A.P., Horvath H., Lightfoot M., Kahn J.G. Effectiveness of school-based teen pregnancy prevention programs in the USA: A systematic review and meta-analysis // *Prev. Sci.* – 2018. – №19 (4). – С.468–489. DOI: 10.1007/s11121-017-0861-6.

Park E., Kwon M. Health-related internet use by children and adolescents: Systematic review // *J. Med Internet Res.* – 2018. – №20 (4). – С. 120. DOI: 10.2196/jmir.7731.

Rodriguez-Castro Y., Alonso P., Lameiras M., Failde J.M. From sexting to cybercontrol among dating teens in Spain: An analysis of their arguments // *Rev. Lat. Am. Psicol.* – 2018. – №50. – С.70–178.

Weinstein R.B. et al. Testing a new measure of sexual health knowledge and its connections to students' sex education, communication, confidence, and condom use // *International Journal of Sexual Health.* – 2008. – №20 (3). – С.212–221. DOI: 10.1080/19317610802240279.

Why Kazakhstan Still Does Not Have Sex Education at Schools? (2018) [Электронный ресурс], URL: <https://cabar.asia/en/about-it-why-kazakhstan-still-does-not-have-sex-education-at-schools> (дата обращения: 10 сентября 2022).

Widman L., Kamke K., Evans R., Stewart J.L., Choukas-Bradley S., Golin C.E. Feasibility, acceptability, and preliminary efficacy of a brief online sexual health program for adolescents // *J. Sex Res.* – 2020. – №57. – С.145–154. DOI: 10.1080/00224499.2019.1630800.

Williams E.A., Jensen R.E. Conflicted identification in the sex education classroom: Balancing professional values with organizational mandates // *Qual. Health Res.* – 2016. – №26. – С. 1574–1586. DOI: 10.1177/1049732315599955.

Ybarra M.L., Thompson R.E. Predicting the emergence of sexual violence in adolescence // *Prev. Sci.* – 2018. – №19. – С.403–415. DOI: 10.1007/s11121-017-0810-4.

Социологическое исследование репродуктивного здоровья подростков 15-19 лет, их сексуального поведения и доступа к услугам и информации в области охраны репродуктивного здоровья в Республике Казахстан. 2018г. [Электронный ресурс], URL: [https://kazakhstan.unfpa.org/sites/default/files/pub-pdf/%D0%9E%D1%82%D1%87%D0%B5%D1%82%20%D1%80%D1%83%D1%81.\\_2.pdf](https://kazakhstan.unfpa.org/sites/default/files/pub-pdf/%D0%9E%D1%82%D1%87%D0%B5%D1%82%20%D1%80%D1%83%D1%81._2.pdf) (дата обращения: 10 сентября 2022).