

Research on Career Ability Model under the Concept of Whole Person Education in the Background of Vocational Education

Zhenbo Fan *

XuZhou College of Industrial and Technology, Xuzhou 221000, China

**Corresponding Author*

ABSTRACT. *Whole-person education is a new educational concept that couples the development of personality and individual ability. The goal of the concept is to focus on the unity and integration of "German", "Knowledge" and "Intelligence". In the context of comprehensively expounding the concept of whole-person education, this article explores the career of the whole-person education concept with the specific practice of colleges and universities. Capacity building model.*

KEYWORDS: *Holistic education concept; Career ability; Character morality; Personality*

The concept of whole-person education is an ideal educational concept. The essence is to focus on the inner potential of the individual students. According to the individual differences, they can give full guidance, awaken and encouragement, so that the students' ability can be maximized, and they can optimize themselves to become "moral", "sense" and "intelligence". "All aspects of harmonious development." Among them, the whole-person education emphasizes the subjectivity and participation of students. Through the cultivation of morality, general education and mental development in education, students' ability to adapt to positions, compete for positions and cross positions is gradually cultivated.

1. Analysis of the concept of whole person education

1.1 Moral education

Morality refers to the influence of a certain society or group in order to make people consciously abide by their code of conduct and fulfill their corresponding obligations to society and others. It is one of the important conditions for the transformation of the moral requirements of a certain society or group into the inner

quality of people. Western modern moral education originated in the late 19th and early 20th centuries. Its representative figure is Dewey, an American philosopher and educator. He believes that the formation of morality is naturally formed by people in social growth. School education itself is an important way to develop morality. Throughout the history of education development, moral education has always occupied the basic position of education, not only because it is the beginning and purpose of all education, but also the nature and purpose of education.

1.2 General education

General education is a form of education in which the goal of education is to provide educators with knowledge and values that are common among different groups of people in modern and pluralistic societies. This kind of educational concept has its unique expression in ancient Chinese education. It is to gradually improve self-cultivation and ability character through extensive knowledge. The concept of general education is oriented towards the living individual and the vast world. Because individuals need many skills and skills to survive in society, this provides an important guarantee for the attention of general education. In the context of vocational education, through the means of general education, students can master a variety of abilities, especially human ability, which can stimulate students' social vitality, expand students' thinking space, and promote the growth of students' career ability.

1.3 Professional ability

Under the traditional Chinese concept, emphasis is placed on the individual's intellectual development and cultivation. In vocational education, we are more inclined to regard intelligence as the processing and application of a standardized technical means. Advanced vocational education usually carries out professional training according to different professional positions, so that students have the professional ability to directly face the position, thus having the skills of survival and the potential for development. The cultivation of professional ability should completely abandon the educational concept of traditional Chinese indoctrination mode in the concept of whole-person education. This not only violates the law of education, but also is a major harm to vocational education itself. Because vocational education itself is a kind of professional acquisition method that is used by both hands and brains, the indoctrinated education method itself seriously violates the essence of vocational education, and it is also a paradox for whole-person education.

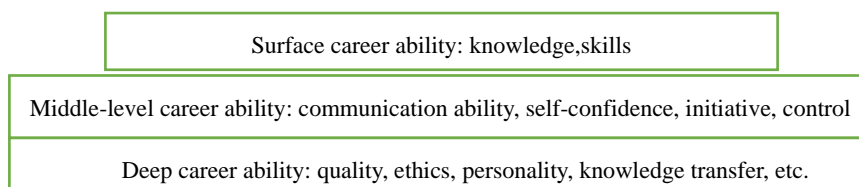
1.4 Personality education

Personality education is a complex concept. Personality should be a unified

expression of truth, goodness and beauty. That is to say, the so-called personality is the degree to which people pursue and reach true, good, and beautiful in their social life with their own words, actions, feelings, and states, and is perceived by others and subject to social norms. As an important part of civic education, higher vocational education emphasizes personality education and cultivates students' sound personality. It is not only an educational responsibility, but also a social responsibility. Personality education relies on educators to set an example for students in creativity. In our lives, we find out the highlights of each student's personality, encourage the practitioners to continue to practice, and form the effect of competing imitation, motivating everyone to compete to cultivate sound personality traits.

2. Career ability model feature

Career ability is essentially a competency. There are currently two types of competency that are more popular in academia, one is Spencer's iceberg model and the Boyatz's onion model. These two models have similarities. They all consider that the competency in a career is dominant and implicit. The explicit professional ability includes knowledge and skills that are directly applied to the post work. The hidden professional ability includes quality. Morality, motivation, social roles, communication, acquisition, etc. This part directly affects the social and psychological aspects of workers, which not only restricts the development of knowledge and skills, but also restricts the further development and progress of individuals. We can abstract the basic model of career ability from the following diagram (Figure 1):



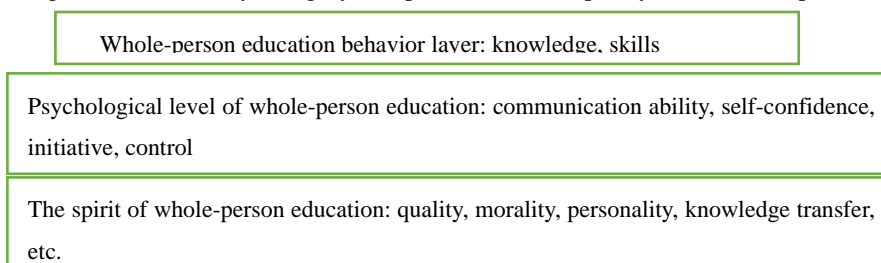
From the above pyramidal ability model, we can see that the more it is at the bottom of career ability, the more it involves the psychological quality of personality, in which quality, morality and personality are the core concepts in whole-person education, and knowledge transfer also needs to be. Only on the basis of general education can it be effectively realized. When we look down on the pyramid, we will find that the implementation of the concept of whole-person education is of great value and significance for the achievement of individual career ability. In the actual career ability, good personality quality, excellent professional ethics, sound personality, and extensive knowledge domain constitute a good foundation for individual career growth. In the middle-level career ability field, communication ability, self-confidence, initiative and control ability can also win good reputation and development prospects in the workplace. As for the knowledge and skills of the surface career ability, even if it deviates from the perspective of the whole person's

concept, it should be the meaning of the vocational education. Through the display of Spencer and Boyatz models, we believe that under the concept of whole-person education, it is not only a possibility but also a kind of social productivity development to reshape higher vocational education with career ability as the orientation.

3. The Construction of Career Ability Model under the Concept of Whole Person Education

The concept of whole-person education is an ideal educational concept. The essence is to focus on the intrinsic potential of the individual students. According to the individual differences, they can give full guidance, awaken and encouragement, so that the students' ability can be maximized, and they can optimize themselves to become moral, intellectual, physical, group, and beauty. Seven aspects of things and feelings have a harmonious development of the whole person. Combining the previous research results of the career ability model, we have solidified the above seven aspects into four aspects: morality, general knowledge, professionalism and personality. At the same time, corresponding to the development of career ability, we have constructed a career ability development model under the concept of whole-person education. This development model, on the one hand, draws on the essence of Chinese traditional culture, on the other hand, it couples the concept of Marxist whole-person development, and constantly draws closer to the distance between educational reality and educational ideals, and has achieved remarkable educational results.

We believe that the knowledge and skills corresponding to the surface of career ability correspond to the "things" of whole-person education, and that they develop a better professional ability and knowledge reserve. The middle level of career ability includes the characteristics of communication, self-confidence, initiative, control, etc. (the reason why it is called the feature is because it has been designed to the personality and psychological level), corresponding to the "group, love" and other aspects of holistic education. The main consideration is the individual's personality. The quality, morality, personality, and knowledge transfer in the deeper part of career ability correspond to the "German, American, and Wisdom" aspects of whole-person education, and the main consideration is the individual's moral quality. To this end, we have reorganized the full-time career ability model (Figure 2) while finding that career ability is highly compatible with the quality of the whole person:



From this picture, we can see that the whole-person education is divided into three levels of behavior, psychology and spirit under the cutting of career ability. The spirit is a combination of a person's world outlook and outlook on life. It includes general morality and personality, and the spirit of positive sunshine. The foundation is to shape the core of a healthy individual; at the spiritual level, it derives the psychological level activities of communication, self-confidence and initiative, control, etc. We call it the psychological characteristics. The above psychological characteristics are the externalization and explicitness of the spiritual level, and finally the individual's behavioral level is specifically the sum of the knowledge and skills expressed in practice.

Through the analysis of the concept of holistic education and the theoretical analysis of Spencer and Boyatz's "competence", from the discussion of explicit knowledge, skills to invisible quality to behavioral, psychological and spiritual construction, we believe that through holistic education The form can not only fully meet the needs of students' career development ability under the background of higher vocational education, but also has important significance for the construction of a "three-body" (behavior, psychology, spirit) sound social individual.

Acknowledgement

This paper is sponsored by Specialized Philosophy and Social Science of Colleges and Universities in Jiangsu Province(<Research on the Development of Career Ability of Higher Vocational Students Based on the Concept of Whole Person Education > Granting number: 2017SJBFDY759)

References

- [1] Ligu Qiu (2013). Research on Career Planning of Higher Vocational Students Based on Competency Model. China Securities Futures.
- [2] Ming Xu (2012). "Comparative Study on Hong Kong's Whole Person Development Education and Quality Education in Higher Vocational Colleges in the Mainland. Front.