

Philosophical Reflections on high school students' career based on the assumption of human nature

Xinmin Fu, Jian Ou

High School Affiliated to Southwest University, Chongqing 400700, China

Abstract: Standing at the logical starting point of education, it is of ultimate significance to guide current career education from human nature to good. Human nature is generative, changeable, active, interactive, dynamic, procedural, practical and relational, which shows that the educated are people in growth, people in specific situations and people in multiple relationships. Humanism towards goodness is the greatest common divisor of the hypothesis of human nature, which helps to truly understand the purpose of career education, promote the complete development of Students' personalities, and Enhance the practical well-being of students. Marxist theory of human development implies that people are oriented towards good, which is the basis of the design of the career education system. It is closer to the reality of human nature and has the purpose of theory, reality, history and Logic of action. The career practice of people-oriented to good points to comprehensive practical education, which is a new understanding of career education. Its main content and action mechanism can ensure the orderly, efficient and high-level operation of career education.

Keywords: the theory of born good; Career logic; System design; Comprehensive practice

The new curriculum reform has triggered the objective needs of career planning and student development guidance. Students' Career Education and development guidance is one of the difficulties and key problems brought by the comprehensive reform of the college entrance examination to senior high school education, especially the new college entrance examination, new teaching materials and new curriculum standards. The dilemma of education and the problem of reform often stem from the ambiguity of the value system. How to find the ways and methods of career education from the root, and guide the current career education from the logical starting point of Education - human nature - has the ultimate significance.

1. Revealing the connotation of humanistic and good career education

At the beginning of man, nature is good. As a "class", human beings must survive and multiply. As a "class instinct", it must be good. Otherwise, the ability of human invention and creation is not enough to live to the present, or very moist to live now. Human nature is good, which shows that human nature is generative, changeable and active, and that education has the possibility and space to exert influence; Human nature is good, which shows that human nature has interactive growth. There is not only the interactive transformation within individuals but also the crisscross multi-directional interaction between individuals and between individuals and classes. The word "towards" highlights the unique dynamics, process, practicality and relationship of education, and shows that the educated are people in growth, people in specific situations and people in multiple relationships, this constitutes the three cornerstones of career education. [1] The word "towards" shows that self-education and natural education are the internal cause and the first driving force. To be good is the purpose and value of our education. To be good is the ideal of our education. From this perspective, education is a cause full of faith in human nature.

Career education is generative, which shows that career education is dynamic and not invariable. The development of career education curriculum resources should be close to Students' daily life; It is changeable, which shows that career education is evolutionary, extensible, customizable, configurable and reusable. The concept and content of career education are developmental, expandable, personalized and popularized; Initiative shows that career education focuses on individuals acting according to their own specified or set goals. Personal needs, motives, ideals, aspirations and values are crucial to career development.

Educates are growing people. We should not artificially disrupt the growth order of students in our

career education. We should not deviate from their physical and mental development level and encourage them. We should understand the characteristics and needs of educatees, respect them as complete people, treat them as immature people and cultivate them as people in society; People in specific situations tell us that we should put the educated in the interactive environment of family, life and society to investigate their thoughts, behavior and emotional state, and cultivate their career ability in specific situations; As a person in multiple relationships, career education is required to let the educated find multiple fulcrums in life, and pay attention to the "decisive" significance of interpersonal evaluation to individual career development.

The dynamic nature of career education tells us that we need to establish dynamic performance indicators of career literacy such as cognition, cooperation, innovation and career; It is process oriented and requires to pay attention to the evaluation of the differences within the object individuals, compare the past and present of the evaluation object individuals, do not deliberately distinguish and compare the attitudes and behavior of students, and do not give students a definite conclusion; The practicality tells us that the implementation of career education is directly related to the implementation of other principles. We must test the correctness of career education itself in practice. As Marx said, all social life is practical in essence; It is relational, which shows that career education should pay attention to role ethics and professional ethics. Career education should train them to assume a certain family role of the educated, learn traditional interpersonal etiquette and the way to get along with others. Our career education comes from family relations and social relations.

Grasping the core issues of a career in academic accumulation and creating and regenerating can make our career education go further. "People should be good" comes from the ancient wisdom of Mencius, but it solves practical problems. It effectively bridges the swing and controversy of the human nature hypothesis, and finds the greatest common divisor of the human nature hypothesis for people in different times, different positions and thinkers in different countries. For example, Mencius himself, based on the goodness of human nature, prescribed the "Monarchy politics" for the princes to compete for hegemony and split the world, to prove and defend the development of social unity to goodness. Xunzi, a thinker in the pre-Qin Dynasty put forward the theory of evil nature and human nature "tends to evil" when the princes are separated and hegemonic politics is a foregone conclusion. Therefore, we should "turn false nature" to transform people and turn them into good. Rousseau believes that human nature is good, and the emergence of private ownership has produced human inequality and moral degeneration. In order to restore human good nature, everyone voluntarily "transfers" part of power based on good and establishes a collective "public will" social contract. [2] Hobbes believes that "man is like a wolf to man" in the natural state [3]. People's wishes for survival, life and labor are based on the desire for good – Do not do to others what you do not want, so they want to transfer part of their rights to the state.

2. The significance and value of humanistic career education

The purpose of career education is to help people to be good, focusing on "self-assessment, self-planning, self-action, self-management, self-improvement and self-realization". The purpose of career planning is to gain insight into their own development direction and grasp the window of strategic opportunities, "training is different from education" (Note: Dewey: old and new individualism, No. 125-126), Therefore, the superficiality of delicacy, complexity and stress is not equal to advanced, let alone advanced. Career education is unnecessary and impossible to complete and evaluate through systematic knowledge construction.

The traditional career planning education assumes that people are " Physiological people ", "psychological people", "social people", "economic people", etc. These are to better enter school or maximize personal value, and solve the alienation between man and nature and between man and society in a linear logical way. This career education is rational, tool dependent, one-way and materialized thinking in essence, it is the thinking of "becoming useful" and " Instrumental thinking". [4] Therefore, the traditional career education textbooks and readers with interest mechanisms and dynamic mechanisms as the core, which are orderly, rational and scientific, have congenital deficiencies. Even under the background of the new curriculum reform and the new college entrance examination, the career education practice based on this assumption of human nature can only cultivate man into a passive link in the whole natural and social causal chain. The so-called "complete man" actually takes man as an object restricted by various objects and determined by objective laws. Especially when children do not have the ability to know themselves well, career planning education under the guidance of adults is easy to cross the border, leading to alienation due to the lack of consideration for lack of consideration for

students' human nature - dismembering the integrity of life, suppressing the flexibility of life, castrating the uniqueness of life and ignoring the promotion of human spiritual life.[5] If career education management does not see the role of People's attitudes and temperament or ignores this role, it will lose half of humanity and half of education. Our education cannot ignore the foundation of human nature and the foundation of real life. The fundamental purpose of education is to promote the complete development of Students' personalities through educational activities, so as to enhance Students' practical well-being.

Marxist theory on human development points out that people need all-round development (morality, intelligence, physique, beauty and labor), free development (stimulating Students' subjective initiative), full development (innovative development, constantly pushing through the old and bringing forth the new, and greater space), and harmonious development (harmonious development between man and nature).[6] Only by establishing a new life development organism with career quality as the core and balancing the relationship between life, survival, ecology and life, can every excellent individual run independently and spontaneously, so that they can be more likely to "live a good life". This is not only the natural demand of humanism for good, but also the cornerstone of career education system design.

Of course, "Human nature is good" will also lead to people's natural, social and spiritual attributes, which may affect or even hinder their behavior, such as altruism, ideology and voluntary burden constraints, and when their basic needs such as their survival and physiological needs are not met, or the evaluation of the environment When values are distorted, it will hinder its possibility of being good. Therefore, we can derive the hypothesis of control or incentive related variables of career education according to the characteristics of human nature, [7] through the analysis, summary and measurement of subjective and objective factors of career, and establish career development channels through design, planning, implementation, evaluation and feedback, so as to enable people with different abilities and qualities Learners with different professional interests can find their own rising path to make their career development goals consistent with the development strategic goals of the unit and society. Such training, practice and business guidance institutional arrangements are closer to the reality of human nature.

Marx pointed out in his book critique of political economy that "man exists both subjectively as himself and objectively in these natural and inorganic conditions for his own survival"(Note: complete works of Mann, Volume 46, People's Publishing House, 1992 edition, page 441.) Marx said, "everything people strive for is related to their interests." Man is a natural person, and any educational management cannot ignore the interest mechanism and dynamic mechanism. Interest is the driving force of People's behavior. Management must pay attention to the satisfaction of people's material interests. Man is a social and spiritual complex. He not only pursues economic satisfaction but also needs friendship, stability and a sense of belonging. The use of economic incentives can certainly mobilize the enthusiasm of some people, but for others, it may not be money, but entertainment, social status or social respect. In this way, all behaviors are preset in a personal setting, which can sort out the disordered and messy career education behaviors and become a hierarchical and orderly behavior arrangement. All career management systems, courses and evaluations are subject to the review, test and verification of human nature itself, which helps to enhance the initiative and accuracy of career education management. It must be pointed out that this does not mean the determinism of human nature, nor does it mean the abstract and universal theory of human nature. The object of education is dynamic and subjective existence. The essential attribute of career education is to guide the construction and development of complete human nature, increase knowledge, improve intellectual ability, perfect moral personality and live a happy life.

3. The logical purpose of humanism towards goodness

The educational thought or educational theory of any era is based on the assumption of human nature in this era. If the human nature hypothesis of human nature in Herbart's educational theory is human plasticity, Dewey's educational humanity hypothesis emphasizes that man is an immature "experiential man", Marxism assumes that man is a natural man, a social man and a moral man, and man is a natural, social and spiritual complex. [8] Man is a three-dimensional existence of natural life, social life and spiritual life. Whether it is the development of natural life, the growth of social life or the perfection of spiritual life, it is inseparable from good education. Our career education cannot be alienated from nature, society and the spiritual world. As Kant said, "man is the only creation that must be educated. Only when he is educated can he become a man". Education exists to promote human life. The career planning education of returning to human nature is naturally inseparable from respecting human natural attributes, constructing human social attributes and improving human spiritual attributes. Respecting human natural attributes, we must go out of the so-called career cognition centered on adults, which is in line with the physical and mental characteristics and the law of physical and mental development of the educated; To

construct Human social attributes, we must understand that the core of Human career development lies not in the knowledge system itself, but in interpersonal communication ability and innovation ability; Promoting Human spiritual attributes, of course, cannot produce tool dependence, and cannot simplify career as a means of making a living.

Theoretically, because man is a natural, social and spiritual complex, career education points to people-oriented and good, which aims to call for the awakening of human sociality and spirituality (consciousness), so that people with distinctive personality can give full play to their social functions and their value can be released and stimulated to the greatest extent. This is not only conducive to the individual as a social member to achieve the perfection of personality, but also create greater and richer social effects and values for the collective, and can stimulate the development vitality of the whole society. The concept of career education based on humanism and goodness is conducive to the scientific improvement of the discipline construction of vocational education; It is conducive to promoting the healthy development of human nature; It is conducive to promoting social progress and personal well-being. In reality, social occupations change rapidly. It is difficult for us to get old in a job. We need a "whole person" with the ability and quality to meet various social needs. People, in essence, are dynamic and multi-dimensional people. They should cultivate people with perfect personalities and pursue truth, goodness and beauty, rather than people who are mercenary for the enjoyment of simple material interests. Professional practice must inspire a sound outlook on life, develop a sense of responsibility, develop the habit of diligence, develop the spirit of mutual assistance and cooperation, develop the virtue of rational obedience, develop healthy physical and health habits and prevent occupational diseases, develop the spirit of happiness, develop the concept of economy, and develop a scientific attitude, this is clearly the pragmatic professional ability structure standard.

From a historical point of view, the social division of labor is the cause of occupation, and society is the unity of occupation and professional division of labor. New technologies, new processes and new products will inevitably give birth to new occupations. The more complex the occupational division of labor, the more uncertainty and instability increase, and the more planning is needed. The change of different proportions of social career structure may lead to the change of career status. In order to better career education effect, higher career education efficiency, more positive psychological experience for career educators, and positive for the good, the practice of career education must be questioned by "art, theory and metaphysical ", and must face the historical field of career preparation, career experience and career choice.

From the perspective of action, we can divide the courses under the guidance of gender orientation into four categories: career cognition, cooperative ability training, career innovation and career development, which play a basic, promoting, improving and backbone role respectively, so as to build the framework system of career literacy in China. Then, from the aspects of teaching, scientific research, management, evaluation and communication, make the functions of each system of the school form an organic and unified whole, so as to explore the effective ways of scientific, coordinated and sustainable development of school career education. Career education and teaching is the core system, equal communication is the circular system, democratic management is the central system, and developmental evaluation is the incentive system, Scientific research is the intellectual and dynamic system of career education.

4. The career practice of humanism towards goodness points to comprehensive practical education

The correct and profound understanding of human nature determines the depth, breadth, thickness and validity of career education. As we mentioned earlier, career education assumes that human nature has value orientations such as constructability and reliability. As Maslow pointed out, human behavior is inspired by "quasi instinct", [9] these "quasi instinct" tendencies are good, worthy of people's expectation, healthy rather than evil."Class instinct" allows us to pursue some values in life. Only by meeting the needs of class instinct can we obtain complete physical and mental health. The idea of being people-oriented to good and striving for perfection coincides with the idea of the new curriculum reform to cultivate people with all-around development, personality development and lifelong development. Career education is to cultivate people with soul in spirit, ability in practice and roots in culture.

The career practice of humanism towards goodness points to comprehensive practical education. People-oriented and goodwill help to improve the current situation that the value of career education is despised, the form is greater than the content, the anomie of career education system, the marginalization and narrowing of high school career education curriculum and the thinness of construction subject.

Compared with foreign countries, Chinese high school students spend too long in school, have a large number of courses and are strictly divided into subjects, lack of career-related education knowledge and social practice experience, which affects students' career choice ability. Combined with the situation of career education at home and abroad, it is a necessary and feasible choice to explore and build career education in line with national conditions on the basis of a comprehensive practical activity curriculum. The comprehensive practical curriculum is highly consistent with the goal of career education, taking into account the two needs of enrollment and employment. By strengthening the career curriculum based on comprehensive practical activities in high school, we can connect education with social life and turn education from "enrollment doctrine" to paying attention to the future development of students. From the perspective of a comprehensive practical activity curriculum, some existing comprehensive practical activities can be used for reference and promote career education. They complement each other and can play the best efficiency. From a certain point of view, a career education curriculum based on comprehensive practical activities and comprehensive practice curriculum + career education curriculum are equivalent and complementary. It will be more feasible to stand on the basis of "integrated education and practice" in China than on the basis of "integrated education and practice" for many years. The implementation of career education with the help of comprehensive practical activities will seize a fulcrum of career education, which is conducive to the routine and sustainable development of career education, the effective integration of curriculum resources and give full play to the linkage effect of all forces.

Human cognition of nature and society does not distinguish between subject knowledge and background knowledge. The process of human cognition of things is a comprehensive and dynamic understanding process, which determines the comprehensive practical characteristics of career education. In fact, taking comprehensive practical activities as the carrier and promoting career education through "interdisciplinary learning", "learning from experience" and "combination of research and learning" is bound to interweave man with nature, society and himself.

As a new educational proposition, career education pays more attention to the subjectivity, reality, specificity and uniqueness of individuals, emphasizes student-centered and ability-centered, pays attention to personalization and experience, pays attention to individuals, inevitably requires practice and openness, requires autonomy and generation of knowledge, and requires the integration of experience world and real life. Comprehensive practical activities are practical, open, autonomous, generative and comprehensive, which are highly consistent with the characteristics of career education. From this perspective, career education based on comprehensive practical activities is an excellent resource, carrier and training method to cultivate Students' comprehensive ability. The consistency, integration and symbiosis of comprehensive practical activity curriculum and career education curriculum in cultivating Students' goals and methods can effectively avoid the shortcomings of each other and give full play to their own strengths. At the same time, using the "examination usefulness" of career education can also integrate and revitalize the comprehensive practical education resources and prevent the comprehensive practical content from being narrowed and alienated. Career education based on comprehensive practical activities is not a simple fruit platter interdisciplinary, but a soup. It is a brand-new career education framework. Through the overall and systematic research on a certain problem, it fully reflects the unity of human knowledge and the three-dimensional life of learning, production, body, psychology and interpersonal relationship.

5. The main content and mechanism of career education based on comprehensive practical activities

(1) The goal orientation of humanistic and good career education: Career Education Based on comprehensive practical activities "helps students meet the most beautiful themselves at the most appropriate time", "cultivates people with lifelong development", takes "a happy life" as the ultimate goal, and obtains cognitive ability, cooperative ability, innovation ability and professional ability, which not only gives students needs and knowledge, but also gives students mentality. Methods and skills provide students with tools, resources, platforms and opportunities. Whether based on the good assumption of human nature or the good assumption of human nature to the good, we all recognize that career educators based on comprehensive practical activities can transform to the good or better. Therefore, we must have the relevant cognition of career; People are the sum of social relations, and career development is inseparable from the ability of cooperation; People can constantly improve themselves. Innovation ability is an important measure of "quasi-professional people", which affects the level of talent training. As a professional, a positive person should live with value, pursuit, sense of responsibility and mission, which is also the requirement of professional ethics, professional ethics and

professional ability.

(2) The sequence of career education based on comprehensive practical activities with humanism and goodness orientation is shown in Table 1:

Table 1 Sequence of Vocational Education

Academic section	grade	Humanistic and good career education goal based on comprehensive practical activities.
junior high school	First day	Help students complete their initial self-awareness and quickly adapt to junior high school life.
	The second day of junior high school	Help students deepen their self-awareness, find the future development direction, improve their living arrangements, and learn academic management and interpersonal communication.
	Junior three	Help students set goals that match their abilities and obtain specific methods of time management and academic management.
high school	Senior one	Help students have a clearer understanding of their own interests, personality and specialties, and have a better external cognition; Help students adapt to high school life and master the learning methods of various disciplines in high school.
	Senior two	Help students experience and participate in the outside world, so as to clarify their life goals and academic goals, and better adapt to the second year of senior high school.
	third year in high school	Help students better understand career, major, University and other enrollment information, and help them fill involuntary forms[10].

(3) Main contents: we can cultivate Students' cognitive abilities such as observation, memory, imagination and attention through four common forms of comprehensive practice - research-based learning, community service and social practice, information technology and research travel, according to the principles of personalization, systematisms and practicality. The internal self-cognition such as value recognition and the external cognition of communicating with others enable students to learn time management, frustration management, decision-making, subject selection, plan monitoring, etc., and enable students to learn learning, life, choice and responsibility. We can cultivate the coordination ability of active participation, effective discussion, respect for members, tolerance of dissent, objective evaluation and clarifying the relationship between various elements in the team through home school community, colleges and universities, theme activities, community activities and social services, so that children can learn the necessary social etiquette, persuasion and communication skills, basic interpersonal ethics, etc. in their career development. We can respect Students' personalities, create an innovative atmosphere on campus, and cultivate Students' innovative abilities such as analysis ability, comprehensive ability, imagination ability, critical ability, problem-solving ability and practical ability through Students' lectures, research-based learning, talent Eagle program, competition courses of various disciplines and other projects and activities. Through the understanding of professional ethics, professional awareness and comprehensive quality of the workplace, Students' abilities can better match the occupation they want to engage in. It can build a three-dimensional, advanced and spiral overall target system, mobilize the enthusiasm of many parties, expand career experience resources, integrate resources, integrate courses, integrate class hours, and enrich the content and form of comprehensive practical activities, so as to make the capacity of career school-based courses flexible, the difficulty flexible, the teachers flexible and the interest differences flexible.

(4) Curriculum implementation. The career education curriculum based on comprehensive practical activities is an empirical curriculum that emphasizes the integration of curriculum resources in the form of themes with Students' experience, social reality and social needs and problems as the core, which directly affects Students' career experience, career exploration and decision-making ability and career innovation ability. It is a compulsory course integrating school career education and comprehensive practical activity resources. It is a practical course to guide students to understand career knowledge from their own life and social life and learn career choices. The curriculum is practical, open, autonomous, generative and comprehensive. Its purpose is to promote Students' comprehensive, harmonious and free development, and make people become "people", not a success, but growth.

In order to make up for the shortcomings of Students' lack of social experience, lack of life experience and too few opportunities for practical experience, we can establish a career education operation mechanism based on comprehensive practical activities, which is "integrated with research travel, integrated with discipline courses, combined with colleges and universities, and combined with families,

schools, social enterprises". Through the combination of good organization, process reengineering, positive incentive, resource sharing, talent incubation and quality curriculum of colleges, universities and society, a sequential career education platform is formed to ensure the orderly, efficient and high-level operation of career education.

Acknowledgement

This paper is a phased research achievement of the major research topic of education and teaching reform of ordinary high schools in Chongqing in 2019, "Research on strategies to improve senior high school Students' career management literacy under the background of the new college entrance examination" (No.: 2019cqjwgz1004), and the key research topic of comprehensive education reform in Chongqing in 2020, "practical exploration and Research on new curriculum and new teaching materials in ordinary high schools in Chongqing" (No.: 20jgz01) achievements.

References

- [1] Ma Zhisheng. (1999) *Multiple meanings of the relationship between man and nature. Research on Dialectics of nature*, 11, 59-61.
- [2] Zhou dunyao. (2000) *On the hypothesis of human nature. Journal of Guangxi University. PHILOSOPHY AND SOCIAL SCIENCES EDITION*, 6, 4-11.
- [3] Li Meng. (2014) *Why is the state of nature a state of war--Hobbes' two proofs and reconstruction of human nature. Journal of Yunnan University. SOCIAL SCIENCE EDITION*, 5, 3-23.
- [4] Zhou Ronghui. (2011) *Marx and Engels' theory on the social relationship between man and nature and between man and man. Academic forum*, 2, 5-10.
- [5] Xiao Chuan, Xu Tao. (2005) *On life education in Chinese Education. Educational theory and practice*, 11, 12.
- [6] Xu Yuan. (2004) *On the connotation of "all-round" in "people's all-round development". Journal of Xi'an University of political science*, 1, 79-82.
- [7] Sheng Yuan, Su Zhiyong. (2010) *Exploring the contingency incentive mechanism of teacher management from the perspective of human nature hypothesis. Contemporary Education Forum: teaching edition*.
- [8] Pang Qingju. *On the relationship between human nature hypothesis and theoretical construction of pedagogy [D]. East China Normal University*.
- [9] Yang Guolong. (2001) *"Quasi instinct" is the internal psychological mechanism for people to constantly produce new needs [J]. Journal of Chuxiong Normal University*, 1, 94-98.
- [10] Ou Jian, Deng Xiaopeng, Luo Jian, et al. *Practical exploration of career education based on comprehensive practical activities -- Taking the high school affiliated to Southwest University as an example. Educational theory and practice*, 8, 7.