



**International Journal of Social and Educational
Innovation
(IJSEIro)**

Volume 6 / Issue 11/ 2019

Print version

ISSN: 2392 – 6252

ISSN – L: 2392 – 6252

Online version

ISSN: 2393 - 0373

Aims and Scope

International Journal of Social and Educational Innovation wants to create a platform for constructive debate on the various tendencies and orientation in education sciences and social sciences thereby encouraging further research in these fields.

International Journal of Social and Educational Innovation is an open access and double blind peer reviewed international journal.

Publication Frequency: 2 issues per year

Language of Publication: English

Abstracted/ Indexed/ Listed in

- Directory of Open Access Journals (DOAJ)
- Central and Eastern European Online Library (CEEOL)
- Scientific Publishing & Information Online (SCIPIO)
- Open Academic Journals Index (OAJI)
- Global Impact Factor (GIF)
- Norwegian Social Science Data Services (NSD)
- Advanced Sciences Index (ASI)
- Eurasian Scientific Journal Index (ESJI)
- Scholar Article Impact Factor (SAIF)
- Science Impact Factor (SIF)
- Scientific Indexing Services (SIS)
- Polska Bibliografia Naukowa (PBN)
- Turkish Education Indexing (TEI)
- Journal Seeker - Research Bible (RB)
- Eurasian Scientific Journal Index (ESJI)
- Directory of Open Access Scholarly Resources (ROAD)

- Directory of Research Journals Indexing (DRJI)
- International Institute of Organized Research (I2OR)
- Berlin Social Science Center (WZB)
- Academic Keys
- Human Behaviour Academy
- Gaudeamus
- Cite Factor
- J-Gate
- Journal Guide
- Airiti
- EZB Nutzeranfragen
- INFOBASE INDEX
- Microsoft Academic Search
- Academia Edu
- Efiti
- MIAR
- Research Gate
- Princeton University Library
- University of Saskatchewan - University Library
- Kyushu University Library
- Kanazawa University Library
- City University of Hong Kong
- Max Planck Institute
- Yumpu
- Google scholar
- Scribd

Editorial Office

**International Journal of Social and Educational Innovation (IJSEIro), Suceava,
Romania**

Phone: +40 746 464 358

Website: www.ijsei.wgz.ro

E-mail: secretariat_ijsei@yahoo.com
paperijsei@yahoo.com
editorialboard_ijsei@yahoo.com
reviewer_ijsei@yahoo.com

Editor and editorial board members do not receive any remuneration. These positions are voluntary.

© All rights are reserved with **International Journal of Social and Educational Innovation (IJSEIro)**

Editorial Board of the International Journal of Social and Educational Innovation (IJSEIro)

Editor-in Chief

- Eși Marius - Costel (“Ștefan cel Mare” University, Suceava, Romania)

Editor Assistant

- Eși Narcisa Loredana (“Alexandru Ioan Cuza” University, Iași, Romania)

Editorial Members:

- Bocoș-Bințișan Mușata (“Babeș-Bolyai” University, Cluj-Napoca, Romania)
- Oliynek Maria (“Yuriy Fedkovych” National University, Cernăuți, Ukraine)
- Pasca Eugenia-Maria (“George Enescu” University, Iași, Romania)
- Emerson Clayton Arantes (Universidade Federal de Roraima, Brazil)
- Petrovici Constantin (“Alexandru Ioan Cuza” University, Iași, Romania)
- Khayala Mammadova (International Multicultural Network, Baku, Azerbaijan)
- Leow Chee Seng (Graduate School, II C University of Technology, Phnom Penh, Cambodia)
- Nagy Rodica Mărioara (“Ștefan cel Mare” University, Suceava, Romania)
- Nazrin Baghirova (ADA University, Baku, Azerbaijan)
- Turtoi Maria (“Dunărea de Jos” University, Galați, Romania)
- Leow Chee Seng (“Graduate School, II C University of Technology, Phnom Penh, Cambodia)
- Paramita Acharjee (Karimganj, Assam, India)
- Jeder Daniela (“Ștefan cel Mare” University, Suceava, Romania)
- Serdenciuc Nadia Laura (“Ștefan cel Mare” University, Suceava, Romania)
- Akbarov Azamat (International Burch University, Sarajevo, Bosnia and Herzegovina)
- Kicsi Rozalia (“Ștefan cel Mare” University, Suceava, Romania)
- Mohammad Ali Kowsary (Hakim Sabzevari University, Iran)
- Massari Gianina-Ana (“Alexandru Ioan Cuza” University, Iași, Romania)
- Gagik Demirjian (“Gyumri State Pedagogical Institute”, Gyumri, Armenia)
- Kelemen Gabriela (“Aurel Vlaicu” University, Arad, Romania)
- Oprea Crenguța Lăcrămioara (University of Bucharest, Romania)
- Vasileu Despina (“Ștefan cel Mare” University, Suceava, Romania)
- Barbare Inese (“Latvian Maritime Academy”, Riga, Latvia)
- Trifu Alex (“Petre Andrei” University, Iași, Romania)
- Hapenciuc Aura (“Ștefan cel Mare” University, Suceava, Romania)
- Maierean Andreea Raluca (Wilkes University, USA)
- Behera Santosh Kumar (Sidho-Kanho-Birsha University, India)
- Tosheva Elizabeta (University St. Clement of Ohrid, Bitola, Macedonia)
- Sabo Helena Maria (“Babeș-Bolyai” University, Cluj-Napoca, Romania)
- Drăghicescu Luminița (“Valahia” University, Târgoviște, Romania)
- Nika Maklena (University of Tirana, Albania)
- Nedelea Alexandru (“Ștefan cel Mare” University, Suceava, Romania)
- Vancea Romulus (“Ștefan cel Mare” University, Suceava, Romania)

- Göndör Mihaela (“Petru Maior” University, Târgu-Mureş, Romania)
- Frant Ancuța (West University of Timisoara, Romania)
- Gheorghiu Corina (“Ștefan cel Mare” University, Suceava, Romania)
- Anghel Alina (“Valahia” University, Târgoviște, Romania)
- Pătruț Monica (“Vasile Alecsandri” University, Bacău, Romania)
- Caciuc Viorica Torii (“Dunărea de Jos” University, Galați, Romania)
- Chiriac Horia Constantin (“Alexandru Ioan Cuza” University, Iași, Romania)
- Ariton-Gelan Cristina (“National Naval Center for Studies and Initiatives in Education, Sport and Traditions”, Constanța, Romania)
- Emandi Elena Maria (“Ștefan cel Mare” University, Suceava, Romania)
- Danilović Jelena (University of Kragujevac, Serbia)
- Bogoevska Natasa (University Ss Cyril and Methodius, Skopje, Macedonia)
- Marici Marius (“Ștefan cel Mare” University, Suceava, Romania)
- Flandorfer Antoniu Alexandru (“Ștefan cel Mare” University, Suceava, Romania)
- Vujčić Jasna (Secondary School “Matija Antun-Reljkovic”, Slavonski Brod, Croatia)

Reviewers Team:

- Anastasi Prodani (University of Tirana, Albania)
- Maxim Ioan (“Ștefan cel Mare” University, Suceava, Romania)
- Gjinali Aida (University of Tirana, Albania)
- Leșe Ana Cristina (“George Enescu” University, Iași, Romania)
- Vasilcu Despina (“Ștefan cel Mare” University, Suceava, Romania)
- Petrescu Ana-Maria (“Valahia” University, Târgoviște, Romania)
- Seiciuc Lavinia (“Ștefan cel Mare” University, Suceava, Romania)
- Pînzariu Cătălina (“Ștefan cel Mare” University, Suceava, Romania)
- Nedelea Marilena-Oana (“Ștefan cel Mare” University, Suceava, Romania)
- Zoltan Raluca (“Ștefan cel Mare” University, Suceava, Romania)
- Bujorean Elena (“Ștefan cel Mare” University, Suceava, Romania)
- Larion Alina (“Ștefan cel Mare” University, Suceava, Romania)
- Huțuleac Dragoș (“Ștefan cel Mare” University, Suceava, Romania)
- Bejinariu Corvin (“Eudoxiu Hurmuzachi” National College, Rădăuți, Romania)
- Terec Vlad Loredana (“Ștefan cel Mare” University, Suceava, Romania)
- Karina Stempel-Gancarczyk (Instytut Slawistyki PAN – Polska Akademia Nauk), Warszawa, Poland)
- Mishra Shilpi (Dr., Khandwa, India)

Copy Editor:

- Șașalovici Narcisa - Maria (“Ștefan cel Mare” University, Suceava, Romania)

CONTENTS

THE MORAL EDUCATION OF CHILDREN AND YOUTH FROM A PEDAGOGICAL RETROSPECTIVE	7
<i>Marianna MARUSYNETS</i>	7
<i>Zoriana VAKOLIA</i>	7
<i>Inna PERPELIUK</i>	7
SURVIVAL AND PARALLELISM.....	17
<i>Florent RRAHMANI</i>	17
SOCIO-PSYCHOLOGICAL ASPECTS OF FORMING LEADER'S IMAGE	28
<i>Halyna FESUN</i>	28
<i>Tetyana FEDIRCHYK</i>	28
<i>Maria OLIYNYK</i>	28
THE CONFLICT MANAGEMENT BETWEEN CLASSES IN THE SECONDARY EDUCATION -CASE STUDY – „VASILE GHERASIM” TECHNOLOGY HIGH SCHOOL FROM MARGINEA, SUCEAVA COUNTY, ROMANIA	35
<i>Ionel VOVCIUC</i>	35
FACULTY CHOICE: ASPECTS THAT INFLUENCE YOUNG PEOPLE.....	47
<i>Elena ŞESTAC</i>	47

FACULTY CHOICE: ASPECTS THAT INFLUENCE YOUNG PEOPLE

Elena ŞESTAC

Ştefan cel Mare University, Suceava, România
elena_sestac@yahoo.com

Abstract

Every year, thousands of young people are forced to choose a faculty, which is expected to develop professionally, intellectually and personally. Unfortunately, this election is not given the necessary importance, because it is perceived as a simple decision, without complications and without taking into account the repercussions that may exist in the future. The misinformation, the creation of the imaginary and the confusion they may face when choosing a career are examples of the problems that young people face.

The present study aims to identify whether family, economic and aptitude aspects have occurred, so that the young student has chosen his career and to what extent it has influenced. Developed by qualitative methodology, this research aims to provide information on career choice. The research was carried out in a student dormitory questioning different students from various faculties.

The results showed that the family aspect had a great influence on the participants, being placed on the first place of the studied aspects, and from an economic point of view, an influence was also observed in the choice of career, the aptitude did not have a great relevance in the results obtained.

Key words: *education, faculty choice, students*

Introduction

When it comes to choices, we cannot stop talking about a process or a task that people routinely carry out and in which various processes are involved, such as being able to think, question, decide, among others. Each choice of faculty involves thinking about a life project in a certain social context that surrounds it.

The national education system generally consists of three levels:

- Basic education: it is made up of pre-primary, primary and secondary education.
- Higher secondary education: includes high school

- Higher education: post-secondary, bachelor and post-graduate, the same ones that include specialized studies, masters and doctorates.

And at the third level of the national education system, when it comes to the stage when young people have to make a choice regarding the faculty, there are many pressures around them and these are the ones that impose certain requirements on the applicants to be accepted, from where the pressure begins to fulfill them. It is important for each country to provide and facilitate the requirements necessary for young people to develop personally, intellectually, professionally and, in addition, to provide them with practical and functional knowledge that allows them to enter and participate in society as well as getting a job and being able to achieve the autonomy that society expects from them.

These are just the advantages that can help certain educational institutions to be constantly updated and modernized to bring about improvements and to help the population to develop and the country itself. Thus, education becomes a very important factor, so that various skills can be developed useful in the lives of young people, because it can help them to become transcendental factors for work, society, etc.

To talk about young people means to refer to a specific type of population that, among the many particularities they have, is that they do not receive guidance and support in the process of choosing the faculty, because it may be the case that the young person continually changes the faculty, the school and does not complete or conclude anything in particular, because of the instability and uncertainty of his decision.

Young people are often exposed to a wide range of possibilities that, instead of helping them decide what to study, confuse them or make them think imaginatively about certain things that have nothing to do with college choice. We often see this reflected today, because, despite the openness of information and the access to it, there is still considerable misinformation and bad information about the faculties that exist and what each represents.

It is possible for young people to believe that, just because they have interests or passions, they can already choose their faculty taking into account only these aspects, but in most cases, it may not be sufficient or insufficient. In order to make the college choice, you need to check if you have the skills for it. There are several factors that are involved in career choice, such as family, economically, sensory or motor difficulties, and social and cultural layers.

Faculty choice can be understood as something that is of greater importance and weight more than a simple process or decision-making process when people reach a certain age and time. For young people, the fact that they have to choose a college is not easy, because it is not a choice of a day or a week, but something with which they will be anchored throughout their lives. It is to be expected that in making this decision, they will be completely sure of it and feel happy and identified with what they have decided to study.

When you talk about choices, you bet on a certain life project, which will be characterized by being individual, unique and linked (at certain points) to the family and social context. It is important to keep in mind that young people make choices that are characterized by being

complex and present a type of reality shortened by the social representations they have about faculties and the world of work. Young people not only choose without the necessary information about their faculties and job opportunities, but they approach the existing information with ideas or images that constitutes representations that can be more of an obstacle to an adequate choice or successful professional development. When it comes time to make this decision, there is a great deal of pressure from family members, teachers and friends. In many cases, the path of parents, teachers or friends is followed by different factors, which will be important.

Higher education is a fundamental part of achieving significant progress and growth in aspects such as competitiveness and productivity for both students and professionals. It is important to keep in mind that the requirements of an education system are closely related to the expectations or needs expressed or hidden of a population in a certain region of a country. The educational system, in its processes of modernization and transformation into a better sector, has proposed the balance for evaluation based on the parameters of school achievement, the accomplishment of tasks and activities, leaving aside the importance of analyzing and understanding information. According to Croizier, it is a mistake that the schools only care about teaching and respecting certain contents depending on the level of education it is a part of, because the school is also a learning center that prepares students, especially young people, so that they can easily face the future as adults and can carry on their profession without major problems. That is why it is necessary to know, even in a superficial way, the historian who gave birth to the present system of education, because much of the current state of education is the result of the historical development that the country has had.

The reasons and aspects involved in the faculty choice

It is important to understand that career choice is related to various issues that are involved to a greater or lesser extent and that the list of these issues is very long, some examples are:

the family	addiction
school	reputation
social context	stereotypes
cultural context	abilities
family context	self-esteem
friends	attitudes
anxiety	the couple
fashion	known people

the economy	options you can access
social features	lack of information
interests	the results of psychometric tests
teachers	psychological tests
home education institution	personality
indecision	physique

These are some of the many issues involved, but it is important to explain that although it is a long list, it is not possible to define which of these factors is the most important in choosing the faculty, as time passes and things vary. depending on each era.

In the present investigation it is not possible to specify whether it is a single aspect or there are several that have the greatest influence on the choice of the faculty, because the above-mentioned investigations have been carried out in different periods (years) and different groups or populations. Consequently, all the issues occur to a greater or lesser extent and Castillo Ceballos mentions some of the main reasons why young people choose a college and tells us that these reasons are of the same magnitude and there are no others above.

One of them refers to the fact that the right profession is not necessarily related to the skills of the young man, but that the one indicated will be the one in which he can materialize his dreams and desires, such as the trip, to be admired and directed to a company or institution. . Another factor is that young people leave aside the information that is needed to be able to see and analyze the full range of possibilities. Another one on the list is that they take their decision based on the skills they have developed over the course of their academic studies, but they cannot imagine working in that career. In some cases, the lack of skills for a particular career can be an impediment in choosing it. Finally, it indicates that there is an influence from friends, couples, family members, professionals, among others, towards what they have chosen (Castillo Ceballos). Although age is a key and important point in choosing college, it is networked with other factors, such as family, specifically parents, because they often condition young choices. But this can be supported by certain internal reasons that are already given in the family, such as the fact that they are all lawyers and tradition must be followed, as if studying for a lawyer can give them social prestige.

However, for Araújo de Vanegas (2000), some factors that must be considered in order to make a good choice of faculty are the factors of the individual and the factors of social reality. Within the factors of the individual we can find some characteristics, such as the physical, the intellectual level, the specific skills, the interests, the level of knowledge acquired, the life experience, belonging to a sex, family relationships, adherence to certain values, personality type, aspiration level and difficulties. sensory and motor. But, when we refer to the factors of social reality, we focus more on aspects such as geographical location,

social stratum of belonging, cultural level, educational institutions, sources of work, family and local economic structure (Araújo de Vanegas and others, 2000).

Generally speaking, some of the things to consider when choosing the right information are the quantity and quality of the information you want and get. But the consideration of the physical, psychological and economic aspects, in addition to the social environment in which they belong and the educational and work possibilities, are also extremely important (Araújo de Vanegas, et al., 2000). However, there are others such as discouragement, laziness, low motivation or not at all, poor performance, which have the same importance as the previous ones and which help a lot in things like this (Araújo de Vanegas et al., 2000).

Information analyze based on interviews

In the next table we can see the essential part of the interviews taken

Category	Obtained information
Familiar	<ul style="list-style-type: none">- The family offers support so that young people can continue their academic studies- The support offered is due to the lack of studies of the parents- The family believes that if the young person attends a college he has the chance at another socioeconomic level, more stable and better than the parents
Economic	<ul style="list-style-type: none">- Situations in which the studies cannot be paid- Scholarships as a form of support and also encouragement for learning
Aptitudinally	<ul style="list-style-type: none">- Faculty choice after the young person's skills

✓ Clear results for the familiar category

Some of the students received this type of support from family phrases:

- Would you like to continue your studies?
- You are more capable than us and you can easily finish a college, you are very smart.

- In my time there was no support and no parents insisted.
- I would like to tell me to continue my studies.
- Before, it didn't matter if you were studying or not, it was more important to bring money in the house, but I want you to study.
- Because I love you, I am interested in your future and you ensure a good future by attending a college.
- A faculty will help you get a better job and distinguish yourself from others.
- Wouldn't you like to travel, buy good things and have a home of your own? Well, if you study it will be easy to do.
- When you want something, do everything to achieve it, now set a goal, the one you want and if you want to go to school every step you take will be one less so that you can have what you want in your hands.

And small statements of support: We trust you and your abilities!, You are a good student!, We are with you!, etc. Parents and families, in and of themselves, are trying to provide and do what is necessary to give their children what they want and I think it will be necessary for them to lead a smooth and stable life in all aspects. Sometimes, parents try to make up for their mistakes and holes in their youth by talking to them and letting their children know what their dreams could not have achieved or that they were truncated by the lack of family, lack of support or needs of each family.

Some examples regarding this were found in the following sentences:

- The mother wanted to continue her studies, she even finished high school with good grades, but since money was needed to cover the expenses of the family and because there were many members, my grandparents thought it was a waste of time to continue the studies. , and for this reason they did not. That's why my mother's insistence on continuing my studies, because she also wanted that chance.
- It is funny, because my mother tells me that my grandmother did not have time to go to school, to see the notes, the festivals, even if the mother participated, did not have the support of the family.
- Well, I never tried to think about continuing my studies and I always received family support to continue them, and finally I accepted.
- Well, from childhood I was encouraged to continue my studies.
- They always supported me in my decisions, whatever they were, they were always with me.

- When I entered the last year of high school, I was constantly asked if I had already chosen what to study and the university where I would like to enter.
- My family has always motivated me to continue my studies.

Although often the type of support received is more of an imposition before a particular choice than a true support, this can be perceived in the following examples:

- Why and not what my sisters had studied?
- Study a faculty that is known and you will find work soon.
- You should study the same thing as your cousin, you can finally help him.

These young people may feel disappointed and even unable to make any important decision, this may cause lack of interest, not giving importance to the things or consequences that may arise with their actions.

✓ Clear results for the economic category

In this category were considered data such as the economic characteristics of the participant, who or how they obtain financial resources to pay their expenses, the importance of the economy for choosing the faculty, the idea of studying in a private school and the search. of scholarships. Sometimes, the only way to get access to education is through a paid school, unfortunately, a schooling is sometimes not included in the family economy budget and this idea is aside. Regarding the economic aspect, several topics have been addressed, one of them is related to the economy of the interviewed person and to whom or how they cover their expenses, in this case, these results were obtained:

- Parents give me money every day for my transportation, food and things I need, sometimes they give me a little more, but usually they give me the same amount of money. I think I'm at a medium level from the economic point of view, my parents are employed and between the two they cover the expenses of the house, we have no luxury, as long as it is necessary to live.
- I think I belong to a "screwed" average socioeconomic level, it is not true, my parents work and do not earn much, they give me money for my things and also, because they do not give me much, I have learned to see my priorities
- Well, I spent many years working with my dad and I make my money and from there I pay my things, because I usually don't spend much time in college on things like food and sweets.
- The mother works with my aunts in the kindergarten, she is the one who takes care of making food for the children, she earns something, but not much, but since my father works, he is employed and covers the household expenses. I give money, but sometimes it's not much and I have to deal with it. I think my level would be average.
- My parents have a position, they are traders and from there they leave the expenses to solve the house and they give me money on a weekly basis, sometimes when I help

them on weekends or holidays, they give me more, at the level we belong to the middle.

- In my house, my father is the only one who works, my mother is dedicated to the home and my father gives me a certain amount of money.
- Dad is the only one who works, and Dad is dedicated to repairing cars, he is the one who gives me money, I do not have a fixed amount to give it to me.

Another issue to be debated was that of the paid schools, some of the aspects that they noted in the interviews were the following:

- My economic situation is not very stable in order to pay a tuition at a paid school.
- I think everyone or at least in my case I know what I can access and what I can't.
- I would have liked to be in a paid faculty.
- I know there are a lot of paid schools and I was scared or I felt insecure to go in an environment that is new, because the children there are not the ones I usually meet.
- Not having enough economic opportunities to pay for such a school, I forgot to investigate one of them and I did not give it importance.
- When we refer to information seeking to access a scholarship to cover the expenses of a paid school, the following information was obtained:
- They offered me a scholarship.
- You get a scholarship for a good average, and the truth is that my average is not the best, so I didn't even undertake the task of researching it.
- I know that the scholarships are given to students with an excellent average, so I didn't even ask.
- I have never had a scholarship, so I do not think that only if I go and ask for a scholarship, I would grant it, and the grades were not so excellent that the faculty could invest in me.

The scholarships have a relation of excellence and a good average. Many of the interviewees did not even have the task of investigating the scholarships that could be awarded to them in a given institution, because their environments were not adequate or they did not want to hear a response, in accordance with the beliefs and ideas of the interviewees.

✓ Clear results for the aptitude category

In this section, data were studied on the interests and tastes of the participant and the abilities for certain things of the participant, which can be acquired or inherited, mainly the relation that the abilities had with the choice of the faculty. One of the problems that were most important in this section was that the interviewees spoke about their abilities and these results were obtained:

- The truth is that I like mathematics, physics, chemistry in general the exact sciences, well you can say that I like everything, but besides that I have been told many times that I have aptitudes for many things.

- Well, I think I have the skills to be with the children, I like them very much and I am patient with them and I like to teach them, play with them and many other things, I think these are my abilities.
- I think I have skills for computing, social networks and the Internet, which is why I came here, because I like it, it's easier for me.
- I think my skills are focused on reading, I like to read a lot and I saw that they were much easier with the books we have in class, I can talk easily with a group of people, I can easily find information in books or magazines more than on the internet, I think these would be my main skills.
- Well, because of my sisters, I think I have patience, I am very calm and I learned not to be so desperate, I am very organized and clean and also a little perfectionist, but I think it is good.
- I am organized, I have an agenda. I am also creative and I like to draw and I do not do so bad.
- Well, they tell me that I have the ability to do many things, but I think, most of all, I have the ability to study, I am not the best, I know how to work in a team, which is not easy.
- I remember how I was and how I am now and I realize the skills I have: I am heizing with others and listening.

Conclusions

Vocational choice is not something that only matters in the transition to enter the university, but must be worked with young people before they are in the process of choosing a college, this will help them to obtain all the necessary tools (including skills and interests) to be able to make the choice with total security and with the knowledge necessary to achieve it. One can speak of a prudent choice regarding the faculty when the young person makes the decision due to the experiences and knowledge that he has acquired in school and in the daily life, accompanied by the abilities and interests that he can have. Every human being has different abilities that allow him to do certain things, some better than others, although these abilities are not equal to all people, because there are differences between them all. A skill can be defined as something innate that can be developed and improved during practice and helps us to assimilate new knowledge. Choosing a faculty does not focus only on the choice itself, but also on what it entails, as it is about analyzing and reflecting on the goals and objectives it proposes.

The assistance in choosing the faculty that we can offer to a young person, not only focuses on researching the preferences he has towards certain areas of interest, but also on knowing a range of possibilities. It is important for young people to cease visualizing or stigmatizing some faculties as being most important or necessary for the country, they must be taught to understand that all types of faculties and jobs are necessary for the development and improvement of society and the country. The importance of any type of faculty and jobs is easy to understand, doctors can prevent and cure diseases, a teacher transmits their knowledge and improves the quality of life of people with this knowledge, a carpenter creates

and designs furniture that we use to meet needs. ours, such as resting in a bed, a baker makes the bread we use to accompany our meal, these are just a few examples that underline this importance mentioned above.

The young people who are in the process of choosing the faculty, have a great variety of options to be able to study, along with the various experiences they live and tell them what goals they want to achieve and the activities they want to accomplish.

The continuous development of education is in continuous search to help meet the expectations and objectives set for each educational level and, in some cases, the approaches will be specific to each level of education. In my opinion, one of the main goals that the education of young people should have is that they can choose a satisfactory faculty. In some cases, studying a faculty is the point of their education and the principle of preparation and profiling towards the field of work, in others it is directed to a certain area or area of the same career, but in general, it is a very important objective for professionals to help improve it also continues to progress the country.

When the time comes for young people to begin the process of choosing a college, they may face some problems that cause confusion and anxiety instead of support or help. At present, a faculty is significant, not to say indispensable, but this importance will have no relevance if the young man who attends the faculty does not consciously make the decision. Due to the lack of importance that the company attaches to the choice of faculty, this is done with great difficulty and without total clarity, and this is aggravated, because, in most cases, a faculty thinks about when the exams are approaching or when they should to meet the entrance requirements to a university (public or private).

The choice of the faculty is a sensitive issue to study and, above all, to debate it, as being related to education, the development of the country and the development of the young person, the subject must create reflection and new research that will give us new parameters and ways to solve it. When we talk about the support or the creation of programs, it is not about choosing the faculty to follow the young man, but to guide the young man so that he himself will make the decision and reaffirm it until the end. A program must be created that truly meets the existing needs of young people when choosing college and avoids doubts and concerns about it.

References

Acosta, M. E. (2006). *Planea tu carrera y tu vida*, México: SITESA.

Agulló Tomás, E. (1998). *Jóvenes, trabajo e identidad*, España: Universidad de Oviedo.

Baban, A. (2001). *Consiliere educațională*, Cluj –Napoca.

Herr, E. L.; Cramer, S. H. (1996). *Career guidance and counselling through the lifespan: Systematic approaches*. (5th ed.). NY: HarperCollins.

Holban, I. (1973). *Orientarea școlară*, Iași, Editura Junimea.

Holland, J.L. (1985). *Self-directed search*, Odessa.