



A STUDY ON THE PROBLEMS AND COUNTERMEASURES
OF CHINA'S ADOLESCENT SEX EDUCATION
- TAKING BEIJING AS AN EXAMPLE

BY
QUNFANG WAN

AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION
IN EDUCATIONAL ADMINISTRATION (INTERNATIONAL PROGRAM)
SOUTHEAST ASIA UNIVERSITY
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Independent Study Title	A Study on the Problems and Countermeasures of China's Adolescent Sex Education - Taking Beijing as an Example
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Abstract

The Adolescent sexual health education has always been a hot topic in today's society. It is very important for teenagers to correctly deal with this problem, and how the school parents and society should make guidance. A survey shows that the sexual behavior among adolescents in China has shown a trend of low age. It is very important to establish a good sexual concept at the stage of physical maturity and psychological maturity of adolescents. Although China's adolescent sexual health education has made some progress in recent years, there are still many deficiencies and problems to be solved. This paper explains and puts forward relevant suggestions based on the current problems of the research team in this field in China in recent years. This paper takes colleges and universities in Beijing as the main research text, and expects to make a relatively accurate judgment on the influencing factors of sex education through the form of questionnaires. I hope to put forward my own opinions on the policies and guidelines of follow-up education. In terms of research design, it is mainly carried out by means of questionnaire and face-to-face interview. The research found that teenagers' sex education problems - taking students in Beijing as an example, are mainly affected by pornographic films, and lack of necessary and sound education system in understanding sex education methods.

Key words: sex education, college students, teenagers, Beijing

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Chapter 1

Introduction

1.1 Statement of the Research Problem

Since ancient times, all countries in the world have explored sex. There are many works with the theme of sexual behavior and organs in the murals, sculptures, and literature handed down from ancient times, which provide a basis for the development of our continent. In our country, "Mencius" mentioned "food, sex and sex". In the Book of Rites and Rites, it is said that "men and women drink and eat, and people have great desires." These famous sayings show that, long ago, the ancestors have realized that sexual pleasure and other desires (such as appetite) belong to human instincts. For a long time after the Song Dynasty, "preserve natural principles and destroy human nature" 2 "starve to death is small, and misconduct is big" The prevalence of the concept of sex makes it difficult to find works on sex in other aspects except medicine during this period. Until the Ming and Qing dynasties, the spring palace pictures and pornographic novels emerged. The large number of ancient cultural relics such as Feng Yue Qian, "Pressing the Bottom of the Box" and a cup painted with a secret play show that Chinese society at that time held a relatively open attitude towards sex. In other civilizations, there are also abundant sex-themed works, such as India's "Kama Ling Yan". Darwin's "Origin and Sexual Choice of Human Beings", Arab "Fragrant Garden", Bloch's "Modern Sexual Life" and

other works, as well as the psychoanalytic school represented by Freud, believe that the suppressed sexual desire of human beings can profoundly affect all people's consciousness and behavior.

Under the influence of religion and culture, all nations in the world have experienced twists and turns in their understanding of sex, but on the whole they have experienced faith, worship and abstinence. Stage 4 of tolerance and enjoyment. Since the founding of the People's Republic of China, sex education in China has gone through three stages: prohibition (1949~1977), initiation (1978~1987) and development (1988 to present). Although China is now in the stage of sex education development, compared with cultural education and quality education courses, sex education still does not receive the same attention. Most of the sex education in primary and secondary schools and universities is in the form, which makes sex education in China relatively backward. The attitude of parents towards sex education in schools is the fourth important factor that affects students' knowledge about sex education. Therefore, when setting up a sex education system and carrying out sex education, schools should not only consider students' needs and sexual attitudes, but also understand parents' sexual attitudes towards students. The influence of sexual knowledge should play a positive role in school sexual education. In short, only when human beings truly reveal the mystery of sex can they clearly understand themselves and correctly understand life.

1.1.1 Background of the study

In psychology, there are few literatures on sexual arousal. The vast majority of researches focus on physiological arousal, and the research on psychological arousal is particularly scarce. Psychological arousal is an important link in sexual psychological health. Exploring psychological arousal can improve the understanding of sexual arousal and make up for the lack of ignoring human sexual psychology. Some studies have found the importance of psychological arousal to sexual and psychological health, but no in-depth research has been carried out, which makes the mechanism and influencing factors of psychological arousal unclear, and the research on the influence of parental rearing style on psychological arousal is even rarer, which needs to be further explored by researchers.

College students are full of strong longing and hate for sex because of their mature body. In recent years, the incidence rate of sexually transmitted diseases among college students has soared year by year, and the phenomenon of unwanted pregnancy and multiple abortions is common. Wang Yan's research found that most parents lack sexual knowledge, lack the awareness of scientific sex education for college students, have little understanding of the sexual education obligations that should be undertaken in family education, and even some parents think that straightforward sex education will be harmful to children, which makes college students have a sense of mystery, impurity and dirty about sex. And based on the dual model theory of attitude, the study of sexual attitudes can be divided into two levels: implicit and explicit. The impact of college students' sexual

attitudes on parental rearing patterns and psychological arousal has begun to attract scholars' attention, but it has not achieved significant results for the time being, and it still needs to be continuously explored.

In the work of sexual health education, the phenomenon of "talking about sexual discoloration" makes sexual health education unable to develop in breadth and depth. The success or failure of sexual health education mainly depends on the attitude of the educators and the educated, not the content of education. In the practice process of sexual health education for college students, sex health educators generally "walk in the form", and the study of sexual attitudes has always been an extremely important research topic in the field of sexual psychology. Therefore, in sexual health education, accurately knowing the true sexual attitude of the educated and how to change the bad sexual attitude are the key points of sexual health education, and also one of the difficulties of sexual psychology research.

Therefore, this study selected a college student in Beijing as the research object. On the basis of discussing the parental rearing style, psychological arousal and sexual attitude of college students, and referring to various sexual health education methods and guidelines, it developed a group health education intervention plan suitable for college students, with a view to clarifying the relationship between parental rearing style, psychological arousal and sexual attitude, and through the implementation of intervention plan, Improve the implicit

and explicit attitudes of college students, and provide reference for the formulation and implementation of sexual health education in colleges and universities.

1.1.2 Problem statement

The main problem of this paper is around the popularization of sex education and the three main dependent variables. Based on the way of sex education popularization in Beijing, the attitudes of adolescents in different colleges and universities to sex education, the cognitive level of gender knowledge, and the ways to acquire relevant knowledge were analyzed.

1.1.3 Research questions (three research questions are enough)

1. What is the relationship between the popularity of sex education and the attitude of college students towards sex education;
2. How does the way of sex education affect college students' cognition of gender knowledge;
3. What is the connection between the acquisition and popularization of sex education knowledge.

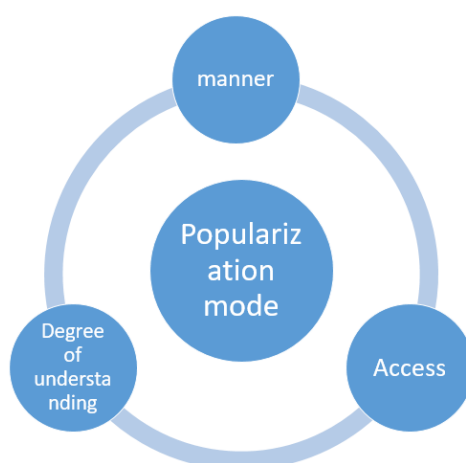
1.2 The Research Objectives

1. In the process of practice, students' attitudes towards sex education can be used to select appropriate education methods and popularization methods to effectively expand the audience.

2. An in-depth analysis of contemporary college students' cognition of the relationship between men and women and related knowledge and theories can greatly increase the depth of popularization.

3. The relationship between the accumulation of knowledge and the formation of necessary literacy and the way of popularization can provide guidance for the popularization of follow-up sex education in China.

1.3 Conceptual framework



On the relationship between independent variables and dependent variables

1. About the mode of education;
2. How the education mode affects;
3. Research on knowledge acquisition of sex education;

1.4 The Research Hypotheses

Hypothesis 1: Adolescents have different perceptions of export-oriented education and indirect education

Hypothesis 2: no matter how popular it is, it can deepen teenagers' understanding of sexual knowledge

Hypothesis 3: The way of education popularization has practical guiding significance for the accumulation of sexual knowledge. The wider the way of popularization, the easier the accumulation of knowledge

1.5 The Scope and Limitation of the Research

Population range (college students, random sampling)

Location range (Renmin University of China, China University of Geosciences, China University of Mining and Technology, Haidian District, Beijing)

Content range (college students in Beijing)

Limitations: It is not universal to study specific populations in a specific region

1.6 Terminology

1.6.1 What is sex

The mind is born of nature, and "nature" is essentially the combination of creativity and vitality. In a sense, it is not an independent existence. In modern Chinese dictionaries, the first interpretation of "nature" refers to human nature, that is, personality, nature, etc; The second interpretation refers to the properties of matter, that is, the properties of things; The second is about biological reproduction and sexual desire. In the interpretation of "sex", it is not difficult to see that, on the one hand, "sex" is a natural existence as human nature and the attribute of things,

and on the other hand, "sex" is a social existence as the result of social interaction between people and animals.

The academic circles have given different definitions of "sex" from different perspectives, such as biology, genetics, medicine, psychology, social science and humanities. Professor Wu Jieping in the field of medicine believes that "sex is a highly complex system of factors, including self-power, social knowledge, personality and social norms, which are closely combined with physiological functions. That is to classify sex as a biological or physiological existence, or as an animal-like nature or instinct... In fact, for human historical and social reality, sex has at least three ways of existence -- biological existence, social existence and psychological existence. " "From the perspective of the two scholars, it is not difficult to see that" sex "is" a complex combination of natural and social attributes based on biological genetic characteristics, with its own psychological state as the fulcrum, and with social behavior norms as the principle. "

1.6.2 Sex education

The complexity and diversity of "sex" determines the systematic diversity of sex education. In human traditional cognition, the so-called.

"Sex education" is simply to impart sexual common sense and knowledge to the educational object. With the continuous deepening of research and the discussion of "sex" arising from social problems, the understanding of "sex education" is no longer limited to the surface and form. In the Dictionary of Sociological

Psychology, The explanation of "sex education" is as follows: "Sex education is about sex knowledge, sex morality and sex behavior, and all aspects of the family, school and society should be treated with caution. It should not be regarded as a simple introduction of sex knowledge, but should be combined with the whole social education, first of all, social personality education." It can be seen that "sex" biology The existence of psychology and society determines that sex education is not only related to biological science and psychology, but also to social norms and moral norms. From the perspective of education, sex education is human education, and the process of human socialization is not only a process of physiological and psychological maturity, but also a process of moral and legal perfection.

To sum up, sex education is the personality education of the education subject to the socialization of individuals, covering multiple aspects of knowledge such as sexual knowledge, sexual physiology, sexual psychology, sexual morality and sexual law, and is a comprehensive grasp of "sex".

1.6.3 Sexual morality and sexual law education

Sexual thoughts and sexual awareness can be free and open without violating public order and good customs. The choice of sexual partners and the treatment of sexual relations can be unconstrained within the scope allowed by the rules. The premise and rules always protect and guide the development of "sex". Sexual norms such as sexual morality and sexual law are the premise and framework, which restrict and protect human sexual behavior and sexual relations. Sexual morality is

an ethical norm that comes from self-restraint, which focuses on the internal motivation of the individual's sexual psychology. Sexual law is a necessary criterion that should be followed when the subject's sexual intercourse or sexual behavior takes place through the force of the state, and focuses on the external performance when adjusting the individual's sexual physiological activities. The bottom line of sexual morality is sexual law, which provides strong support for the orderly development of sexual morality.

The content of sex education for college students should be supported by sex morality and sex ethics. Sexual morality refers to "the norms of conduct and moral norms that adjust the relationship between men and women, evaluate people's sexual awareness and whether sexual behavior is good or bad. It is a special phenomenon of moral consciousness based on the three modes of existence of sex, namely physical existence, psychological existence and social existence." "The purpose of sex education cannot be achieved only by relying on sex knowledge education such as sex physiology and sex psychology. It is necessary to internalize the theory into the heart and transform it into the emotion and will of external action. The sex moral education of contemporary college students is a code of conduct ethics implemented for this specific group, in order to form correct sexual values and properly handle the relationship between the sexes. To conduct sex moral education of contemporary college students, first of all, it is necessary to cultivate their self Respect and self-love.

1.7 The Benefits of the Research

Theoretical and practical significance

From the perspective of theory, this study puts forward the concept of the relationship between sex education methods and adolescents' attitudes, cognition and other psychological theories about sex education, and tests the rationality of the theoretical relationship assumption through the construction of regression model, and improves the theoretical system of the impact of education methods on sex concepts, thus providing a certain reference value for the theoretical research of the impact of sex education and popularization. From the perspective of practice, exploring the relationship between college students' parental rearing style, psychological arousal and sexual attitude provides a practical and operable entry point and focus for the reduction and improvement of college students' sexual problems, which is conducive to improving the quality of sexual health education, promoting the personality cultivation and healthy development of college students, scientifically and systematically regulating college students' sexual behavior, and formulating reasonable, scientific A feasible group education intervention program for college students' sexual attitude can adjust their understanding and attitude towards sex and reduce the incidence of sexual problems, which has a certain guiding significance for the practical research of college students' sexual health education. As the successor of the future society, it is of great significance for the

future development of society to cultivate college students to form correct sexual attitudes and standardize their sexual behavior.

Chapter 2

Theory and Literature Review

2.1 Concepts and Theories

In recent years, the United States government has summed up the current social reality, reflected on the lessons learned, and after the implementation of "unguided sex education" and "safe sex behavior" in the 1960s, put forward "sex purity education" again, which has become the focus of attention. At the beginning of the 21st century, Jiang Hansheng and Yan Hanwen pointed out in their book "Sex Education" that sex education should not be limited to sex education in adolescence, but simply explain the relevant knowledge of anatomy and reproduction, at least including the knowledge of biology, psychology, ethics and law, and at the same time pay attention to the development and guidance of adolescents on the intimate interpersonal relationship between men and women. In this monograph, Jianghansheng and Yan Han's writers further developed sex education, paid attention to the sociality of sex education, and proposed that sex education is not only knowledge and moral education, but also focuses on the social attribute of development, and guides the values and behaviors of the educated in close interpersonal relationships. According to Professor Wu Jieping's definition of the concept of sex education, the physical and psychological

characteristics of adolescents after entering puberty determine that they need to receive sex education, which mainly includes comprehensive education combining personality education, life education, sex knowledge and sex moral education. Sex education is a kind of "personality education". Through education, students learn how to become a suitable man or woman in society. The purpose is to cultivate students' social harmony

The attitude and behavior required by virtue. In their articles, Liu Shanshan and Ma Fei explained the concept of sex education from broad and narrow dimensions: in a broad sense, sex education is a lifelong education from early childhood to the end of old age, which requires mutual support from family, school and society; In a narrow sense, it only refers to imparting physiological knowledge about sexual development and sexual function to the educated on the basis of research on the development of human psychological characteristics and sexual physiological development.

Attitude is derived from French "attitude". In the late 19th century, psychologists regarded attitude as an expression of body movements or a response to muscle movements. Researchers mainly based on evaluation, emotion, cognition Behavioral tendency defines attitude [that attitude is an individual's evaluation of a certain object with persistence, consistency and variability, and an internal psychological structure containing three components of cognition, emotion and action (tendency). The concept of attitude means that people have only one

attitude towards a given object [However, on the basis of analyzing the vast majority of literature, Greenwal proposed implicit social cognition and further proposed the concept of implicit attitude. He believed that implicit attitude was the past experience that affected the judgment of the actor in a way that the actor did not introspect, which also became the basis for the separation of implicit and explicit attitudes [On this basis, Wilson et al.'s research clearly put forward a dual attitude model. They believe that people can hold two different evaluations of the same attitude object: the explicit attitude at the conscious level and the implicit attitude at the unconscious level at the same time. What kind of attitude to a certain object in a particular situation depends on the individual's external attitude.

Whether the explicit attitude has the ability to surpass the implicit attitude. In terms of the definition of sexual attitudes, Marks and Fraley and others believe that sexual attitudes include sexual concepts, sexual behavior decisions and the appropriateness of sexual behavior under a certain cultural background. Li Ailan and others believe that sexual attitudes are the value criteria for people to judge and recognize sexual behavior.

Theory 1. Maslow's hierarchy of needs theory

Maslow's hierarchy of needs theory reflects the common development law of human behavior and psychological activities to a certain extent. In Maslow's view, the value system of every social person can be roughly divided into two different types of needs. One is determined by physiological instinct, called low-level needs,

and the other is the potential or needs that individuals gradually show in the process of socialization, called high-level needs. Both low-level physiological needs and high-level self-realization needs play an irreplaceable role in guiding the sex education of contemporary college students.

As a biological existence, sexual desire is the nature or instinct of every living individual. Maslow classifies the most basic needs for food, air, sleep, water and sex as the first level of physiological needs. If any physiological needs are not met, the individual's physiological functions cannot function normally. Physiological needs are the primary driving force for human beings to carry out material materials and self reproduction, which is similar to Freud's theory of sexuality. However, it should be noted here that sexual desire can only be seen as a completely natural existence and does not reflect its social attributes. When physiological needs are met, they will seek security needs including personal safety, life security, and a peaceful environment. When both physical and security needs can be met, the individual's social needs, namely the need for belonging and love, arise. As the sum of social relations, human beings are always in the social communication system and eager for belonging and love.

They will expect to establish contact with other individuals, including friendship and love, and at this time the social attribute of gender relations will gradually emerge. The biggest difference between Maslow and Freud is that he believes that the sexual behavior of an individual is not only a physiological

instinctive need, but also contains the factors of emotion and love, thus opposing Freud's theory that love is, in the final analysis, sexual desire. Therefore, when having sex, we should take the mutual acquisition of love as the principle and the sense of sexual responsibility as the value.

Theory 2. Freud's theory of sexuality

Freud's theory of "sex" is an important part of his psychoanalysis. Although some views have been overturned, there are still many conclusions that have important reference value for improving college students' sex education.

"Universal sex theory" is Freud's core view on sex theory. In "Three Essays on Sexology: Psychology of Love", Freud pointed out that "both humans and animals have instinctive needs for sex, which is similar to our use of 'hunger' to describe the lack of food. In biology, people are used to use 'sexual instinct' to express their needs." He compared the desire of humans or animals for sex to the desire for food, Think of sexual instinct as the source of all spiritual activities of biological individuals. Like hunger, if you control or suppress sexual desire for a long time, you will lack internal motivation and cannot reproduce yourself. It also systematically combs the various manifestations of sexual abnormality, sexual development and other related theories in individual behavior, and explains the laws and effects of sexual psychology in human psychological activities. These views that regard sexual desire as the internal drive of human beings exaggerate the role of sexual instinct, but also expand the research scope of "sex" to a certain extent, claiming that "sex is

the source of beauty", and in a sense, promote the development of literature and art. Freud divided the five stages of sexual development according to the differences of sex appeal areas at different ages, namely, labial stage, anal stage, genital stage, incubation stage and reproductive stage. In the eyes of most people, there is no sexual impulse in children and childhood. The so-called sexual impulse is formed suddenly after the physiological maturity enters puberty. However, Freud believed that the lips, anus and reproductive area are not generated at a certain stage, but are born. Therefore, he advocated that sexual impulse exists from birth, exists at every stage of individual development, but has different external manifestations. Although his theory of sexual desire has been repeatedly questioned by the outside world, this kind of sexual consciousness is worthy of being affirmed by today's society. The process of acquiring sexual concepts and curiosity about sexual behavior is not a sudden derivation at a specific stage, nor a sudden completion at a specific stage, but a gradual process from beginning to end. However, in contrast to the current sex education model, both families, schools and society only focus on the behavior model of the behavioral subject after entering adolescence, ignoring the demand for sexual psychological differences at different ages, which has led to the dislocation and distortion of some contemporary college students' sexual values. Through the study of Freud's sexology theory, we can start with the physiological characteristics and psychological needs more comprehensively and directionally, adopt different education methods for the

problems presented at different stages, and effectively improve the continuity and comprehensiveness of sex education.

2.2 Literature review

Sex education, as an independent discipline, originated from European and American countries. Sweden is the first country in the world to implement sex education, and fully emphasizes the respect for individual body. At the beginning of the study, the United States and Britain have been advocating the concept of abstinence in sex education in order to reduce the incidence of disease transmission, abortion sexual freedom and sexual violence. Since the 19th century, the American society has begun to realize the problems existing in the concept of human nature education for young people. By the beginning of the 20th century, some schools began to develop student health plans, and gradually carried out sex education based on schools. In the early 1980s, the discovery of Aigang virus once again turned its attention to sexual health and pushed the intensified sex education to the peak of American society. When the youth in the western society enjoy the fruitful results brought by the industrial revolution, their ideas are also impacted by the current alienated material society. In terms of its sexual values, it is manifested as excessive sexual behavior and uncontrolled sexual randomness. These corrupted sexual concepts and a series of sexual problems aroused widespread concern in the society at that time. The Teaching of Truth, published in 1892, as the first sex education book published in the United States, played an important role in

promoting the development of sex education at that time. In June 1910, the American Association for Sexual Health was established, marking the official start of the Western early sex education activities led by the United States.

Understand the research hotspots and directions in the field of sex education in the past 10 years. The three major Chinese databases, CNKI, Vip and Wanfang, were selected to search the literature related to domestic sex education from 2008 to 2018, and the retrieved articles were collected and sorted with the help of the document management software NoteExpress. A total of 2058 documents were retrieved, and 3221 keywords appeared, among which the top 10 keywords were sex education, college students, adolescent sex education, adolescents, adolescents, middle school students, infant sex education, sex knowledge, parents, and family sex education; There are 117 core authors, and the total number of core authors is 463, accounting for 21.5% of the total number of documents; The results were published in 674 journals, with 406 papers in the top 15 journals; There are 1031 research units in total, of which Beijing Normal University has the largest number of papers, with a total of 31 papers. In the past 10 years, domestic sex education has issued a large number of papers, and the scope of research is very broad. The focus is on the sexual knowledge, sexual concepts, sexual psychology, sexual morality and other contents of college students and adolescents, as well as the corresponding countermeasures for the current situation of sex education;

However, there is no obvious core author group and research institutions are relatively scattered.

Foreign research on sex is mainly concentrated in the field of psychology, and most of them are conducted in the form of interview records and questionnaires, in order to obtain authentic and reliable data. The representative experts include Von Kraft Ebin, an Austrian psychiatrist, Bloch, the "father of sexuality", and Freud, the pioneer of sexual psychology. The results of its research are also mostly sorted out according to the process and exist in the form of reports. The representative work is Freud's Three Essays on Sexology, which also broadens the thinking for the later research of sex education: Kinsey's Kinsey Sexology Report, The report revealed the development trend of people's sexual behavior and sexual concepts to a certain extent: Cher Heidi, a famous American sexologist, pointed out the impact of family environment on people's sexual behavior in the Heidi Sexology Report and caused the western countries to rethink the definition and connotation of "sex" at that time. However, the research on the subject of sexual behavior is relatively scarce, especially on the sex education of college students.

Chapter 3

Research Methods

3.1 Population/Sampling Methods/Variables

Population/sample questionnaire method, independent variable:
popularization of sex education

Dependent variables: adolescents' attitude towards sex education, cognitive level and access to sexual knowledge

Relationship between population and sample: random sample, with a total of about 60000 students from four schools, 1759 samples were collected this time, accounting for 2.93%

3.2 Questionnaire method

Sex education is about human sexual representation, including emotional relations and responsibilities, human genital structure, sexual behavior, sexual reproduction, minimum legal age for sexual intercourse, reproductive health, reproductive rights, safe sex, contraception and sexual abstinence. The sex education covering the above categories is called comprehensive sex education. Common providers/organizations of sex education include caregivers such as parents, formal school curricula and public health activities.

The survey method used in this study is questionnaire survey method, with advantages

1. The scope of the survey is wide, and the cost of time, material resources and manpower is small. Large sample data can be collected in a short time.

2. Compared with the interview method, the data collected through questionnaires and scales have unified guidelines and recording methods, and researchers have less influence on the results.

3. It can test the reliability and validity of the research tool and evaluate its quality. The accuracy and reliability of the data are good.

4. It is easy to control the survey content, and the data can be statistically analyzed.

shortcoming

1. You may encounter the problem of low recovery rate and efficiency, especially when using the mail questionnaire method, it is also difficult to find out the reasons for not taking back the questionnaire.

2. The respondents may not have carefully considered and carefully read the questionnaire, but just tick the answer at will, or choose the ideal answer after concealing the true situation for some reasons. It is difficult for the researchers to judge when analyzing the data, which will lead to deviation in the results.

3. Due to the lack of face-to-face communication, the subjects may misunderstand the purpose of the study or the content of the questionnaire.

This questionnaire is anonymous. Any answer you give in the questionnaire will only be used for academic research. Any personal information of you will not

be recorded. Please fill in with confidence. Thank you for your time and trust.

3.3 Research design and questionnaire design

The survey is carried out with the help of questionnaire design and online and offline questionnaires, and finally the conclusion is obtained with the help of data analysis and relevant model construction.

1. Your gender:

male

female

2. Your age:

junior school student

senior high school student

college student

office worker

3. You have received the following forms of sex education in school before reaching adulthood (before the age of 18)

Formal courses (in semesters)

Publicity activities held by the school (lectures, workshops, etc.)

Never received any form of sex education in school

4. If you have received sex education in school, please rate it

Completely failed (1) Very passed (5)

5. Please briefly describe the reason for your score in one sentence

6. When receiving sex education in school, I feel

comfortable

Uncomfortable

7. When receiving sex education in school, I feel that my teacher/lecturer

comfortable

Uncomfortable

8. When receiving sex education in school, I feel that my opposite sex classmates

comfortable

Uncomfortable

9. Do you think that contemporary young men and women receive equal sex education

yes

no

10. The sex education I received in school includes the following aspects

Physiological knowledge of men and women (physiological structure, puberty changes, etc.)

Sexual psychological knowledge of men and women (psychological state and process related to sexual characteristics, sexual desire and sexual behavior)

Sexual behavior, fertility and contraception

Gender coexistence (concepts of equality, respect, marriage, etc.)

Gender and sexual orientation

Self-protection and ability cultivation (communication ability, speaking ability, decision-making ability)

11. When receiving sex education in school, which of the following classes is adopted in my school

Separate classes for men and women, accept different contents

There is no division of classes, and the whole class has classes together

There are group discussions or sub-topic discussions, but they are not divided by gender

other

12. If you did not receive sex education during school, what do you think is the reason?

The school has no intention of providing sex education

The school has no teachers to provide sex education

Parents object to sex education provided by schools

Students do not participate in sex education provided by the school

Other reasons

13. I think that when receiving sex education, we should adopt a shift system according to gender

agree

disagree

14. I hope sex education in school includes the following aspects

Physiological knowledge of men and women (physiological structure, puberty changes, etc.)

Sexual psychological knowledge of men and women (psychological state and process related to sexual characteristics, sexual desire and sexual behavior)

Sexual behavior, fertility and contraception

Gender coexistence (concepts of equality, respect, marriage, etc.)

Gender and sexual orientation

Self-protection and ability cultivation (communication ability, speaking ability, decision-making ability)

15. I think when receiving sex education in school (single choice)

Boys are more serious than girls

Girls are more serious than boys

16. I think when receiving sex education in school

There are differences in class attitudes (meetings) between boys and girls

There are differences in the attitudes of boys and girls

17. My understanding of sex mainly comes from the following channels

Sex education in school

parent

internet

Books and newspapers

other

18. The frequency of discussing/mentioning sex-related topics with my family is

Never

often

3.4 Statistics and Data Analysis

We can intuitively see the relationship between the dependent variable of education mode and the access to attitude, cognition and sexual knowledge through the background data of the website of Star etc.

Chapter 4

Data Analysis Result

4.1 Data rendering

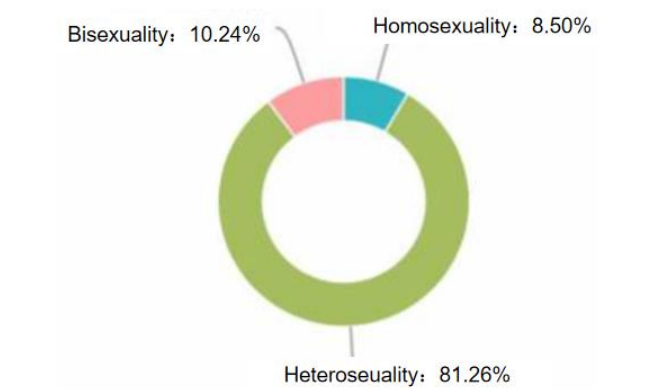


Figure1 Sexual orientation(n=1309)

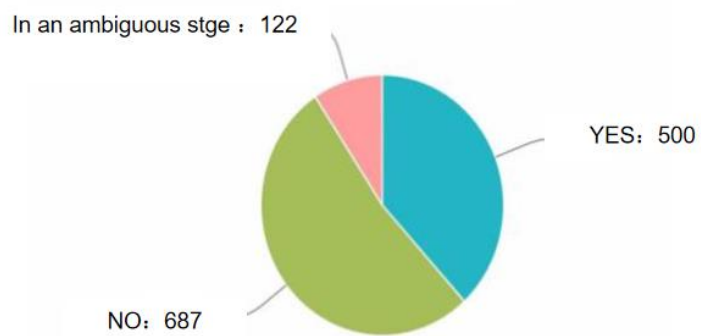


Figure2 Are you single now?(n=1309)

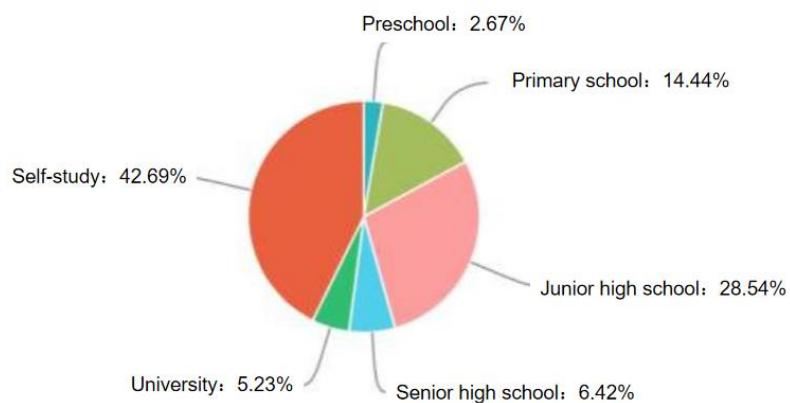


Figure3 The earliest time to receive sex education(n=1759)

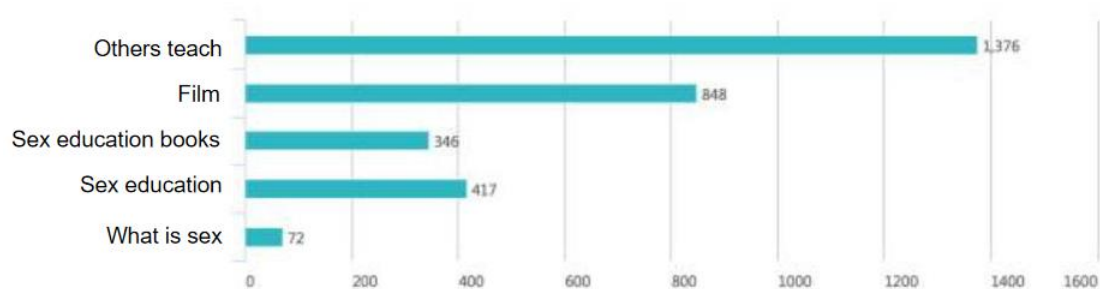


Figure4 Access to sexual knowledge(n=1757)

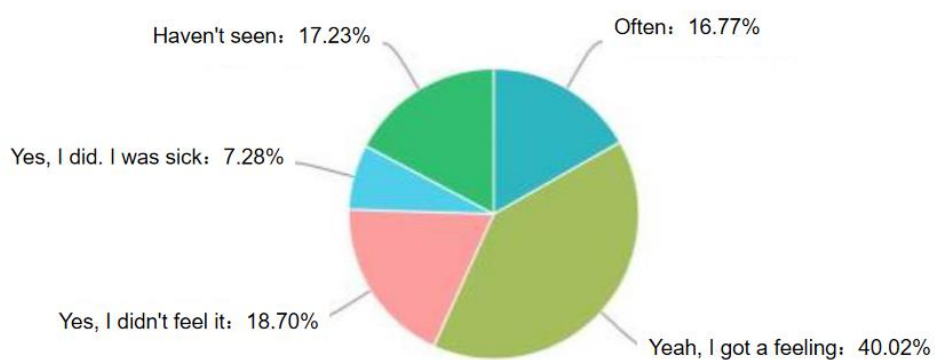


Figure5 Have you ever watched porn(n=1759)

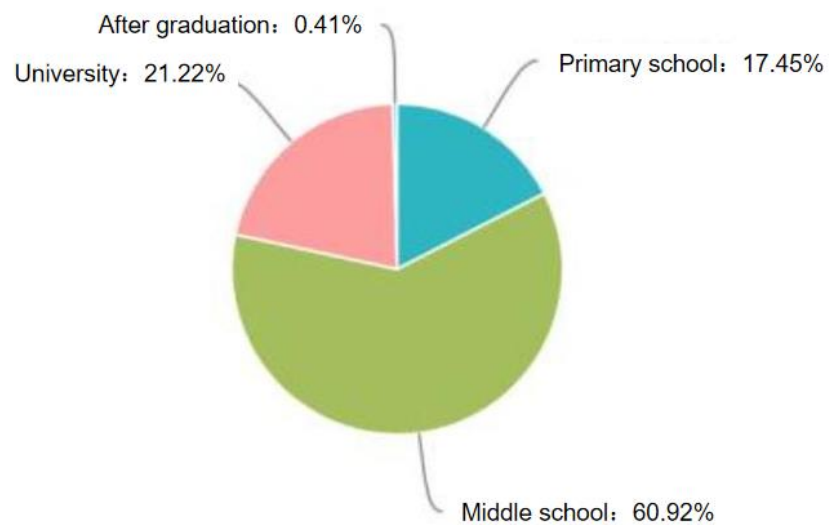


Figure6 The first time I saw porn(n=1456)

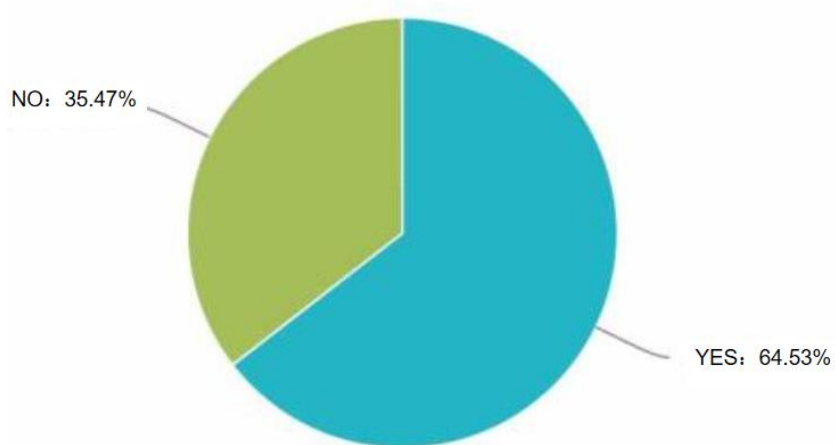


Figure7 Masturbate or not(n=1759)

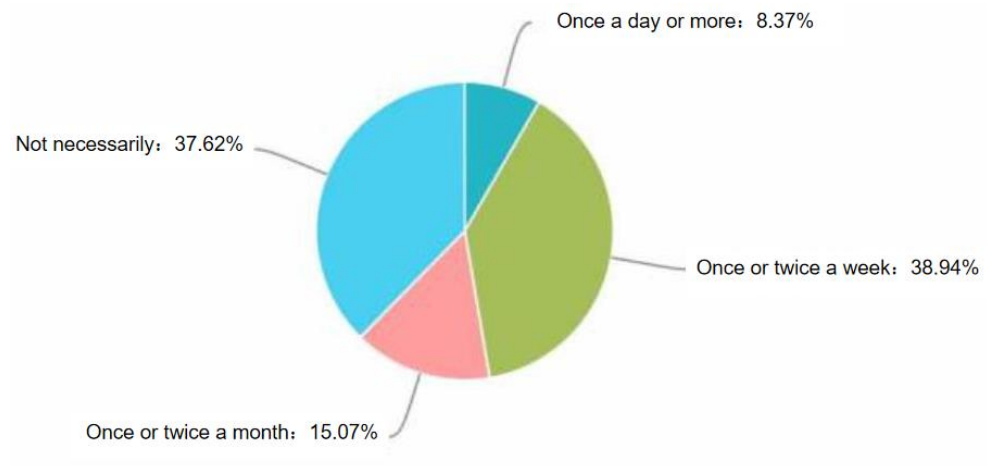


Figure8 Masturbation frequency(n=1135)

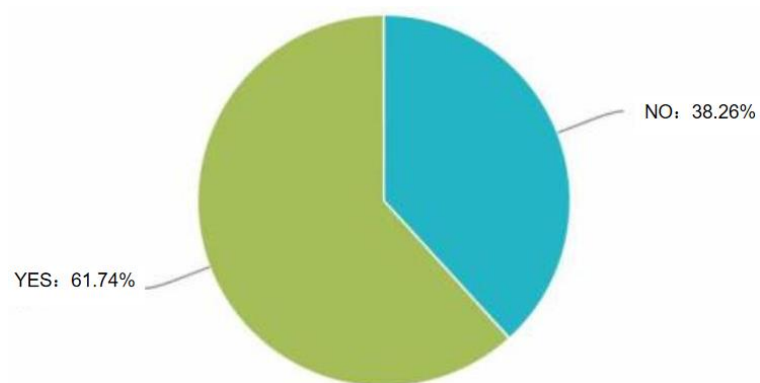


Figure9 Virgin or not(n=1759)

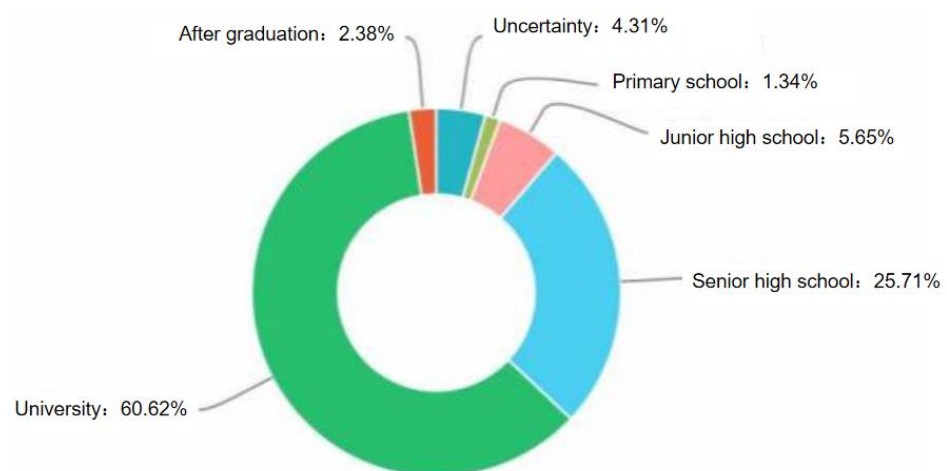


Figure10 The "first time" time(n=673)

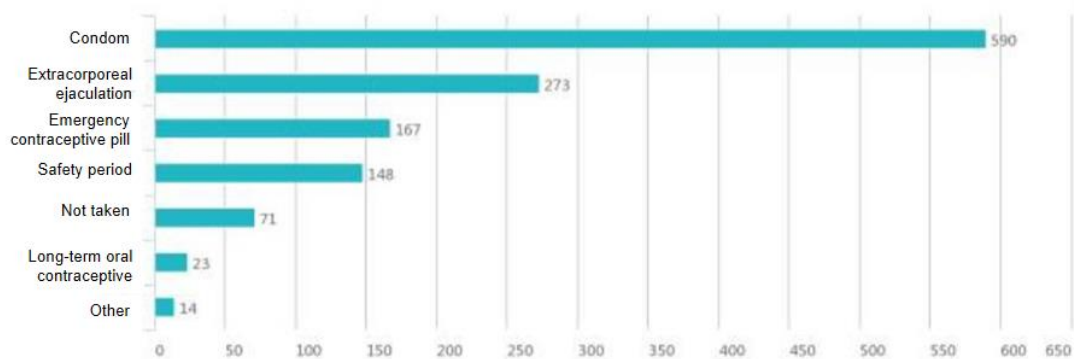


Figure11 Contraceptive measures(n=673)

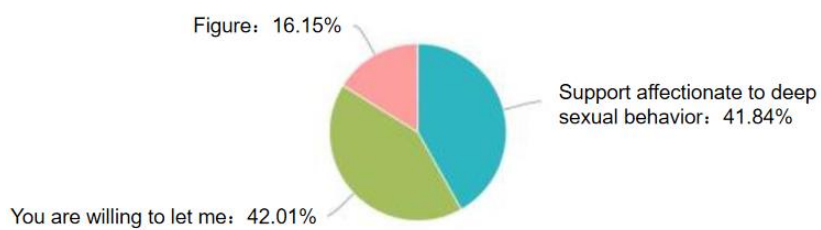


Figure12 Whether to accept sexual activity during college(n=1759)



Figure13 Whether to accept a couple's "first time" does not belong to you(n=1759)

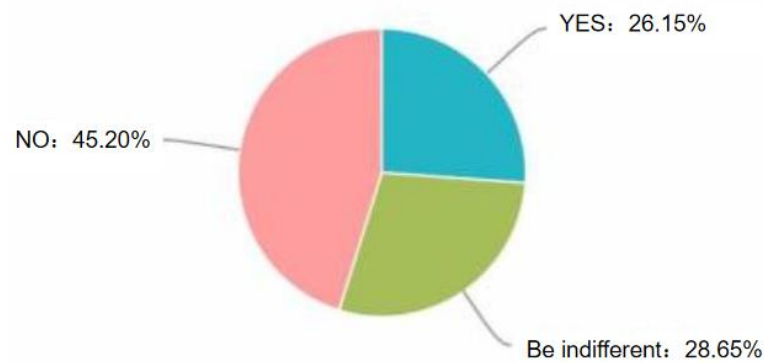


Figure14 Whether to accept a booty call(n=1759)

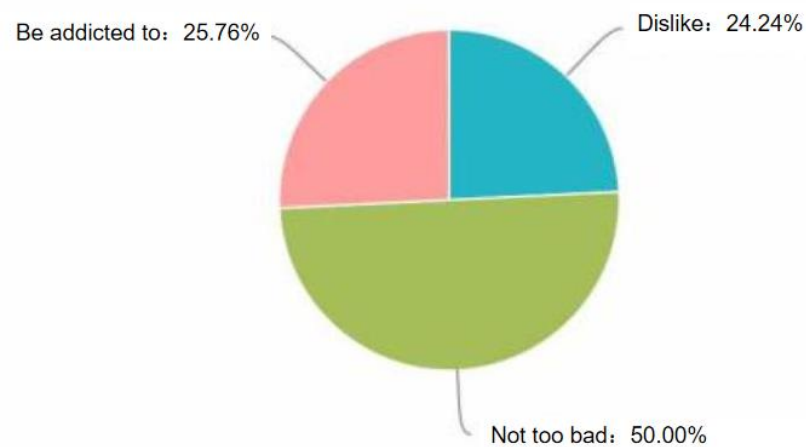


Figure15 How you feel after a booty call(n=198)

4.2 Results

Among all the students who participated in the survey, 16.77% of them often watch love action movies, 40.02% of them have seen them and feel very funny. Another 17.23% of students said they had never seen it. Of these 40% students, 35% did not take protective measures for the first time. At the same time, we see that although the main contraceptive measure is to use condoms, 167 people have tried emergency contraception, 273 people have chosen external ejaculation contraception, and 71 people have not taken measures. These contraceptive

methods are very unsafe. We didn't expect that many students still didn't realize their harm and didn't have a correct understanding of contraceptive methods. Only 416 people have received sex education on campus and at home, accounting for only 23.76%, plus 19.76% of the beneficiaries of BBC documentaries and sex education books. Even if the overlap of the two is not calculated to the greatest extent, it is only about 43%. However, 78.3% of the students had been influenced by the old drivers. It seems that the sex education of students in our school is mainly driven by the rich first. In addition, there are really candidates for "what is sex".

Discovery and reflection are the primary significance of this questionnaire. In a comprehensive 211 university in the capital with the highest degree of openness in China, what is the sex life and concept? What is the situation of students receiving formal sex education in this school? I hope this questionnaire with 1759 responses can provide readers with a simple understanding. The surveyed universities cannot represent all universities, but as long as they can reflect a current situation and a trend, we are satisfied.

Secondly, we try to show our students' objective understanding of sexual activities, as well as their subjective feelings and evaluation of their own and others' sexual activities. From 1983 when the Ministry of Education banned college students from marrying, to 2022, the degree of openness of college students' sexual concepts gradually deepened. With the social transformation, cultural

transformation, the development of media and the broadening of horizons, students' understanding and opinions on sex are different every year. Is "Virgo Complex" still the universally applicable concept? 70% of students don't care about this. However, the separate survey of male and female sex in "Did you suffer a loss for the first time" reflects the gender difference in the concept of "chastity". The openness of sexual knowledge, attitude to sexual behavior, and the incidence of interpersonal sexual behavior explain the openness of college students' sexual attitudes from shallow to deep levels, which are all involved in this questionnaire.

But there are still some regrets.

1. We did not explore the influencing factors of sexual attitudes. Taking the concepts of "love without sex" and "sex without love" and "the first time" as examples, they must have social, family and personal pressure factors that promote their formation. We are very sorry for our lack of ability and limited level and lack of discussion;

2. There is no data in the questionnaire when the phenomenon of "leniency and self-discipline" occurs

——When your girlfriend is not the first time, will you forgive her? I think the answer will be different.

——When faced with the two situations of "your son is gay" and "your friend is gay", what do you think of this concept?

The survey found that family sex education is more lacking than school. Up

to 70% of families do not have the consciousness to actively carry out sex education for their children, and 41.23% of students' families are silent about "sex". In addition, sex education in families and schools (primary and secondary schools) mainly focuses on the teaching of sexual physiological knowledge.

It can be seen that at present, Chinese families and universities basically hold a conservative attitude towards sex education for college students. Under the constraint of traditional ideas, college students cannot receive formal, professional and systematic sex education. College students may acquire sexual knowledge through other informal channels, which will seriously affect their thoughts, studies and even the future. Through data analysis, the following conclusions can be drawn: First, at present, the channels for college students to acquire sexual knowledge are diversified, and there is no obvious mainstream channel;

Second, sex education in schools and families has little impact on students at present, and students mainly acquire sex knowledge by "self-study";

Third, sex education obtained through the media, especially in the form of new media, currently accounts for the largest proportion;

Fourth, peer education accounts for a large proportion of students' access to sexual knowledge. Although this is related to the lack of sex education in families and schools, peer education is a good channel for sex education.

From the perspective of the content distribution of sex education courses, the adjustment of sexual psychological problems such as sexual repression and

sexual impulse, the education of sexual morality, sexual ethics, sexual crime, and the popularization of sexual law knowledge are the weak links in current college sex education. The trend of the content of modern sex education should be from the education of pure sexual physiology knowledge to the comprehensive education of sexual psychology, morality, legal system and beauty practice, and gradually enrich and improve to form a comprehensive and independent interdisciplinary discipline.

Chapter 5

Conclusions and Discussion

5.1 Conclusions and Discussion

At present, college students generally hold an attitude of understanding and acceptance towards homosexuality and premarital sex, which shows that with the development of the times, college students' sexual concepts tend to be more and more free and independent.

However, when it comes to the legalization of sex transactions and extramarital affairs, which are contrary to ethics, most students choose to "completely disagree", which shows that traditional morality still has strong binding force in college students' sexual concepts.

The theoretical basis of college students' sexual knowledge is weak, and their understanding is superficial, which leads to the immaturity of some people's thoughts on sex, and the lack of a deep understanding of life's sexual orientation and values, which is even distorted. They may do some things that violate social ethics and even violate the law. Sex is a human instinct. It should be dredged rather than blocked. Covering up and avoiding it may complicate the problem.

We should build a "firewall" to prevent college students from committing sexual crimes and correctly guide college students to abide by sexual morality. Sex education is not only the education of sex knowledge, but also the education of

being human, civilized and responsible. It is also the education of mental and physical health and improving personality. Both families and universities should keep up with the development of the reform and opening up era, guide college students to establish correct sexual concepts, and let sex escape from the obscure world.

When asked about the "one-night stand" and "one-shot" behaviors, there is a tendency of cognitive polarization. The "completely agree" accounts for one third of the whole, while the "completely disagree" accounts for one quarter of the whole. This is the group cognitive ambiguity under the impact of the pluralistic culture, which also further proves the necessity of moral guidance of sex education in colleges and universities.

"Sex" is the basis and premise for the continuation of human population and the necessary condition for the development of new civilization. It plays an irreplaceable role in both the micro individual level and the macro social level. It is the value of "sex" that determines the significance of sex education. Sex education is a lifelong education, which should run through the whole process of human socialization. Especially for contemporary college students, they are in a critical period of gradual maturity of sexual physiology and stabilization of sexual psychology. Expectations and confusion of "sex" coexist, and sexual impulse and sexual inhibition coexist. These contradictory communities have affected and troubled college students in varying degrees. It is also because of these problems

that some people are confused about their gender roles, sexual behaviors and sexual choices. In addition, The influx of information sharing, western sexual freedom and sexual emancipation in today's society has led to the decline of many college students' sexual morality and their weak sense of responsibility. If they are not guided and educated, the consequences will be unimaginable. From this perspective, through sex education,

It is particularly important to improve their correct understanding of sexual knowledge, sexual physiology, sexual psychology, sexual morality, sexual law, gender roles and sexual rights awareness, and help them establish sexual concepts consistent with mainstream values.

"Sex" is a highly complex combination of biological existence, psychological existence and social existence, and sex education is the internal motivation for "sex" to play its due value. As a system project, it cannot be completed only by the participation of students themselves, schools, families or a certain subject of society. What is needed is the joint management of multiple subjects to form a joint force. However, at present, students' inaction, the lack of attention to school education, the absence of family education, the low degree of social education integration and fit rate will have more or less impact on sex education. Therefore, in order to break the educational bottleneck, get out of the educational misunderstanding, and correct the deviation of educational cognition of various educational subjects, we must form a grid education mechanism that combines "self

family school community".

The value of "sex" is the meaning of the existence of sex education, and the existence of sex education is also the premise of the promotion of "sex" value.

To carry out sex education for contemporary college students on the basis of a correct understanding of the connotation and value of "sex" is an inherent meaning under the current social and cultural background, and is also an inevitable requirement for promoting the physical and mental health development of contemporary college students.

5.2 Suggestions

1. Learn the diversified educational atmosphere and school system in New Zealand

The total resistance to the education of multiple genders, "refusing to instill homosexuality awareness from an early age", is opposed to the encouragement and support of "education is well done, teaching children to be fair and non-discriminatory", which has triggered the discussion of sex education in various countries and educational groups. Putting aside contradictions and differences, we should take a prudent and rational view of New Zealand's sex education content and education system.

In the New Zealand National Curriculum Standards, sex education is a part of "health and physical education". Sex education is not only related to sexual behavior and reproduction, but also covers a wider range of aspects besides

physical knowledge, including the physical, social, psychological, emotional, spiritual and other aspects of sex. As a rigorous and standard sex education textbook, The Guide to Sex Education explains the content and importance of sex education as follows: "In sex education, teenagers learn knowledge related to themselves, and learn knowledge and skills to help them interact with others in a positive, respectful and supportive way. Through sex education, students will also understand how social and cultural influences shape the way society views sex and gender." In this concept, we can easily find that, New Zealand's sex education system is extremely cutting-edge, open and inclusive. It is a challenge to academic cutting-edge theories and also a challenge to sex to incorporate research and exploration related to sex and gender identity into the teaching content

The sublimation of moral values contained in it. Although New Zealand society is more tolerant of sexual diversity, college students who self-identify themselves as heterosexual still face many challenges. College students who self-identify as homosexual or bisexual often feel marginalized and isolated, feel that the environment is not inclusive enough, and face more obstacles to access to medical resources. They often do not get enough support in school. A nationally representative survey of New Zealand carried out in 2012 showed that transgender students are a small but important group. More than 8000 students answered the question of whether they are transgender, 96 (1.2%) students identified themselves as transgender, and 202 (2.5%) did not answer correctly. Another characteristic of

open sex education in New Zealand is respect for racial diversity. New Zealand is a multi-ethnic country and is famous for its multicultural culture. Its education system reflects a unique and diverse society. People of different races, religious beliefs and different classes are welcome to participate in teaching and learning activities. The Sex Education Guide points out that "under different social and cultural backgrounds, people's understanding of sex is different. Teachers can help students think critically about sex culture and integrate multiple concepts and contents into teaching. Integrating the culture of different communities (such as New Zealand Europeans, Maori, Pacific Islanders, Asians or other communities) can improve the knowledge and understanding of sex of all students". There are always contradictions and differences in the understanding and discussion of sex, but the more conflicts occur, the more attention can be paid to the sociological community, and then find a compromise way to deal with and solve them. Behind the calming of the situation, education itself is also developing. Put aside the sharp contradictions in sex education in New Zealand, and examine his openness and inclusiveness, flexibility and variability from a macro perspective. Only when we are not afraid of problems and discuss the conflicts of problems can we make full and long-term progress in breaking the bottleneck. Fourth, the realistic path of improving sex education is highly unified, the vivid and detailed education methods, and the systematic and effective education results should become the issues we need to think about and study.

2. Learn the comprehensive sex education in Britain and the United States

Compared with the implicit, introverted and gentle Chinese people, the freedom, inclusiveness and openness of western nations and countries have always been embedded in their mainstream values and value systems. From the perspective of sex education, most of the western nations and countries pursue open and free education, and the cultivation of students is also a face-to-face sex education based on openness and fraternity, the most representative of which are the United States and the United Kingdom. Under the specific teaching environment and educational background, the school will even invite bisexual or homosexual groups as the keynote speakers and participants of sex education. The exploration and exploration of sex education in the American society is different from the development of sex education in Britain, but ultimately they all turn to comprehensive sex education and have achieved good results. For us, we cannot but learn from it. Throughout the development history of sex education in the United States and Britain, there are many similarities and commonalities in terms of defects. The early sex education system in the United States and the United Kingdom focused on the education of teenagers, and gradually imparted relevant knowledge, experience and behavioral skills according to students' receptivity and cognitive level. The latest primary sex education curriculum in Britain and the United States is mainly divided into the following stages:

At the age of 5, he began to understand various interpersonal relationships,

learn emotional control and understand the physiological changes of his body

At the age of 9, we begin to learn the physiological and psychological changes that will occur in adolescence, and at the age of 11, we have a general understanding of the reproductive process and the emotional changes in entering adolescence. While admiring the close connection of early sex education and the complete reserve of knowledge, the weakness of college students' group sex education becomes increasingly pale. With a solid foundation and rich reserves, the sexual maturity and sexual behavior of college students are in a confused predicament when they most need guidance. The repressed sexual desire needs to be released, and the fettered sexual psychological needs are met in the communication with the opposite sex. However, the lack of sex education makes the college students witness teenage pregnancy, abortion disputes and sexually transmitted diseases in the confusion, Especially after experiencing the "sexual revolution", the great liberation of soul and body. Since then, the two governments have begun to redefine and seriously explore sex education, and gradually integrated a comprehensive sex education model. The so-called comprehensive sex education is the combination of the cognitive understanding of sex obtained in theory and the behavior habits accumulated in practice, supplemented by a variety of educational methods and carriers, so that sex education is no longer a simple didactic education and indoctrination education, but a comprehensive and comprehensive education in the aspects of sexual role, sexual identity, sexual

experience and sexual awareness. In this way, we will avoid easy to know and difficult to do to the greatest extent, explain clearly at the source and experience clearly in practice, which is not only of great significance to understand and grasp the sexual culture, but also has made great achievements in the prevention of sexually transmitted diseases and the treatment of sexually transmitted diseases.

5.3 Recommendations

1. Let educators spread and learners learn

With the development of the Internet and the arrival of the era of We-media, the participation and saturation of sex education have been greatly improved compared with the previous one. The interactive learning experience of "everyone is an educator, everyone can be educated" has promoted the development of college students' sex education, but also produced many chaos. How to normalize the weight of the subject and the object of education has become a key link in solving the problem of sex education and clarifying the ideas of sex education.

Compared with the mathematical and physical disciplines with clear right and wrong, significant conclusions, and the scientific research disciplines that are difficult to predict and need a lot of experiments to prove, sex education, as a theoretical discipline based on human sensory cognition, does not have a lot of obscure frontier theories. Moreover, the understanding and grasp of "sex" is based on personal experience, relying on experience, and almost everyone can touch it A topic that everyone can talk about. However, when discussing the practical issue of

sex education for college students from the perspective of educational content, it is not difficult to find that the cognition of basic concepts and basic theories has become the focus of constant debate. For example, when dealing with the basic concept of gender, different educational participants have different "power" interpretations, which can not tolerate the questioning of other educational subjects and the questioning of educational objects, making the authoritative interpretation an embarrassing muddle that tears the face. So, how can we put the subject and object of education back in place? First of all, the teaching staff of sex education for college students should constantly improve their professional quality and theoretical level, and enhance their authority through the interpretation of key and difficult issues and the answer to doubts. In this way, when there are hot events and public opinion focus, authoritative analysis and professional answers can correctly guide the vane of public opinion, so that the wrong views and opinions can be overcome; Secondly, the object of education, namely the contemporary college students, should change their ideological understanding, come out of the sexual concept under the shackles of the feudal traditional ethics, abandon the oppressive sexual attitude, and consciously make themselves the recipients of sex education in the new era; Step out of the bold, open and unrestrained sexual freedom, abandon the influence of vicious sexual habits and bad sexual relations, and consciously accept healthy, scientific and systematic sex education. Thirdly, in terms of education methods, whether online or offline, before the final teaching, it

needs to be carefully corrected by the teaching team and continuous feedback from the pilot group, and the final results should be displayed in accordance with the principles of timeliness, appropriateness and moderation. Only in this way can the sex education of contemporary college students be better integrated into the socialist advanced culture and core value system, so that the college students can consciously resist the occurrence of moral misconduct in a harmonious and upward cultural environment.

2. The principle of combining timely education with moderate education

The standard to measure the success of college students' sex education is objectively the incidence of sexual anomie events and sexual crimes, and subjectively the identity of college students' groups with regard to sexual psychology, sexual physiology, sexual culture, sexual concepts and sexual morality. And the effective educational opportunity and appropriate educational content are the important factors that affect the occurrence rate and the sense of identity. Specifically, the timeliness of sex education for college students means that sex education for college students at this age and social group should not be advanced or lagged behind. It is not allowed to inculcate low-level and low-level knowledge theories in this age group, let alone integrate advanced sexual experience and sexual hedonism into the education at this stage, and strive to make sex education at this age stage closely connect with the education at the previous stage and the next stage. In addition, when there are sexual events and topics that cause public

opinion and concern in the society, professional sex educators should interpret the issue in simple and clear logic and plain and popular language at the first time to prevent the invasion of wrong statements and vulgar thoughts. The moderation of sex education for college students is more a summary of the content, methods and methods of education. The grasp and balance of degree has always played an important role in our traditional thinking. If we fail to achieve everything, we will not be enough, and if we go too far, we will not be able to achieve it. Think about it

Next, in today's college campus sex education class, helping students identify body parts and puberty development is obviously unable to meet the educational needs, which can only make the group more disgusted and playful; On the contrary, it is also true that teaching a variety of academic opinions and free thoughts without taking into account the age and cognitive level of the educational object will only lead to further advance of sexual maturity and further lower age of sexual behavior. Therefore, the proposal of the principle of moderate education can make the educational subject, educational object and educational content fundamentally consistent. Educational principles play an self-evident important role in the construction of the system and the development of the discipline. The proposal of the basic principles of sex education for college students also affects the development of the subject and the object at different levels. Some basic principles may be replaced by new values with the development of the times. However, at present, reasonable compliance and scientific integration will lead the sex

education of college students to a new stage and a new height.

3. Be compatible with legal principles and explore grid management

In the sex education for college students, the "family school community" trinity school-based new education model has always been the forefront of academic discussion and pilot. Specifically, it is to enable different education subjects led by schools to link up and cooperate with each other in the scope of their respective responsibilities and education in the feedback and correction of the education process to constantly improve the content and methods of education, To achieve the expected educational results. From the feedback and results of the pilot area, the new educational model of "family school community" can mobilize the participation of sex education to the maximum extent, stimulate the active participation of all subjects, and thus break the stereotyped influence of traditional sex education, which is "nothing to do with oneself". At the same time, behind the improvement of enthusiasm and participation is the recognition of "sex" at the whole level of society and the recognition of sex education for college students. When the society as a whole has improved its understanding and understanding of college students' sex education, and is willing to actively participate in and participate in education, then college students' sex education will usher in long-term development and solid progress. Under the support of the new trinity education model, referring to the grid management form of the advanced public security organs for finding illegal acts, stopping criminal activities, resolving conflicts

and disputes, and publicizing common sense of laws and regulations, the author tries to apply the management concept of grid fine management to sex education, especially college students' sex education. The density of the root population, the level of education and the degree of recognition of sex education are taken as the measurement criteria. The data model is used to construct the community within a certain range and divide the network format. A certain number of professional theoretical educators and volunteers are equipped in each grid

To sort out and answer the confusion and misunderstanding of "sex" in different degrees, and try to absorb the rational and legal interpretation of sexual assault and sexual crime by law enforcement and law popularization organs such as public security and justice. The biggest advantage of grid education is that it can face the education group directly, can put forward solutions and preventive measures targeted, can make the most appropriate propaganda of cases and events in front-line practice, and is compatible with legal and rational. In addition, we should continue to improve laws and regulations related to sex education and continue to implement policies and regulations beneficial to sex education.

Legislation, law enforcement and legal propaganda have an indispensable and important value for the prevention of crimes such as sexual education and sexual assault. Although sex education has been paid more and more attention, many problems still exist and are exposed in the current judicial practice, which is directly related to the effectiveness and results of education. For example, the

provisions on sexual assault crimes in the criminal law are not perfect, and the lack of protection for men and boys makes the proportion of male groups who are violated increasingly high; In law enforcement, the standard orientation of children's age is not clear, and the nature of rape is not accurate. In practice, rape is often replaced by obscenity, which makes the cost of crime "cost-effective"; What's more, the illegal and criminal acts are not clearly stipulated in the law, which makes the victims have no access to justice. In the face of legal dilemma, in order to suppress sexual assault crime.

In addition, in order to better protect and educate college students, government departments should improve legislation and issue relevant laws, regulations and policy documents to regulate and solve the application of laws; The law enforcement department should strengthen the law enforcement, and the public security, education and supervision departments should work together to carry out joint law enforcement actions from time to time to control suspicious persons or key populations within the jurisdiction, and put prevention first; Social professional education institutions and school education courses should strengthen the propaganda of sex and sex education, enter the campus, the square and the community, and eliminate the misunderstanding of sex at the source. Only by constantly urging all parties to form a joint force, can we create a good environment for college students and make college students develop healthily and comprehensively.

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Appendix

Questionnaire

Dear students, hello! Thank you very much for taking the time to fill out this questionnaire. There is no right or wrong answer to the question. You only need to fill in the answer according to your actual situation. The final results are only academic research, and the answer information is completely confidential.

1. Your gender:

☐male

☐female

2. Your age:

☐junior school student

☐senior high school student

☐college student

☐office worker

3. You have received the following forms of sex education in school before reaching adulthood (before the age of 18)

☐ Formal courses (in semesters)

☐ Publicity activities held by the school (lectures, workshops, etc.)

☐ Never received any form of sex education in school

4. If you have received sex education in school, please rate it

☐ Completely failed (1)

☐ Very passed (5)

5. Please briefly describe the reason for your score in one sentence

6. When receiving sex education in school, I feel

☐ comfortable

☐ Uncomfortable

7. When receiving sex education in school, I feel that my teacher/lecturer

☐ comfortable

☐ Uncomfortable

8. When receiving sex education in school, I feel that my opposite sex classmates

☐ comfortable

☐ Uncomfortable

9. Do you think that contemporary young men and women receive equal sex education

☐ yes

☐ no

10. The sex education I received in school includes the following aspects

☐ Physiological knowledge of men and women (physiological structure, puberty changes, etc.)

☐ Sexual psychological knowledge of men and women (psychological state and process related to sexual characteristics, sexual desire and sexual behavior)

☐ Sexual behavior, fertility and contraception

☐ Gender coexistence (concepts of equality, respect, marriage, etc.)

☐ Gender and sexual orientation

☐ Self-protection and ability cultivation (communication ability, speaking ability, decision-making ability)

11. When receiving sex education in school, which of the following classes is adopted in my school

Separate classes for men and women, accept different contents

☐ There is no division of classes, and the whole class has classes together

☐ There are group discussions or sub-topic discussions, but they are not divided by gender

other

12. If you did not receive sex education during school, what do you think is the reason?

☐ The school has no intention of providing sex education

☐ The school has no teachers to provide sex education

☐ Parents object to sex education provided by schools

☐ Students do not participate in sex education provided by the school

☐ Other reasons

13. I think that when receiving sex education, we should adopt a shift system according to gender

☐ agree

☐ disagree

14. I hope sex education in school includes the following aspects

☐ Physiological knowledge of men and women (physiological structure, puberty changes, etc.)

☐ Sexual psychological knowledge of men and women (psychological state and process related to sexual characteristics, sexual desire and sexual behavior)

☐ Sexual behavior, fertility and contraception

☐ Gender coexistence (concepts of equality, respect, marriage, etc.)

☐ Gender and sexual orientation

☐ Self-protection and ability cultivation (communication ability, speaking ability, decision-making ability)

15. I think when receiving sex education in school (single choice)

☐ Boys are more serious than girls

☐ Girls are more serious than boys

16. I think when receiving sex education in school

☐ There are differences in class attitudes (meetings) between boys and girls

☐ There are differences in the attitudes of boys and girls

17. My understanding of sex mainly comes from the following channels

☐ Sex education in school

☐ parent

☐ internet

☐ Books and newspapers

☐ other

18. The frequency of discussing/mentioning sex-related topics with my family is

☐ never

☐ often

Biography

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