

Investigation and Research on the Current Situation of Children's Sexual Knowledge Education ——Taking Liupanshui City as an Example

Zhengyuan Li*, Xiao Wei

School of Education Science, Liupanshui Normal University, Liupanshui, 553004, China

**Corresponding author*

Abstract: *In the past, sex education was only popularized and educated in primary and secondary schools and universities, and there was very little education on sexual knowledge of young children. Through the literature analysis, the research understands the current situation of children's sexual knowledge education in my country, and through interviews and distribution of questionnaires, to understand the educational concepts, attitudes and knowledge of educators. For the problems in targeted knowledge education, the following suggestions are put forward: First, educators should establish a correct view of sex education. Second, set up specialized institutions for early childhood sexuality education to promote the improvement and improvement of educators' ability to educate young children's sexuality knowledge, and further promote the professionalization of early childhood sexuality education courses for educators. Thirdly, strengthen the cooperation of homeland and jointly promote the development of sex knowledge education. Fourth, educators should carry out early childhood sexuality education in various ways.*

Keywords: *early childhood sex education, importance, advice*

1. Introduction

At present, the research on sexuality education in my country mainly focuses on the middle school and university stage, while the research and development of early childhood sexuality education is relatively lacking. In fact, young children should strengthen sexuality education. When children are young, parents are faced with a lot of "sex questions" to answer. Answering children's questions about sex is one of the headaches for many parents. Teachers or parents always use the phrase "you will know when you grow up" to perfunctory, as a parent, or ashamed to express, or the expression is not standardized. Children are full of curiosity, are interested in many things, and have the ability to understand many things [1]. Early childhood sexuality education is an important part of health education. Adults actively teach young children scientific and reasonable sexual knowledge in the pre-school period, and implement appropriate sexual psychology education to eliminate children's curiosity about sex to a large extent and help children get clearing the difference between men and women, reducing their growing pains, and understanding the importance of protecting the body to prevent sexual assault will help to establish healthy sexual values in the future.

Theoretically, this research can put forward feasible suggestions for the development of related theories of early childhood sexuality education, prompt the society to pay attention to early childhood sexuality education issues, and provide theoretical reference for kindergartens to better carry out early childhood sexuality education. In practice, the implementation of special sex education courses for young children can force the society to face up to the problems that have been ignored in the past and now. In this way, children are taught scientific and healthy sexual education ideas at the early childhood stage, preventing children from deviating or making mistakes in their understanding of sex, and promoting children's comprehensive and healthy growth.

2. Research methods

The research selects kindergarten teachers, kindergarten parents and young children in L city as the research objects. First of all, observe and record the children by observation method, analyze and discuss the children's behavior, and understand the current situation of children's mastery of sexual

knowledge. Secondly, using the interview outline and the self-compiled questionnaire "Questionnaire on the Status Quo of Sexual Knowledge Education in Young Children - For Teachers/Parents", a questionnaire survey was conducted on 100 teachers and 300 parents of kindergartens in L city to understand the sexuality education concept, attitude and attitude of adults knowledge, etc. 84 valid questionnaires were recovered from the teacher questionnaire, with an effective rate of 84%, and 276 valid questionnaires were recovered from the parent questionnaire, with an effective rate of 92%. After data recovery, SPSS 22.0 software was used for statistical analysis of data.

3. Analysis of results

3.1 General situation of teachers

Table 1: Basic Information for Teachers

essential information	class	frequency	percentage
sex	man	17	20.24%
	woman	67	79.76%
record of formal schooling	special school	1	1.19%
	junior college	25	29.76%
	undergraduate course	58	69.05%
working life	0-3 Years	56	66.67%
	3-6 Years	20	23.81%
	6-12 Years	3	3.57%
	More than 12 years	5	5.95%
Office unit	Public kindergarten	49	58.33%
	Private kindergarten	35	41.67%
post	nursery governess	5	5.95%
	Class teacher	44	52.38%
	Main class teacher	18	21.43%
	Administrative staff	15	17.86%
	kindergarten leader	2	2.38%
Class type	the bottom class in a kindergarten	18	21.43%
	the middle class in a kindergarten	40	47.62%
	the top class in a kindergarten	26	30.95%

According to Table 1, it can be seen that more female preschool teachers are engaged in preschool education than male preschool teachers; from the perspective of teacher education, undergraduates account for a larger proportion, which shows that the professional quality of preschool teachers continues to improve; the number of teachers within 3 years is the largest; from the perspective of the employer, the proportion of teachers working in public kindergartens is relatively large; from the perspective of position, the proportion of teachers with assigned classes is relatively large.

3.2 General situation of parents

From Table 2, it can be seen that 4-year-old children account for a relatively large proportion; from the perspective of the gender of the children, the number of boys is more; from the perspective of the nature of the kindergartens that children attend, the number of children enrolled in public kindergartens is more; From the perspective of the relationship between mothers and mothers, the proportion of mothers is relatively large; from the perspective of education, the educational level of parents is constantly improving.

Table 2: Basic Parent Information

essential information	class	frequency	percentage
Children's age	3	70	25.36%
	4	92	33.33%
	5	75	27.17%
	6	39	14.13%
Children's gender	man	153	55.43%
	woman	123	44.57%
The nature of the kindergarten	Public kindergarten	172	62.33%
	Private kindergarten	104	37.68%
Relationship with children	father	95	34.42%
	mother	112	40.58%
	ancestors	28	10.14%
	other	41	14.86%
Education situation	primary school	25	9.06%
	middle school	33	9.06%
	senior middle school	55	19.93%
	junior college education	61	22.10%
	undergraduate course	65	23.55%
	postgraduate	13	4.71%
	not have	24	8.70%

3.3 Attitudes of teachers and parents towards child sex education

Table 3: Teachers' perceptions and attitudes towards early childhood sex education

Cognition and attitude	class	frequency	percentage
Whether to understand early childhood sex education	Don't know, but I want to know about it	4	4.76%
	Know, but not clear	51	60.71%
	You know, it's clear	29	34.52%
Think of the best time to implement sex education for children	Start at the age of 0	28	33.33%
	The kindergarten began	40	47.62%
	primary school	8	9.52%
	middle school	3	3.57%
	university	5	5.95%
Is such education necessary for young children	It is very necessary	63	75%
	have no occasion to	5	5.95%
	same as	16	19.05%

It can be seen from Table 3 that preschool teachers know about sexuality education for young children, but the proportion of them who do not know is high, indicating that preschool teachers lack the knowledge of sexuality education for young children; 47.62% of teachers think that sex education should start from kindergarten. Teachers' attitudes are constantly changing; when asked whether it is necessary to carry out such education for young children, 75% of preschool teachers believe that such education is very necessary, and 5.95% of preschool teachers think it is not necessary to carry out such education 19.05% of kindergarten teachers believe that generally, there is no requirement for the necessity of such education, which shows that kindergarten teachers have a positive attitude towards this kind of education.

It can be seen from Table 4 that parents still do not understand, do not care and have misunderstandings in their understanding of the meaning of sex education; 51.45% of parents think that it is more appropriate for their children to start sex education in kindergarten; some 65.94% of parents think it is very necessary to carry out such education for young children, 4.14% think it is not necessary to carry out this kind of education, and 23.91% of parents hold a general attitude towards this kind of education. It can be seen that some parents have not yet aware of the importance of this type of education; 15.22% of parents are embarrassed to avoid talking about sex when their children ask questions about sex, 10.15% of parents are very angry and will scold their children, and 35.87% of parents want to answer, but I don't know how to tell the children. From this, it can be seen that the traditional concept among parents still exists. When talking about "sex", they are reluctant to

communicate this topic with young children.

Table 4: Parents' perceptions and attitudes towards preschool sex education

Cognition and attitude	class	frequency	percentage
Understand the meaning of neutral education	Do not understand, do not care	36	13.04%
	Education on human reproduction, life, physiological needs, and other aspects of sexual behavior	178	64.49%
	Porn and obscure things, they are not willing to mention	62	22.46%
Think that children how much progressive sex education is more appropriate	Start at the age of 0	20	7.25%
	Start from the kindergarten	142	51.45%
	From primary school	39	14.13%
	From middle school	34	12.32%
	It starts at puberty around age 14	26	9.42%
Is such education necessary for young children	university	15	5.43%
	It is very necessary	182	65.94%
	have no occasion to	28	4.14%
Attitudes when a child asks sexual knowledge questions	same as	66	23.91%
	Answer with a normal heart	106	38.41%
	It was very embarrassed to avoid talking about it	42	15.22%
	Very angry, will criticize the child	29	10.15%
	Want to answer, but don't know how to tell the child	99	35.87%

3.4 Difficulties in sex education for teachers and parents

Table 5: Difficulties in teacher sex education

Difficulties existing	class	frequency	percentage
Whether the kindergarten has ever carried out sex education and training for teachers	deny	39	46.43%%
	yes	45	53.57%
Whether the kindergarten teaches the parents scientific sex education knowledge	deny	38	45.24%
	yes	46	54.76%

From Table 3 and Table 5, it can be seen that preschool teachers know about preschool sex education, but a relatively high proportion of them do not know. Sex education knowledge accounted for 45.24%. It can be seen that kindergartens have a narrow range of knowledge about child sex education. There is no professional system for teachers to learn. There is a shortage of teachers in child sex education. Not enough, so that parents do not have a wealth of knowledge reserves and there are misunderstandings about sex education, and there is no correct understanding of sex education, which restricts the implementation of early childhood sex education.

Table 6: Difficulties existing in parental sex education

Difficulties existing	class	frequency	percentage
Will you take the initiative to educate your children at home	yes	110	39.86%
	deny	65	23.55%
	I want to educate you, but I don't know how to educate you	101	36.59%
Does your child's kindergarten value sex education	do not understand	87	31.52%
	No attention, there is no relevant content	72	26.09%
	Pay attention to, set up the relevant courses	117	42.39%
Whether the teacher has ever given you the relevant guidance of early childhood sex education	yes	152	55.07%
	deny	124	44.93%

As can be seen from Table 6, 36.59% of parents at home want to take the initiative to educate their children about sex, but do not know how to educate them. I don't know how to answer the questions

raised by children, and I can't open my mouth to talk about "sex". If parents are always hesitant and ambiguous in the face of children's sexual knowledge, this will also restrict the implementation of children's sex education; 26.09% of the children's kindergartens do not pay attention to it and have no relevant content at all, and 31.52% of parents do not know whether the kindergarten attaches importance to sex education, indicating that children and their parents do not put children's sex education in an important position. Social parents pay more attention to children's learning of knowledge and skills in kindergarten, while ignoring children's learning of health knowledge in kindergarten. Therefore, parents are not active enough in child sex education activities, and their cooperation with the kindergarten is not enough, so that kindergarten sex education cannot be carried out in an all-round way. 44.93% of them have received instruction related to early childhood sexuality education. It can be seen that early childhood sexuality education requires the cooperation of the home. Only one of the two parties can't implement early childhood sexuality education well. Teachers should broaden their knowledge, to provide parents with professional knowledge of early childhood sexuality education and promote the development of early childhood sexuality education.

4. The importance of early childhood education

4.1 The importance of early childhood sex education for parents and teachers:

4.4.1 It will help parents and teachers to correctly understand the meaning of early childhood sexuality education and promote the development of early childhood sexuality education

At present, most families have misunderstandings in the concept of early childhood sex education. They believe that early childhood sex education will destroy the child's virginity, thus ignoring the importance of early childhood sex education [2]. However, because teachers have not received professional knowledge of early childhood sexuality education, they lack understanding of the content system of young children's sexuality knowledge, which will lead to the fact that they do not know how to deal with the sexual problems raised by children when they teach children about sexuality in daily life. To what extent can children accept and learn knowledge, and how to answer when facing children's questions, which may make children misunderstand and enter a misunderstanding. Therefore, children's sexuality education for parents and teachers can not only enrich their knowledge of sex education, let parents correctly understand the meaning of children's sexuality knowledge, change their concept of sex education, but also make parents and teachers face the children's sexuality education. When asked, know how to answer, know how to educate young children.

4.1.2 Make parents and teachers pay more attention to the healthy development of children

Now most parents only pay attention to the skills and knowledge that children learn in kindergarten, but ignore the health knowledge of children in kindergarten. Sex education for young children is only carried out when there is a problem, and no education is carried out when it is not necessary.

4.2 The importance of sex education for young children

4.2.1 It is conducive to the improvement of children's self-protection awareness

In the early childhood, children are young, have little life experience, and have a weak sense of self-protection. Sex education for children can help children understand their various organs, have a correct understanding of them, establish children's sense of crisis, and help children. Protect yourself from being violated. For example, "Apart from mom and dad, no one can touch you without their consent [3]. We can't let others touch our own private parts, and we can't touch other people's private parts ourselves," let the children understand respect and protect your own body.

4.2.2 It is helpful for children to acquire scientific and systematic sexual knowledge

Early childhood sex education is the socialization process of educating the educated about sex science, sex morality and sex civilization education. Although young children are born with differences between men and women, gender awareness and gender equality concepts are not innate and need to be cultivated through education. Sex education in early childhood begins to let children know their own gender, initially enter gender roles, and also begins to instill initial sexual morality. This will allow young children to form correct gender concepts and gender roles, and develop appropriate gender-specific behaviors.

4.2.3 It is conducive to promoting the development of children's physical and mental health

When children raise questions about sexual knowledge, parents and teachers should give positive answers to popularize and educate children, which will help children understand themselves and lay the foundation for future life. For example, why do boys pee standing and why do girls squat? If parents and teachers do not give positive answers, young children do not receive scientific sex education during critical periods, which makes young children vulnerable to misinformation and distorted sexual concepts.

5. Conclusion

5.1 Educators should establish a correct view of sex education.

The concept of educators will directly affect young children, and children should not be led into misunderstandings. There is no need to answer unwarranted questions or cover up. Only by facing up to sex education can young children receive scientific and healthy ideas of sex education and prevent children from deviating or deviating from sexual knowledge mistakes, and promote the overall and healthy growth of children.

5.2 Set up specialized institutions for early childhood sexuality education

Set up specialized institutions for early childhood sexuality education to promote educators' ability to enhance and perfect early childhood sexuality knowledge education, and further promote the professionalization of early childhood sexuality education courses for educators. Faced with the sexual education questions raised by young children, scientific and healthy answers are required. In children's daily life, within the range that children can accept, sex education should be carried out in an orderly manner, and age-appropriate sex education should be provided to children, and no overage education is allowed.

5.3. Strengthen home cooperation and jointly promote the development of sex knowledge education

Parents are children's first teachers. Parents and teachers should unite and cooperate to maintain the same concept, promote the development of children's sex education, and promote the harmonious development of children's physical and mental health.

5.4 Educators should carry out early childhood sexuality education in various ways

For example, carry out theme activities, parent-child reading, picture book stories, etc. To change the single activity education mode, it is necessary to nurture it in life and have a subtle influence on young children.

Acknowledgement

This work was supported by Guizhou Province 2020 College Students Innovation and Entrepreneurship Training Project: Investigation and Research on the Current Situation of Children's Sexual Knowledge Education - Taking Liupanshui City as an Example (No. S202010977062)

References

- [1] Xiaoyu Yang. *Emphasis on Early Childhood Enlightenment Education [J]. Education and Teaching Forum*, 2019(36): 231-232.
- [2] Ying Xu, Bibi Zhang, Xiongjing Ye. *Current Situation of Kindergarten Sex Education and Related Suggestions: Based on the Investigation and Research of Kindergartens in Hongshan District of Wuhan City [J]. Modern Education Science*, 2014(04): 83-86. DOI: 10.13980/j.cnki.xdjyxx.gyj.2014.04.031.
- [3] Jieying Luo. *Analysis of the Current Situation and Countermeasures of Family Sex Education for Children [J]. Journal of Zhengzhou Railway Vocational and Technical College*, 2015, 27(03): 121-123. DOI: 10.13920/j.cnki.zztlyjxyxb.2015.03.040.