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Mahasneh Theory 2023 to Develop Students' Vocational Attitudes and Inclinations

Omar Mahasneh¹

¹ Al-Balqa Applied University

Funding: No specific funding was received for this work.

Potential competing interests: No potential competing interests to declare.

Abstract

The current article aims to explain the philosophy of the Mahasneh 2023 theory to develop students' vocational attitudes and inclinations. The researcher used the descriptive analytical method by analyzing books and websites to present this theory to those interested in the field of professional guidance and counseling. This theory consists of four stages: The first stage is the stage of immersion and play from the age of one year to less than six years; the second stage is the stage of preparation and awareness from the age of six years to nine years; the third stage is the realistic stage from the age of ten years to fifteen years; and the fourth stage is the experimental stage from the age of sixteen years and up to life.

Keywords: Mahasneh Theory 2023, Vocational attitudes and inclinations, Develop students.

Introduction

The Philosophies That the Theory Is Based On

The theory of Mahasneh 2023 was based on the following philosophies:

First: Islamic philosophy is represented by many Qur'anic verses and noble Prophetic hadiths that urge the importance of work and the pursuit of professions by individuals.

Second: The philosophy of the ideal, where Plato believes that whoever aspires to become a good builder must build children's houses, the farmer must occupy himself with plowing the land, the future warrior must learn horse riding or other exercises, and the teacher must try to direct the children's inclinations and desires toward their ultimate goal in life. Those who care to raise all these people must learn in advance the knowledge that they will later need for their art and industry.

Third: Chinese wisdom: "I hear and I forget, I see and I remember, I do and I understand."

How Did This Theory Crystallize?

This theory came as a result of the researcher's experience in the field of education and vocational education and his knowledge of theoretical literature and previous studies related to theories of guidance and vocational counseling. This theory sheds light on a series of procedures that work to develop students' vocational attitudes and inclinations and the most important factors influencing that.

Entities That Help Develop Students' Professional Attitudes and Inclinations According to the Stages of Mahasneh Theory 2023

Figure 1 shows the entities that help develop students' professional attitudes and inclinations according to the stages of the Mahasneh 2023 theory, and we explain them as follows:

1. **Family:** The individual's family must be aware of the importance of vocational education and have positive attitudes towards it.
2. **Ministry of Youth and Social Development:** Carrying out the responsibilities of education and awareness and holding lectures, conferences, and workshops related to the importance of vocational education.
3. **Ministry of Digital Communication:** Focusing on broadcasting and disseminating digital content related to vocational education and its importance to the individual and society.
4. **Ministry of Education and Higher Education:** Issuing legislation and laws related to vocational education, preparing specialized curricula for that purpose, providing the necessary materials, tools, and workshops, and supervising their full implementation.
5. **Organizations concerned with vocational education:** such as the Ministry of Labor, the Vocational Skills Development Authority, or any body related to vocational education in the country in terms of issuing professional description and classification guides, developing the necessary curricula for each profession, supervising the implementation, and conducting professional practice tests, evaluating existing programs, and proposing programs that the labor market needs.

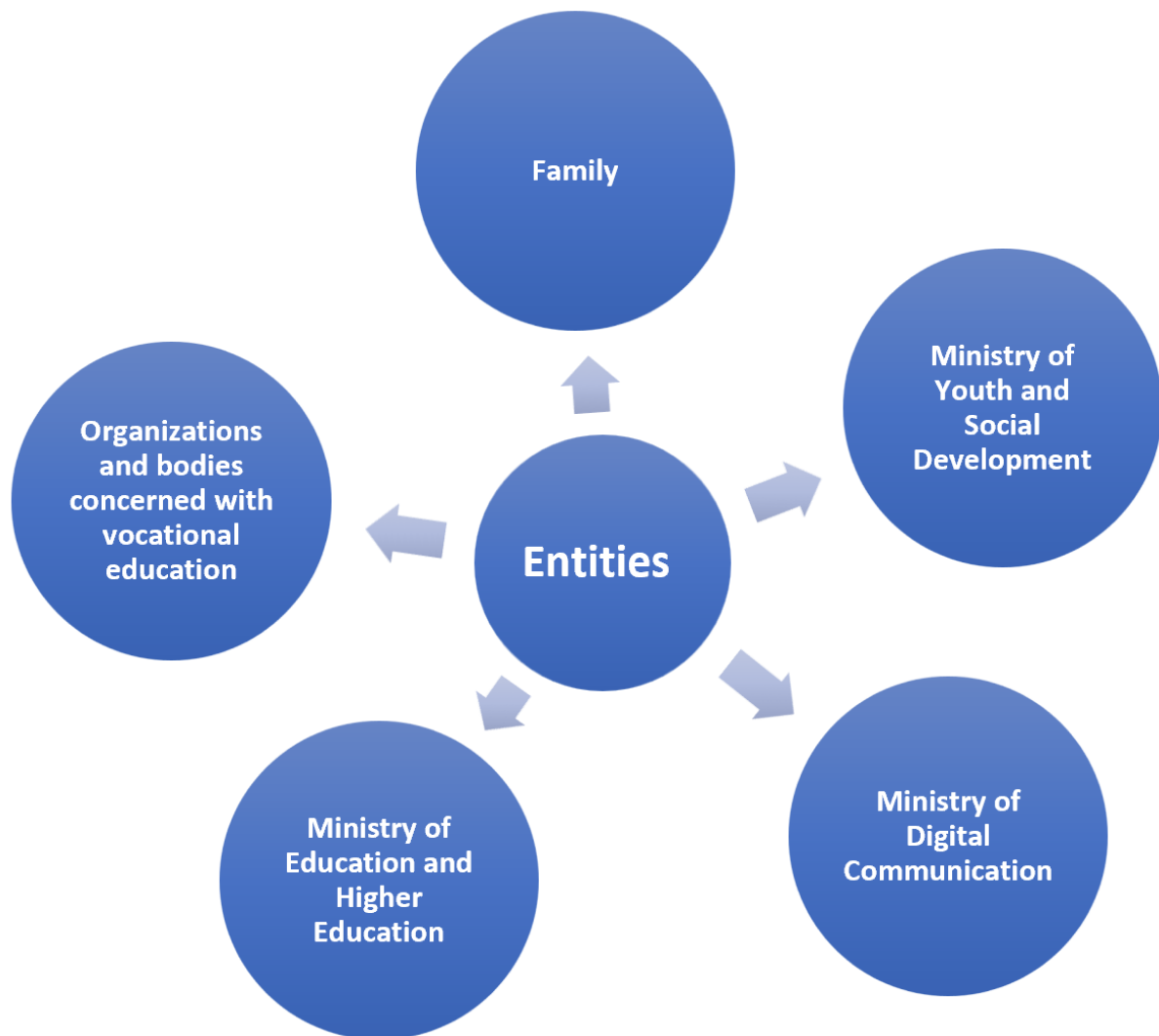


Figure 1.

Methodology

The researcher used the descriptive analytical method by reviewing the theoretical literature, previous studies, and the researcher's experience in the field of professional guidance and counseling, in order to answer the main study question:

The main question: What are the stages of Mahasneh theory 2023 to develop students' professional attitudes and tendencies?

Result

Stages of Mahasneh Theory 2023

The first stage: The stage of immersion and play, starts from the age of one year to less than 6 years.

Figure 2 shows the role of the family and kindergarten teachers in the stage of immersion and play as the first stage of developing students' professional attitudes and inclinations, and we explain them as follows:

1. The family must do the following during this period:

- Immersing the child in playing with toys and various occupations.
- Taking the child to various workshops and practicing some professional activities in the home garden.
- Teaching the child to be self-reliant in eating, making the bed, and cooperating with the family in all tasks.

The child learns by imitation. The family has a major role in instilling values in the souls of its children through the practices it carries out.

Fathers and mothers have great responsibilities in guiding, monitoring, and determining appropriate digital content for children related to developing life skills.

2. The kindergarten stage is important in forming values and awareness among children. The important things at this stage are:

- Building curricula that focus on values and acquiring life skills.

The teacher should immerse the child in playing games related to life and professional matters.

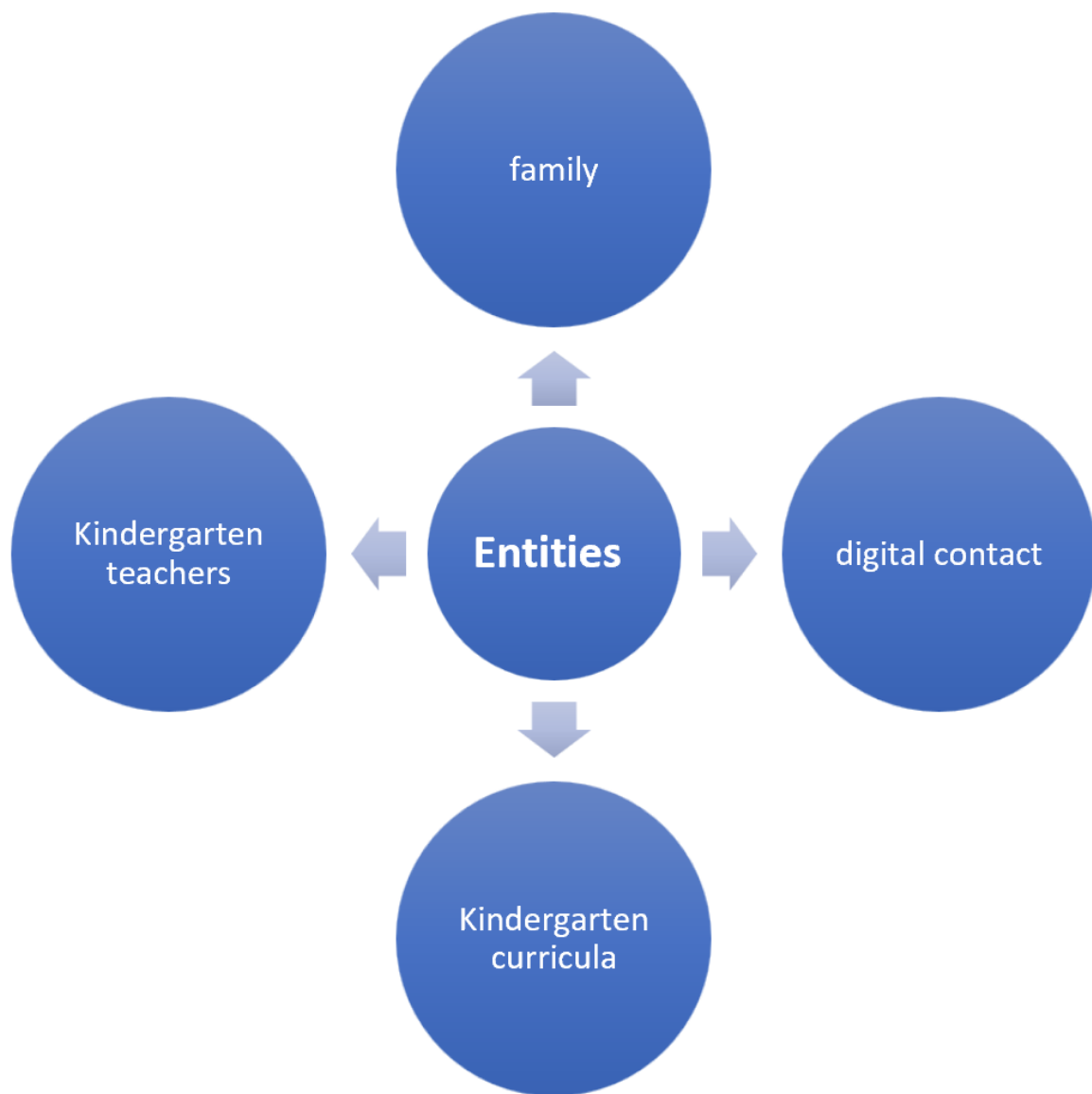


Figure 2.

The second stage: The preparation and awareness stage starts from the age of 6 years to less than 9 years, from the first grade until the third grade.

Figure 3 shows the role of vocational education curricula from the first to the third grade in the preparation and awareness stage as a second stage of developing students' vocational attitudes and inclinations, where the Ministry of Education must work on:

- Writing curricula for this stage by specialists in all areas of life.
- Providing tools, materials, and devices in various fields of life that are consistent with the curricula for this stage.
- Supervising teachers' implementation of curricula to ensure that the desired educational outcomes are achieved.
- Achieving integration with other curricula related to life skills.

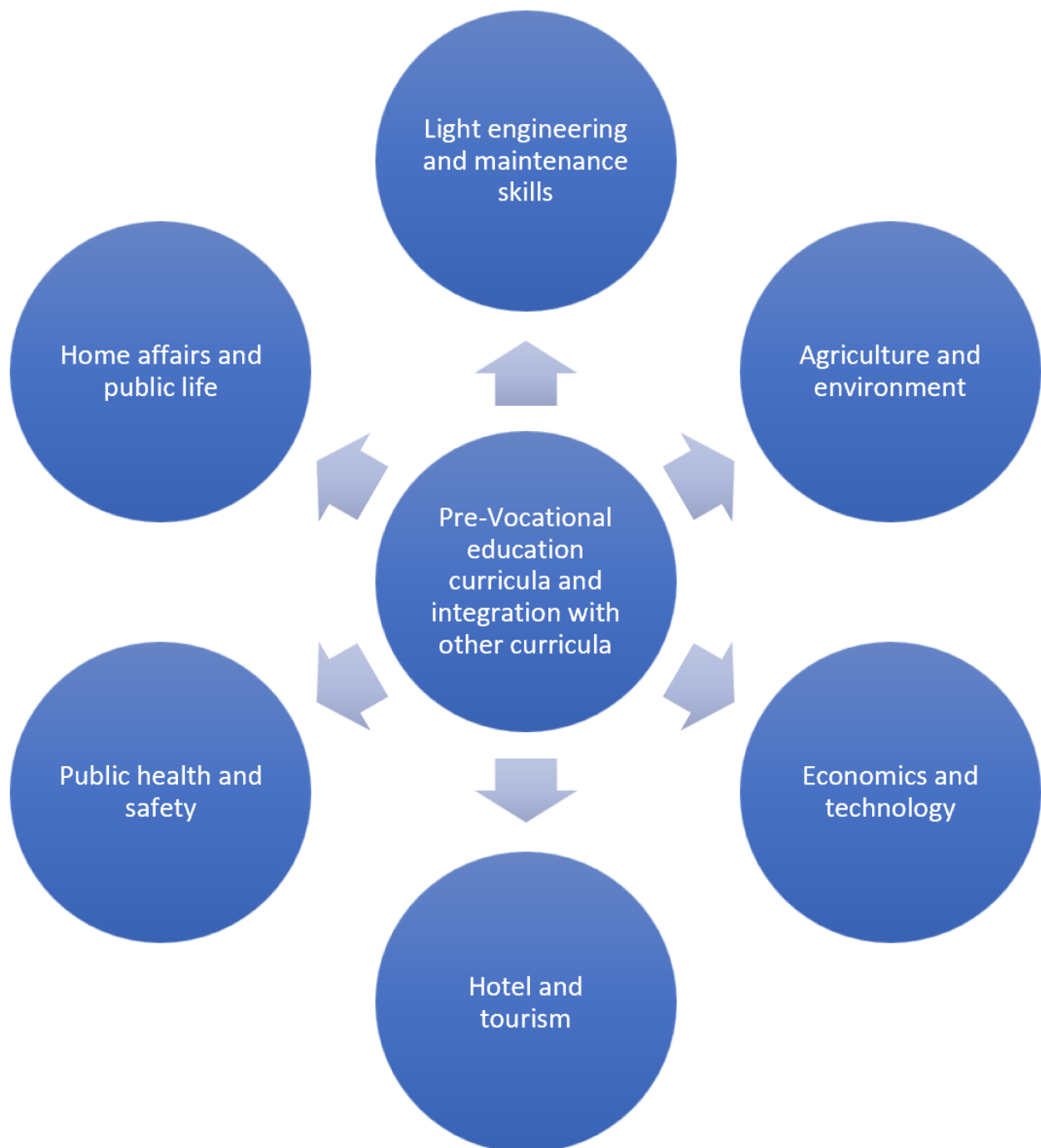


Figure 3.

The third stage: The experimentation stage begins from the age of 9 years to less than 15 years, from the fourth grade to the ninth grade.

Figure 4 shows the role of pre-vocational education curricula from the third to the ninth grade in the experimentation stage as a third stage of developing students' vocational attitudes and inclinations, where the Ministry of Education must work on:

- Writing curricula for this stage by specialists in all areas of life.

- Appointing specialized teachers and subjecting them to training programs related to the curricula.
- Providing equipped professional workshops in every school.
- Providing tools, materials, and devices in various fields of life that are consistent with the curricula for this stage.
- Supervising teachers' implementation of curricula to ensure that the desired educational outcomes are achieved.
- Achieving integration with other curricula related to life skills.



Figure 4.

After the end of this stage, it is assumed that:

- If the student practices agricultural activities by hand from the first to ninth grades and develops a love for these professions, he is supposed to move to the realistic stage in the agricultural field.
- If the student practices engineering activities with his hands from the first to ninth grades and develops a love for these professions, he is supposed to move to the realistic stage in the engineering field.
- If the student practices activities related to hospitality with his own hands from the first to ninth grades and develops a love for these professions, he is supposed to move to the realistic stage in the hotel field.
- If the student practices activities related to economics and technology with his own hands from the first to ninth grades and develops a love for this profession, he is supposed to move to the realistic stage in the field of information technology or business administration.
- If the student practices activities related to home affairs and public life with his hands from the first to ninth grades and develops a love for this profession, he is supposed to move to the realistic stage in business administration, construction, art and design, or creative media.
- If the student practices scientific and medical activities by hand from the first to the ninth grade and develops a love for this profession, he is expected to move to the realistic stage in the academic or medical field.

The fourth stage is the realistic stage after 15 years.

The realistic stage is the fourth stage of developing students' vocational attitudes and inclinations. In this stage, it is assumed that students are heading towards the academic or vocational path based on their real inclinations, which they developed through the previous stages and factors, and vocational inclinations tests were conducted for them. At this stage, we present the Jordanian model for the fields or paths:

1. Academic path.
2. The professional track in 10 specializations, as this track is based on the BTEC system (Business and Technology Education Council), <https://btec.moe.gov.jo>:
 - A. Engineering (automotive electricity, electrical engineering, mechanical engineering).
 - B. Agriculture.
 - C. Tourism and Travel.
 - D. Cosmetology.
 - E. Construction.
 - F. Information technology.
 - G. Creative Media.
 - H. Art and design.
 - I. Business Administration.
 - J. Hotel management.

Conclusion

Table 1. The stages of Mahasneh Theory 2023 to develop students' vocational attitudes and inclinations.

n	Stage	Age
1	Immersion and Play Stage	1 to less than6
2	Preparation and Awareness Stage	6 to less than9
3	Experimentation Stage	9 to less than15
4	Realistic Stage	15 to end of life

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