

Analysis on the path of vocational skills training to promote high-quality and full employment from the perspective of multiple intelligences theory

Yu Zhou

Anhui Zhonggong University, 310018

ABSTRACT

This study, grounded in Howard Gardners theory of multiple intelligences, explores how differentiated vocational skills training can promote high-quality and full employment in the context of a complex and rapidly changing job market and rapidly adjusting industrial structures. By constructing a theoretical framework of multiple intelligences orientation-personalized training-precise employment, the paper analyzes the implementation paths, including identifying learners intelligence strengths, designing diversified training programs, and establishing models that match intelligence traits with career paths. The aim is to enhance employment fit, career stability, and career development opportunities, offering new insights into addressing structural employment issues, achieving precise job-person matching, and promoting the comprehensive development of workers.

KEYWORDS

multiple intelligences theory; vocational skills training; full employment; path

As Chinas economy shifts towards a high-quality development phase, driven by industrial restructuring and technological innovation, achieving high-quality employment has become a core national goal. The current employment landscape is marked by prominent structural contradictions, severe skill mismatches, and imbalances between supply and demand. In the digital transformation, traditional jobs are disappearing while new professions are emerging, placing diverse demands on workers skills. The traditional vocational training system has significant limitations: it overemphasizes single skills, adopts standardized training models, and overlooks individual differences among learners, leading to a disconnect between training outcomes and employment needs, resulting in poor alignment. Howard Gardners theory of multiple intelligences offers new insights for vocational training. This theory posits that human intelligence encompasses various forms, such as linguistic, logical-mathematical, and visual-spatial, with each person having a unique combination of these intelligences. Integrating the theory of multiple intelligences into vocational training can facilitate a shift from a skill-centered approach to a person-centered one, achieving precise alignment between training content and individual traits, enhancing training effectiveness, improving job-person fit, and paving new pathways for high-quality employment. This approach also enhances the quality of the nations human capital and strengthens economic and social resilience.

1 The theoretical connection between multiple intelligences theory and vocational skills training

1.1 The core connotation and development of the theory of multiple intelligences

The theory of multiple intelligences was first introduced by Harvard University educator Howard Gardner in his 1983 book *Frames of Mind*. This theory challenges the traditional view of a single intelligence, suggesting that human intelligence is a diverse system of abilities, not a single IQ score. Initially, Gardner identified seven types of intelligence: linguistic, logical-mathematical, visual-spatial, musical, bodily-kinesthetic, interpersonal, and intrapersonal. Later, he added naturalistic intelligence and explored the possibility of ecological intelligence. The development of this theory is grounded in multidisciplinary evidence from neuroscience, evolutionary biology, psychology, and anthropology, establishing eight criteria for identifying intelligence, including the likelihood of isolation after brain damage, presence in special populations, and the recognizability of core operational sets. The theory has evolved through three stages: theoretical construction, empirical exploration, and educational application, continuously enriching and refining since the 1980s. It has transcended the limitations of traditional intelligence views, revealing the diversity and complexity of human capabilities, opening new perspectives on understanding human potential, and having a profound impact on global education practices. It has also gradually extended to areas such as career development and talent assessment.

1.2 Theoretical innovation of vocational skills training based on the theory of multiple intelligences

The theory of multiple intelligences has brought theoretical innovation and paradigm shifts to vocational skills training. It offers a new perspective that emphasizes ability-oriented over skill-oriented approaches, redefining vocational skills as a combination of multiple intelligences rather than isolated skill sets. This approach broadens the theoretical

boundaries and deepens the content of vocational skills training. The theory supports the development of an intelligence advantage-job fit model, revealing the specific combinations of intelligence advantages required for different job positions. For example, teachers need higher levels of linguistic and interpersonal intelligence, while accountants require strong logical-mathematical and intrapersonal intelligence, providing a scientific basis for career selection and training. This theory also provides a theoretical foundation for personalized training paths, supporting the design of diverse learning methods and content based on learners' intelligence advantages. For instance, it suggests providing visually-spatially intelligent individuals with visual learning materials and designing practical operation segments for those with bodily-kinesthetic intelligence, thereby enhancing learning efficiency. Additionally, the theory offers new insights into work adaptability and career sustainability, suggesting that individuals with multiple intelligence advantages are better equipped to adapt to career changes and technological advancements.

2 Analysis of the current situation and problems of vocational skill training

2.1 The homogenization tendency of vocational skill training mode

Currently, China's vocational skills training system exhibits a pronounced trend towards homogenization, characterized by the one-size-fits-all standardization dilemma, where all institutions offer similar programs. Training institutions generally use standardized textbooks, curricula, and teaching methods, lacking the ability to tailor programs to the specific characteristics of different industries, regional needs, and learner groups. Most vocational training programs follow a similar course structure and teaching model, heavily relying on lecture-based instruction and standardized practical training. This homogenization leads to a disconnect between training content and real-world work scenarios, failing to meet the diverse skill requirements. The training methods are rigid and monotonous, failing to stimulate learning motivation and innovative potential. Evaluation standards overly emphasize technical proficiency, neglecting the development of soft skills, professional ethics, and innovation capabilities. Notably, the distinct talent needs of different regions and stages of industrial development are often overlooked, resulting in a mismatch between training supply and local industrial development. This homogenized training model is ill-suited to the increasingly complex and dynamic employment demands, hindering the improvement of vocational skills training quality and its effectiveness.

2.2 Ignoring the low training efficiency caused by the difference of learners' intelligence

The current vocational skills training system often overlooks the individual differences in learners' intelligence and cognitive traits, leading to significantly reduced training effectiveness. Before training, there is a lack of scientific assessment of learners' intelligence strengths, making it impossible to identify differences in language, logic, spatial, and interpersonal skills. During the training process, a one-size-fits-all approach is used, applying the same teaching strategies to all learners for the same content, without tailoring the teaching design to their intelligence strengths. Training evaluations are overly simplistic, primarily relying on written tests and standardized operational assessments to evaluate learning outcomes, neglecting a variety of assessment methods. Research indicates that when training methods align with learners' intelligence strengths, learning efficiency can be significantly enhanced. Currently, only a few vocational training programs take into account the cognitive characteristics and learning styles of learners. This approach, which ignores the differences in learners' intelligence, results in some trainees completing training but with limited actual skill improvement. The utilization of training resources is inefficient, with poor input-output ratios. Trainee satisfaction and participation are affected, and the ability transfer rate after training is low, making it difficult to effectively apply the learned knowledge and skills in real-world work.

2.3 Multi-dimensional analysis of "skill mismatch" phenomenon in the job market

The skill mismatch in the job market has become a critical bottleneck for high-quality employment, characterized by complex and multi-dimensional features. In terms of vertical mismatch, China's labor market faces both over-education and under-education, with many college graduates working in jobs that do not match their educational levels. Regarding horizontal mismatch, the types of skills workers possess do not align with job requirements, leading to difficulties in recruiting employees with the necessary skills, as many companies report. Additionally, many job seekers struggle to find employment due to skill mismatches. The causes of this mismatch include the disconnect between the education and training systems and industry needs, with outdated training content; and information asymmetry in the labor market, where companies struggle to accurately convey skill requirements, and job seekers lack a scientific understanding of their own skill advantages. Skill mismatch also manifests as structural contradictions, with skill shortages in manufacturing, high-tech industries, and modern services coexisting with an oversupply of ordinary job seekers. Notably, skill mismatch leads to reduced labor productivity, lower personal income, decreased returns on human capital investment by

enterprises, and inefficient allocation of social human resources.

3 The way to promote the realization of high quality and full employment under the guidance of multiple intelligences theory

3.1 Build an "intelligence-skill-position" precision matching platform

The construction of a intelligence-skill-position precise matching platform represents a key application and innovation of the theory of multiple intelligences in the employment field. This platform, grounded in the theory of multiple intelligences, uses intelligent algorithms to create a three-dimensional mapping between an individuals intelligence strengths and the skill requirements and job competencies. The platform comprises two main systems: the first is a job-person matching algorithm based on multiple intelligences. This algorithm overcomes the limitations of traditional resume screening by integrating eight dimensions—linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic intelligence—to create a intelligence demand fingerprint for each position. Through big data analysis, it continuously optimizes the matching rules from historical successful cases. The algorithm employs a weighted optimal matching model, considering both the alignment between an individuals dominant intelligence and the core requirements of a position, as well as the complementarity of secondary intelligence and auxiliary skills, to achieve a three-dimensional match between individuals and positions. The second system is a dynamic career development path planning system. This system, based on an individuals intelligence advantage combination, combines industry trends and skill demand changes to provide workers with a 3-5 year step-by-step career growth path and corresponding skill enhancement plans. The system uses visualization technology to present a variety of career options and dynamically adjusts the recommendation plan based on changes in intelligence types. To promote the dynamic optimization and matching of "intelligence-skills-jobs" for workers, so as to greatly improve the quality of employment and the sustainability of career development.

3.2 Promote the coordinated development of flexible employment and multiple intelligences

Promoting the coordinated development of flexible employment and multiple intelligences is an innovative approach to organically integrate individual intelligence advantages with diverse employment forms. Flexible employment, as a significant trend in employment, aligns closely with the theory of multiple intelligences, which emphasizes individualized development. Strategies for promoting flexible employment based on the theory of multiple intelligences should focus on building a flexible employment ecosystem oriented towards multiple intelligences. This includes: 1) creating a flexible employment platform driven by intelligence advantages, offering differentiated flexible positions tailored to individuals with different intelligence strengths. For example, providing remote design projects for those with spatial intelligence and community operation part-time jobs for those with interpersonal intelligence. 2) developing a model that integrates fragmented skills training + micro-task employment, offering precise micro-skills training based on individual intelligence strengths and directly connecting them to fragmented employment opportunities, forming a learn-practice-use cycle. 3) establishing a flexible employment credit mechanism under the evaluation system of multiple intelligences, using technologies like blockchain to record individuals skill performance and work achievements in various fields, thereby building a trustworthy career development file for flexible workers. Additionally, designing differentiated support policies for flexible employment based on the characteristics of different types of workers, such as those in the arts. Intelligent creators with outstanding intelligence provide copyright protection and channels for the realization of works, and provide seasonal job opportunities related to ecological protection for those who are intelligent in natural observation.

3.3 Diverse intelligence empowerment strategies for employment of special groups

In the context of pursuing high-quality full employment alongside the trend of population structure diversification, the employment issues of special groups have increasingly become a focal point of social attention. Based on the theory of multiple intelligences, strategies to empower the employment of special groups should fully consider the differences and strengths in their internal intelligence structures, aiming to fundamentally shift from complementary employment assistance to empowerment employment development. For migrant workers, due to their unique growth environments and educational backgrounds, they often have distinct advantages in physical and sports intelligence, interpersonal communication intelligence, and may have certain weaknesses in logical-mathematical intelligence and linguistic intelligence. Therefore, it is essential to use multiple intelligence assessment tools to comprehensively identify the intelligence advantages of migrant workers, accurately uncover their potential occupational abilities, and design intelligence-oriented career transition paths in response to changes in urban and rural industrial structures. For example,

they can be redirected towards positions such as community management, skill services, and logistics collaboration, thereby enhancing their occupational adaptability and development opportunities. Regarding the employment issues of people with disabilities, the theory of multiple intelligences offers a precise support concept of using strengths to compensate for weaknesses. By establishing intelligence characteristic profiles for people with disabilities, their outstanding potential in specific intelligence areas such as music, spatial awareness, and natural observation can be identified, and a customized employment support system can be developed. For example, by integrating information technology platforms, Provide differentiated jobs such as telecommuting, online customer service, visual design and barrier-free environment construction to achieve a high degree of adaptation between professional content and personal intelligence advantages.

4 Conclusion

This article, grounded in the theory of multiple intelligences, systematically examines and analyzes the challenges and difficulties faced by current vocational skills training in achieving high-quality and full employment. It proposes an innovative approach centered on identifying intelligence strengths, differentiated training, technological empowerment, and integration of industry and education. The traditional single and homogeneous training model fails to meet the diverse employment needs and the goal of precise job-person matching in the digital economy era. The theory of multiple intelligences can effectively uncover and stimulate learners individual potential, promoting a high degree of alignment between professional skills and job requirements. This theoretical and practical framework not only offers new insights into addressing structural employment issues but also lays a solid foundation for the diversified and sustainable career development of workers, with significant practical and forward-looking value for promoting high-quality and full employment in Chinas labor market.

References

- [1] Liu Xiao and Tong Xiaochen. The Era Implications and Promotion Path of the Lifelong Vocational Skills Training System for Promoting High-quality and Full Employment [J]. China Vocational and Technical Education, 2024 (24),12-20.
- [2] Zheng Aixiang, Li Lidan. The Logic, Challenges and Countermeasures of Lifelong Vocational Skills Training under the Goal of High-Quality Full Employment [J]. Education and Vocational, 2024(01),29-36.
- [3] Huang Liqi, Zhong Menglu, Wang Xing, Analysis on the Path of Vocational Skills Training to Promote High-quality and Full Employment from the Perspective of Multiple Intelligences Theory [J], Social and Public Welfare, 2025 (04) 364-367.