

University Sex Education in the Crevice

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Abstract

It is very important to implement sex education for college students who are in the important period of adolescent development. Good sex education has an important influence on the establishment of individual self-concept and the formation of perfect personality. The mission of colleges and universities is to cultivate students' comprehensive and healthy development, and they should take the responsibility of being the main force in implementing sex education for college students. At present, only one-third of universities in China have held lectures related to sex education, and no more than 10% of universities have offered and are offering related courses. Overall, there is a serious lack of systematic and comprehensive sex education in China's colleges and universities, and the solution to this problem requires the collaboration of society, schools and parents.

Keywords: university, sex education, college students

1. Introduction

For example, Sweden, as one of the first countries to include sex education as a compulsory subject in schools, has a very low prevalence rate of sexually transmitted diseases, fewer pregnancies and births among underage girls, and the average abortion rate of 0.6 abortions among women is far lower than the world level, while the abortion rate of women in China ranks among the top in the world. Due to various factors, for a long time, people in China have been afraid of talking about "sex", and "sex" is like a forbidden area, and it is difficult for people to talk about it openly. In such an atmosphere, it is especially important to provide scientific and correct sex education. As adults in the hormonal period, it is very necessary for contemporary college students to receive formal sex education, and colleges and universities, as a place to cultivate students' growth, should take up the heavy responsibility of implementing sex education.

2. Definition of Relevant Concepts and Theoretical Basis

2.1 Definition of Concepts

The concept of sex education was first introduced at the International Health Conference held in 1912 as the purposeful and planned education of human beings about human sexuality in schools.

According to the concept proposed by scholar Huang Yufu in 1989, sex education is a component of school education, family education and social education, and is the teaching and study of human psychosocial development and sexual development, which not only teaches the educated the physiological knowledge about human sexual development and sexual function, but also instills the sexual moral norms and social value standards recognized by certain social culture, as well as the legal norms related to sex. In 2004, scholars Wang Xuefeng and Gao Chang proposed that sex education is a complex of educational influences that affect people's sexual attitudes, perceptions and behaviors, and its core is the value guidance of people's sexual concepts, whose extension should include the education of sexual knowledge at the physiological level and the influence of social, cultural and psychological concepts such as social status of men and women, eugenics, marriage, chastity and birth control. This thesis defines sex education as all education related to sex physiology, sex psychology and other things related to both sexes for people.

According to scholar Liang Yanfang in her academic paper in 2006, university sexual science education can be understood as a social activity that transmits knowledge about human sex, sexual desire, sexual behavior and sexual culture to university students, with the goal of promoting the development of sexual health among university students, covering content involving sexual biology, sexual medicine, sexual psychology and sexual sociology, with education on marriage and family life as the focus, requiring society, school and family to share the responsibility, and this thesis follows the above definition.

2.2 Theoretical Foundations

2.2.1 Ecosystem Theory

The Society Ecosystem Theory (SET), often referred to as Ecosystem Theory in sociology and social work, is a theory that examines the interaction between human behavior and the social environment (Shi, H. L. & Fan, Y. N., 2005). The theory is influenced by Darwin's evolutionary theory and regards the social environment in which human beings grow up (e.g., family, institution, group, community, etc.) as a social ecosystem, emphasizing the importance of the ecological environment (human survival system) in analyzing and understanding human behavior.

Psychologist Urie Bronfenbrenner, who first proposed the social-ecological system theory, believed that a person would be influenced by four systems, from primary to secondary: microsystem refers to a pattern of activities, roles, and interpersonal relationships that an individual experiences in a situation (e.g., family); mesosystem refers to the connections or interrelationships among the microsystems. The mesosystem refers to the connections or interrelationships between microsystems. According to Urie Bronfenbrenner, development is likely to be optimized if there are strong positive connections between microsystems. Conversely, non-positive connections between microsystems can have negative consequences; exosystem refers to those systems in which individuals are not directly involved but which have an impact on their development (e.g., school administration); macrosystem contains the patterns formed by a culture, subculture, and other social vectors in the three aforementioned systems.

The microsystem refers to the family, the school and their various activities in the roles of children and students respectively; the mesosystem refers to the connection between the family and the school, and the influence that one of them has on the college students also acts on the other; the macrosystem can be the change of the school's teaching program, the social opinion trend, etc. This also shows that the behavior and cognition of college students are actually influenced by multiple influences of family, school and society, so in analyzing the sex education of college students, we should not only consider the individual college students, but also consider the connection of the whole personal development ecosystem in order to make a more in-depth and comprehensive analysis of the sex education of college students.

2.2.2 Humanistic Theory

People-oriented principle, one of the four principles of management, is, as the name implies, a people-oriented principle. It requires people to adhere to the core of all management activities to people, the rights of people as the fundamental, emphasizing the subjective initiative of people, and strive to achieve the comprehensive and free development of people. The essence is to fully affirm the main position and role of people in the management activities. At the same time, through motivation to mobilize and give full play to the enthusiasm and creativity of employees, to guide employees to achieve the predetermined goals.

Bringing the issue of college students' sex education to humanistic theory, it can be analyzed that the school as an administrator should fully mobilize the faculty to participate in college students' sex education and focus on meeting the teachers' personal development needs, while the teachers should also continuously improve their professionalism, respect students and help them solve their problems and doubts about sex, and in this context, the students themselves should also be positive to In this context, students themselves should be motivated to receive correct and scientific sex education to complete their knowledge acquisition. At the same time, the school should also do a good job of communication with parents, and school administrators should follow the theory of humanism and unite the three forces of teachers, students and parents to solve the difficulties in sex education for college students.

3. Survey on the Status of Sex Education in Colleges and Universities

3.1 Questionnaires and Interviews

The survey was mainly conducted by distributing questionnaires to understand two aspects. On the one hand, it is to understand the current situation of university sex education in order to find out the problems in it; on the other hand, it is to understand the ideas and opinions of parents and university staffs on sex education conducted in universities. By analyzing the above contents, the actual demand of sex education in universities is studied.

The survey respondents can be divided into three sample groups: college students, parents of college students, and college faculty members by status. The number of questionnaires returned was 40 for college students and 7 for university faculty members. The interview method was used for parents of college students, and the number of interviewees was 4, and the interviewees were numbered A1, A2, A3 and A4.

Table 1. Basic information of interview subjects

No.	Gender of interviewees	Gender of the child
A1	Female	Female
A2	Female	Male
A3	Male	Female
A4	Male	Male

3.2 Current Status of Sex Education in Colleges and Universities

3.2.1 Sexual Attitudes of Students in Colleges and Universities

Among the 40 college students who filled out this questionnaire, undergraduate and graduate students were the majority, and female students were the majority. Among them, 35% of college students said they had never received sex education, but 90% of them thought sex education was important or very important. Only one out of 40 people thought that the sex education provided by the school was good, and the rest thought that the sex education in school was either formal or not important, or even not carried out at all. This is also in line with the estimate of Peng Xiaohui, director of the Sex Education Committee of the Chinese Sex Society and a professor at Huazhong Normal University, that only one-third of universities in China have held lectures related to sex education, and no more than 10% of universities have offered or are offering related courses. College students tend to use TV and internet to learn about sex, and they rarely ask their parents about sex, because they find it difficult to talk about it on the one hand, and worry that their parents can't solve their confusion on the other. Overall, there is a serious lack of systematic and comprehensive sex education in our universities.

3.2.2 Parents' Attitude Towards Sex Education

Of the four parents interviewed, two were mothers and two were fathers, all of whom felt it was necessary to educate their children about sex. A1 said she was very supportive of sex education in colleges and regretted that she had not educated her daughter about sex. "I used to feel embarrassed to talk about this with my children, but now it seems necessary. What I didn't do myself I hope the school can help me do." A3 also believes that schools should provide sex education to students, "I am a male, the child is a girl, I educate this aspect of knowledge really can not say." A2 is the mother of three children, she said when talking about sex education, "I did not go to school much, I do not know anything, (home) children are also many, can be the older to educate the younger", she hopes that through mutual help between siblings to complete the children's sex education. A4 believes that parents should take responsibility for sex education, "I grew up teaching my son about sex. "I have been teaching my son about sex and physiology since he was a child, and I have never shied away from talking to him about it, so that he can take the road less traveled". The two parents, A1 and A3, believe that sex education should be taught separately for boys and girls, thinking that this will help their children avoid embarrassment. A2 believes that exams should be set, "children will definitely learn seriously when they hear that there are exams", while A4 believes that sex education can be carried out in schools not simply by telling textbook knowledge. "Too much book knowledge is actually very difficult to use in real life."

3.2.3 Faculty Attitudes Toward Sex Education

Among the faculty members who participated in the survey, it was found that 100% of them thought it was necessary to offer sex education classes and activities for college students, but nearly half of them said that their colleges and universities had rarely offered sex education classes or lectures to students in the past two years. Faculty members think that sex education can be carried out in various forms, such as situational games, to break the traditional boring education. At the same time, many faculty members think that the good implementation of sex education in colleges and universities is inseparable from home-school interaction, and hope that parents can also participate in it.

3.2.4 Sex Education Courses and Activities in Colleges and Universities

At present, sex education in colleges and universities in China is mainly carried out in the following four ways: a few schools offer sex education courses in the curriculum system, such as Hunan University, Sichuan University, some teacher training colleges and medical colleges; some courses in colleges and universities contain or involve relevance education content, such as Tsinghua University, Renmin University of China, Beijing University of Technology, etc.; short-term sex education is carried out through lectures, exhibitions, and distribution of publicity materials, etc. sex education in colleges and universities. Some universities even do not have any form

of sex education, and college students obtain sex knowledge and solve their sexual confusion through various informal channels. It can be said that the level of implementing sex education in colleges and universities varies, and there is no unified standard.

There are two phenomena in most of the colleges and universities that carry out sex education courses: first, the courses are mostly elective courses; second, the courses are maintained by the enthusiasm of a few teachers. At present, the system of sex education for college students in China is basically not established. The lack of institutionalized sex education curriculum is firstly reflected in the lack of independent disciplinary status of sex education. Sex education course should be the intersection of natural science and humanities and social science, involving many disciplines such as medicine, biology, physiology, sociology, law, psychology and education.

3.3 Analysis of the Demand for Sex Education in Colleges and Universities

The sexual and reproductive health community has recognized four major problems in the current situation of college students' sexual health: premarital sex, unsafe sex, infection rate of sexually transmitted diseases, and the proportion of unmarried pregnancy and abortion continue to increase. Therefore, in order to reduce the probability of the above problems among college students, the content of sex education in colleges and universities should focus on teaching contraceptive knowledge; teaching sexual psychology knowledge; teaching STD and AIDS prevention knowledge; teaching sexual hygiene knowledge; teaching sexual morality knowledge; teaching sexual physiology knowledge. At the same time, we should also pay attention to teaching innovation, and break the traditional single-style teaching. The teacher can mainly explain, read books, watch films, display columns, games and other forms to increase the interest and enthusiasm of students in sex education.

4. Suggestions on Countermeasures for Sex Education in Colleges and Universities

4.1 What the School Needs to Do

Universities should pay attention to the content of sex education, on the one hand, we should do a good job of sex knowledge education, through the education of scientific sex psychology and sex physiology knowledge to college students, so that they form a scientific, objective and correct cognition of sex physiological phenomena and sex psychological changes, master the necessary sex knowledge, and change the state of sexual obscurity; through the education of sex and reproductive health knowledge, contraceptive knowledge and sex health knowledge to college students, so that they know the sexually transmitted diseases Through educating college students about sexual and reproductive health, contraception and sexual health care, so that they know the transmission channels and hazards of sexually transmitted diseases, and thus regulate their sexual behavior with cleanliness. On the other hand, it is also necessary to strengthen the education of sexual legal system for college students, insist on the positive propaganda and explanation of the legal knowledge related to gender relations to college students; educate college students on the prevention of sexual harassment; educate college students on the awareness of sexual abuse prevention. At the same time, sexual moral education should not be neglected, and we should pay full attention to some irresponsible and immoral concepts in the new concepts of college students, guide them to establish correct sexual concepts, make it clear that true love should be an organic combination of morality, obligation and sexual love, and enhance their sense of responsibility towards sex.

Colleges and universities also need to increase sex education pathways. Firstly, we should start from sex education in campus culture, such as conducting activities like sex health education class meetings and knowledge competitions. Second, strengthen sex education in classroom teaching: focus on the content of the basic knowledge of sex psychology and sex physiology, sexual morality, sex law education and prevention and treatment of sexually transmitted diseases, etc.; get rid of single lecture, focus on heuristic, discussion-based teaching guidance, sex education can be carried out not only through the traditional form of classroom teaching, but also through lectures, interactive games and other forms of mobilization of students' learning. The development of sex education can be carried out not only through traditional forms of classroom teaching, but also through lectures and interactive games. It is also necessary to pay more attention to people of various sexual orientations, to guide them actively and educate them flexibly, and not to leave any student behind.

Colleges and universities also need to devote themselves to improving teachers' teaching quality and enthusiasm. On the one hand, we need to strengthen the training of sex education teachers in colleges and universities, so that teachers in colleges and universities have professional knowledge and solve the current urgent problem of shortage of teachers about sex education; at the same time, we also keep trying to introduce professional counterpart teachers to further expand the professional teaching team and create a professional teaching team; we also need to strengthen the construction of full-time mental health education team.

4.2 What Parents Need to Do

Parents enhance the importance of sex education, and the support and assistance of students' parents are indispensable for the implementation of sex education in colleges and universities. First of all, parents themselves should agree with the necessity of sex education, enhance the importance of sex education, and provide assistance for the school to implement sex education. Parents should cooperate with the school to do a good job in family education and pay attention to the behavioral changes of their children in time.

Parents set a good example. Because of the different backgrounds of the times, some parents themselves have not received formal sex education, or their own knowledge of sex education is not comprehensive, such parents should first improve their own knowledge of sex education reserves, to ensure that they can teach their children the correct and positive knowledge of sex. At the same time parents should set a good example, strict discipline, do not do contrary to the sexual morality of behavior, for their children as an example.

4.3 What the Society Need to Do

The newly revised Law of the People's Republic of China on the Protection of Minors on June 1, 2021 includes "sex education" for the first time, suggesting that schools and kindergartens should provide age-appropriate sex education to minors and improve their awareness and ability to prevent sexual assault and harassment. The Law of the People's Republic of China on the Protection of Minors includes sex education for the first time. However, the implementation of this policy does not include college students who have not yet received formal sex education but have already reached adulthood, so it is expected that future policies on sex education will be more comprehensive and better.

Multi-channel and carrier help to enhance the mainstream culture delivery function of mass media with the help of positive social orientation. With the rapid development of the media industry today and the rise of platforms such as live streaming, short videos and public numbers, online platforms can be used to spread positive culture and deliver correct, positive and scientific line education content to society.

Strengthen the network management, the network is a double-edged sword, now the network in the anonymization of information, poisonous information is quite a lot, college students are often not deeply involved in the world, can not fully distinguish the good and bad information in the network. Governments and cultural departments at all levels should strengthen the screening and punishment of pornographic websites, remove unhealthy pornographic information from the Internet in a timely manner, and provide students with a clean slate on the Internet.

5. Conclusion

The content of sex education involves a variety of disciplines such as biology, medicine, psychology, ethics, anthropology, sociology, law, etc. It is a latch connecting natural science and social science. Under the influence of the trend of mutual integration of humanistic and scientific education concept, the goal of higher education in China is gradually shifting to the cultivation of comprehensive development and personalized high-level talents. Sexual science education runs through the whole life of human beings, relating to marriage, family, fertility, health and many other aspects, and is a full respect and affirmation of human nature. It not only can fundamentally solve various problems caused by sexual ignorance, but also can promote the formation of sound personality and good quality of college students, and is the basic academic education for higher education to achieve the goal of promoting the all-round development of college students. Therefore, we should pay attention to sex education, which is not only related to the growth and success of college students, but also related to the future quality and future fate of a society and a country. Only the organic participation of society, family, school and students can make sex education in colleges and universities come into effect.

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